# Santa Barbara City College
## Continuing Education Division

### Equivalency to Minimum Qualifications

**Winter Term 1996**

<table>
<thead>
<tr>
<th>Name</th>
<th>Discipline</th>
<th>Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRADEN, Susan</td>
<td>ESL</td>
<td>B.S., Microbiology, San Jose State Univ. and M.S. in Health Care Administration, Univ. of Laverne, 12 units of courses in English, writing and literature, completed UCSB TESL Certificate program (22 units of instruction, 220 hours and a 12-hour practicum), team taught in &quot;ESL for CNA's&quot; course in Continuing Education, has taught Medical Terminology and Basic Anatomy Physiology to LEP students in Continuing Education for two years, studied Spanish through Continuing Education and with private instructors (app. 200 hours).</td>
</tr>
<tr>
<td>FATTARSI, Ann Marie</td>
<td>Writing</td>
<td>AA Degree - Language Arts, Chaffey College, Calif. State University, Hayward (English major, 1 semester), award winning and best selling author of 10 romance novels, guest speaker and lecturer in adult education programs and libraries on the subject of writing romance novels.</td>
</tr>
<tr>
<td>GORBET, Jane</td>
<td>Health</td>
<td>B.A. in Education, University of Massachusetts, 23 years health educator, Planned Parenthood of Santa Barbara, Certified PMS Counselor, guest lecturer in health and women's health classes, SBCC</td>
</tr>
<tr>
<td>KEELER, Robert</td>
<td>Home Const.</td>
<td>General building contractor since 1979, State Contractor's License (General and Fire Protection), SBCC semester (Admin. of Justice courses), Basic Fire and safety instructor for Painted Cave, Mountain Drive and Paradise Volunteer Fire Departments 1989-91, Tai Chi instructor since 1978.</td>
</tr>
<tr>
<td>SIRKUS, Shelly</td>
<td>ESL</td>
<td>BA in Anthropology, Dec. 1985 Studies French, Italian, Portuguese and Spanish Modern Culture of Latin America History of Mexico, the Ancient Maya, Mexican Agriculture and Society TESOL Certificate - completed 11/1/95 Volunteer in our ESL classes June 1994 - April 1995 Teacher's Aide in our ESL Classes 4/95 - Present Highly recommended by the ESL Instructor in whose classes she works.</td>
</tr>
</tbody>
</table>

*Item 2.1-a
December 14, 1995*
BOARD OF TRUSTEES  
December 14, 1995  

SANTA BARBARA CITY COLLEGE DISTRICT  
FEDERAL WORK STUDY & GENERAL WORK STUDY  

FEDERAL  

BALTADANO, Vicente  
WILLIAMS, Marcia  

GENERAL  

MAZIAR, Sunshine  
MOLINA, Joshua  
PORTER, Renysha  

SANTA BARBARA CITY COLLEGE TUTORIAL CENTER  

THE FOLLOWING STUDENT TUTORS HAVE BEEN HIRED FOR THE 1995-96 SCHOOL YEAR AT THE RATE OF $5.58 PER HOUR:  

DUNN, HAVEN C  
GAFFNEY, DANIEL G  
WHITT, CRAIG R  

Item 2.1-b  
December 14, 1995
Standards of Student Conduct
Summary of Recommended Changes

Attached is the proposed "Standards of Student Conduct" policy. The proposed changes reflect evolved practices, clarifications of intent, and streamlining of process to ensure quicker resolution.

The significant recommended changes and clarifications are as follows:

1. Standards (pages 1 and 2)
   A. Standards #A, #B, #D, #E, and #U have been re-written.
   B. Standards #G represents a merger of two former policies.
   C. Standards #I represents a merger of two former policies.
   D. A new standard, standard #H has been added.

2. The Disciplinary Appeal Committee composition is detailed with greater specificity. (page 7)
   a) Student
      adopted: no definition
      proposed: a student enrolled in 9 units or more with a 2.0 or better grade point average
   b) Faculty or Classified Staff
      adopted: no definition
      proposed: tenured contract certificated or regular classified personnel

3. The adopted policy is silent as to the process of selecting a committee chairperson if the committee fails to reach consensus. In the proposed, the Vice-President of Student Affairs or designee would have the authority to appoint a chairperson in such a situation. (page 8)

4. The adopted policy is silent as to representation by an attorney. The proposed policy delineates representation rights and responsibilities of the student, the administrator and the Disciplinary Appeal Committee. (page 8)

5. The adopted policy is silent as to the scope of the Disciplinary Appeal Committee. The proposed policy clearly states the scope of the Committee. (page 8)

6. Commencing with page 8, section F, "The Hearing" up to and including page 10, section G and H, clarifies existing policy and puts into policy our current practices.
SANTA BARBARA CITY COLLEGE

Academic Honesty Policy

The purpose of this policy statement is to expand, clarify and set forth clear levels of authority and disciplinary protocols in response to academic dishonesty, as so referenced in the "Adherence to Standards" section of the SBCC STANDARDS OF STUDENT CONDUCT.

Definition of Academic Dishonesty:

- Cheating on an exam or assignment
- Using other individuals to take course or placement exams
- Unauthorized use of commercial "research" services such as term papers
- Plagiarism: Stealing the works or original efforts of others and presenting them as one's own.

Examples of Plagiarism include:

- failure to footnote sources consulted;
- submitting papers or other work authored/created by others;
- undocumented paraphrasing of ideas originated by others;
- undocumented use of verbatim material originated by others;

Plagiarism is applicable to written, oral, and artistic work.

- Providing information to others without instructor's permission or allowing the opportunity for others to obtain information that provides the recipient with an advantage on an exam or assignment.

Individual First Offenses

On individual first offenses, decisions regarding the severity of penalties imposed for academic dishonesty shall reside with the instructor or assessment technician. The instructor or assessment technician shall notify the appropriate Dean of Academic Affairs of the incident, and the dean shall notify the student of action on the infraction. The Dean of Academic Affairs shall submit a copy of this correspondence to the Dean of Student Services. The Dean of Student services shall retain this documentation in his/her files.
Penalties for the first offense may include, but not be limited to, the following:

- A failing grade on the assignment, paper or exam. Violations related to placement shall nullify course placement for the term.
- A failing grade for the course.

The student may grieve the determination of cheating using the Student Grievance Policy as administered by the Vice-President of Student Affairs.

The student may grieve the penalty determined by the instructor to the appropriate Dean of Academic Affairs for the reasons stated in Policies for Student Personnel, Section 3233.1 (1) Student Grievance policy, (Ed Code Section 10753) and following administrative procedures for responding to grievances regarding grades.

**Multiple Offenses**

When the Dean of Student Services has determined that a cheating infraction is a second such offense, he/she shall initiate institutional action. Penalties may include, in addition to those listed for a first offense, suspension from the College with forfeiture of fees.

The Dean of Student Services shall inform the student in writing of the penalty(ies) to be imposed. The student may grieve the action of the Dean of Student Services using the Student Grievance Policy.

**Appeals**

All penalties imposed under the First and Recurring Offenses shall be suspended during the appeal process.
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

3231 Standards of Student Conduct

Community College Districts are required by law to adopt standards of student conduct along with applicable penalties for violations of such adopted Standards. The purpose of this adopted Standards of Student Conduct is to provide uniform procedures to assure due process when a College student is charged with violation(s) of the Standards of Student Conduct.

A copy of this adopted Standards of Student Conduct can be obtained at the College’s Associated Student Body Office, the Admissions Office, the Library, and the Office of the Dean, Student Services.

3231.1 VIOLATIONS

Student conduct must conform to the rules and regulations of Santa Barbara City College, hereafter referred to as "College". Student conduct which will cause a student to be subject to disciplinary action includes, but is not limited to, the following:

A. Academic dishonesty, including, but not limited to cheating, plagiarism, or using other individuals to take course or placement exams.

B. Forgery, alteration, or misuse of College documents, records, or knowingly furnishing false information to the college.

C. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other College activities, including, but not limited to, its community services functions or of other authorized activities on College premises.

D. Verbal harassment, physical abuse or hazing on or off College premises, of the person or property of any member of the College community or members of his or her family or the threat of any such physical abuse at any College authorized or governed activity.

E. Theft of or non-accidental damage to or abuse of College premises, or property in the possession of, or owned by, a member of the College community, including but not limited to the theft or abuse of computer time.

F. Unauthorized entry to or use of College facilities, including, but not limited to, property, buildings, supplies, and equipment.

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

H. Unauthorized, abusive or inappropriate use of campus computers, computer networks and computer software, including violations of software licensing agreements.

*Violation of this standard will be resolved according to the Board of Trustees Adopted "Academic Honesty Policy" attached.
I. Use, possession, or distribution of alcoholic beverages and/or illegal narcotics/drugs on College premises, or at College-sponsored events, or appearances on campus or at College-sponsored events while under the influence of alcohol and/or illegal narcotics/drugs.

J. Failure to comply with directions of College officials acting in the performance of their duties, or failure to identify oneself for just cause when requested to do so by College officials acting in the performance of their duties.

K. Disorderly conduct or lewd, indecent or obscene conduct or expression on premises or at a College-sponsored activity.

L. Unauthorized use of listening or recording devices on campus or at College-sponsored activities.

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

N. Possession or use of unauthorized firearms or other dangerous weapons on College premises.

O. Assault or battery upon a student, upon College premises or while under the authority of College personnel, or continued abuse of College personnel, assault or battery upon College personnel, or any threat of force or violence toward College personnel.

P. Willful misconduct which results in injury or death to a student or College personnel or which results in cutting, defacing, or other injury to any real or personal property of the college.

Q. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the Governing Board.

R. Continued willful and disruptive behavior, habitual profanity or vulgarity, or open and persistent defiance of the authority of, or persistent abuse of, College personnel.

S. Sexual assault, acquaintance or date rape, sexual activity without mutual and expressed consent at any College authorized or governed event.

T. Speech or other expression intended to insult or use of "fighting" words or non-verbal symbols directed at an individual's age, sex, race, color, disability, religion, sexual orientation, or national/ethnic origin which by their very utterance or expression are likely to incite a violent reaction.

U. Persistent disruptions including inordinate demands for time and attention in the classroom, administration or campus activity, including, but not limited to, abuse of the disciplinary process.

V. Attempting, soliciting or assisting another to do any act which would subject a student to expulsion, suspension, or other discipline pursuant to this policy.

3231.2 REMOVAL BY INSTRUCTORS OF DISRUPTIVE STUDENTS

An instructor may remove a student from his or her class for the day of removal and the next class meeting if the student has interfered with the instruction process. Removal must be reported to the Dean of Student Services, hereafter referred to as "Administrator", in writing, within 24 hours of such removal. The following procedure should be followed for removing a disruptive student from class:
A. **Non-Violent Students**

1. Speak with student privately after class about his or her behavior and about the standards in your class. Inform the student that such behavior will not be tolerated in the future. Also, inform the student that his or her lack of adherence to class standards in the future will be reported to the Administrator.

2. If behavior continues at a subsequent session, the faculty have the authority to tell the student to leave that class session and the next class session. The faculty member must inform the Administrator of his/her action within 24 hours. The Administrator may require a student conference for continued class attendance.

3. If the student will not leave the classroom, call Security for assistance.

B. **Violent or Threatening Students**

Call Security immediately. Security will call the police or the crisis team, if needed.

### 3231.3: STUDENT DISCIPLINE PROCEDURES

#### A. Initiation of Disciplinary Action

All proceedings held in accordance with these Procedures shall relate specifically to an alleged violation of this adopted Standards of Student Conduct.

A request for disciplinary action may be initiated by any faculty, student or College employee and shall be made of the Administrator in writing. The Administrator will then take any action deemed appropriate under the circumstances.

The Administrator shall determine if any student conduct constitutes good cause to initiate any disciplinary action.

These disciplinary provisions do not apply to:

1. Grievance Procedures;

2. Removal by Instructor of Disruptive Students;

3. Residence Determination; and

4. Other academic and legal requirements for admissions, retention and conferral of degrees or certificates.

Disciplinary measures may be taken by the College independently of any charges filed through civil or criminal authorities, or both.

#### B. Definitions of Terms

1. **Warning** - Written or oral notice to the student that continuation or repetition of misconduct may be cause for further disciplinary action.

2. **Reprimand** - An admonishment or warning by the Administrator that becomes part of the permanent student file and is considered in the event of future violations. A written censure by the Administrator for violation of specific regulations.
3. **Disciplinary Probation** - Specific period of conditional participation in campus and academic affairs, which may involve any or all of the following:

a. Ineligibility for all College organization offices.

b. Removal from any College organization office held.

c. Revocation of the privilege of participating in College and/or student-sponsored activities.

d. Termination of state and/or local financial aid.

4. **Suspension** - Denial of all campus privileges for a specified period of time.

A suspended student may be barred from occupying any portion of the campus and may be denied all College privileges including attendance for a specified period of time.

There shall be two classes of suspension. First, "Summary Suspension: is to protect the school from the immediate possibility of disorder or threat to the safety of students. Second, "Disciplinary Suspension" serves to penalize the student for his or her failure to meet the Standards of Student Conduct.

A. **Summary Suspension** - Emergency exclusion from campus and/or classes for a period not to exceed 10 days. A student may be summarily suspended for good cause without a conference or hearing, but Notice of the Summary Suspension and the reasons for such Summary Suspension shall be given to the student as soon as possible.

1. The Superintendent-President, the Administrator, or other staff members designated by the Superintendent-President may summarily suspend a student when such action is deemed necessary in order to protect lives or property or to ensure the maintenance of order at the College.

2. Summary Suspension is to provide an opportunity for investigation, to serve as a means of relieving tension of the student body due to a serious infraction of the Standards of Student Conduct, or to remove a threat to the well-being of the students and/or the good order of the College which would prevent the continued normal conduct of the academic community.

3. Summary Suspension is not considered disciplinary action against the student.

4. The Superintendent-President shall be promptly notified, in writing, of any and all Summary Suspensions.

5. The student shall be given notice of the Summary Suspension, the reasons for the action, a copy of the materials relied upon, and the opportunity to respond.

6. Should it appear necessary for the Summary Suspension to continue in effect for an extended period, steps should be taken promptly and not later than two (2) days after the commencement of the Summary Suspension, to institute a Disciplinary Suspension which shall take effect no later than ten (10) days after the effective date of the Summary Suspension.
B. **Disciplinary Suspension** - Before imposing a Disciplinary Suspension, the Administrator shall:

1. Give the student Notice of the charge(s) against him or her,
2. Furnish an explanation of the evidence against him or her if the student denied the charges,
3. Give the student an opportunity to present his or her side of the situation.

The Administrator may suspend a student for cause:

1. From one or more classes for up to 10 days.
2. From one or more classes for the remainder of the school term.
3. From all College classes and activities for one or more terms.

5. **Expulsion** - The removal of a student from any and all classes of the College. Permanent termination of the student status.

A. Only the Board of Trustees of the Santa Barbara Community College District, hereafter referred to as the "Governing Board" may expel a student. The Governing Board may deem expulsion necessary when other means of correction fail to bring about proper conduct of a student.

B. The duration of the expulsion may be indefinite.

C. The expulsion shall be noted in the permanent file of the student.

D. Readmittance after expulsion requires action by the Governing Board.

9231.4 HEARING AND DISCIPLINARY APPEAL PROCEDURES

A. **Notification of Charges**

Students charged with violations of the Standards of Student Conduct shall be notified that they are required to meet with the Administrator to discuss such alleged violations and any disciplinary action that may or will result if such charges are found to be true. The notice may be verbal or written and it may be hand-delivered or mailed to the student’s address on file in the College’s Admissions and Records Office.

B. **Preliminary Meeting**

The meeting with the Administrator shall consist of the following:

1. The student will be given a copy of the Standards of Student Conduct.
2. The student will be given a written statement of the alleged violation(s).
3. The student will be given a reasonable opportunity to answer each alleged violation(s).
4. The student will be informed of any possible disciplinary action(s) that may be or will be taken.

5. The student will be provided written notice of further meetings if such further meeting(s) are deemed necessary by the Administrator.

6. The student will be provided written notice of his or her right to appeal any adverse decision of the administrator to the Disciplinary Appeal Committee for a hearing on the matter.

C. Administrator’s Actions

If, after reviewing the situation with the student, the Administrator concludes that disciplinary action is appropriate, the Administrator shall deliver in writing one or more of the following types of disciplinary action, unless the Administrator and the student agree to another appropriate disciplinary action:

1. Warning.

2. Reprimand. A student receiving a Reprimand by the Administrator is thereby notified that continued conduct of the type described may result in further disciplinary action against the student.

3. Disciplinary Probation. This action by the Administrator may be imposed upon an individual, group, or groups of students for a period not to exceed one (1) academic year. Repetition, during the probationary period, of conduct results in disciplinary probation may be cause for suspension or other disciplinary action.

4. Summary Suspension. Summary Suspension shall be limited to only that period of time necessary to insure that the purposes of summary suspension are accomplished. In no case shall such suspension exceed ten (10) days.

5. Disciplinary Suspension.

6. Expulsion. Expulsion requires formal action by the Governing Board.

D. Time Limit for Appeal to Disciplinary Appeal Committee

From the date the student is notified of the Administrator’s decision, any request for a hearing before the Disciplinary Appeal Committee must be in writing and delivered to the office of the Dean of Student Services, Room SS-240. The student’s request must be either mailed to the Administrator, postmarked within ten (10) days of notice of the decision of the Administrator, or hand-delivered by the student or designee and received and receipted by the Administrator within ten (10) days from the date of notification to the student of the Administrator’s decision.

The letter notifying the student of the Administrator’s decision shall include a declaration of mailing, made by the Administrator or designee, specifying the date of mailing such letter. The Administrator is deemed to have notified the student of his or her decision on the date so declared.

In the event that the student requests a hearing before the Disciplinary Appeal Committee, the Administrator may, after reviewing the situation, suspend such disciplinary action until such requested hearing has been completed. Such suspension of disciplinary action shall be in writing and signed and dated by the Administrator. In no event shall the Administrator suspend a Summary Suspension.
E. Miscellaneous

Whenever the student to be suspended or expelled is under 18 years of age, his/her parent(s) or guardian shall be notified in writing by the Administrator.

Under Suspension or Expulsion of a student for violation of Penal Code 245 (assault with a deadly weapon likely to produce great bodily harm), the Administrator shall notify the appropriate law enforcement agency.

Specified times may be shortened or lengthened by mutual written agreement of all parties.

The fact of any disciplinary action, as provided in § 4 (C)(2) through § 4(C)(6), and the reasons therefor, shall be documented in the student’s permanent file, subject to access, review, and comment by the student as authorized by the Family Educational Rights and Privacy Act (10 U.S.C. § 2332g) and Education Code § 76200 et seq. All access to or release of such records to members of the public shall also be in accordance with State and Federal Law.

3231.5. DISCIPLINARY APPEAL PROCEDURE

A. The Hearing Panel

There shall be an on campus standing panel from which one or more Disciplinary Appeal Committees may be appointed. The panel shall be made up of the following:

- **Group 1.** All students enrolled in 9 or more units with a cumulative grade point average of 2.0 or better.

- **Group 2.** All tenured contract certificated or regular classified personnel except those designated as management.

- **Group 3.** All full-time, certified and classified management personnel with the exception of the Vice President of Student Affairs or designee.

From Group 1, the Associated Student Body President shall appoint two students and one alternate; from Group 2, the President of the Academic Senate shall appoint two certificated personnel and one alternate when appropriate, or in the alternative, the Chairperson of the Classified Council shall appoint two classified non-management employees and one alternate; and from Group 3, the President shall appoint one management person and one alternate.

B. Right to Challenge Committee Composition

The hearing shall be convened by the Vice-President, Student Affairs or designee. The Vice-President shall introduce the members of the Committee. At such time, the Administrator and/or the student shall exercise their rights to challenge the members of the Committee as set out below.

The student and/or the Administrator may each challenge one member of the Disciplinary Appeal Committee as a matter of right. Any member of the Disciplinary Appeal Committee may be challenged for cause. Grounds for cause shall be limited to any personal involvement in the situation giving rise to the disciplinary action, any statement made on the matters at issue, or any other act or statement indicating that person could not act in a neutral manner. Validity of any such challenges shall be determined by the Vice-President, Student Affairs. The appropriate replacements shall be appointed from the appropriate group by the Vice-President. Any and all challenges must be made prior to evidence being heard.
C. **Selection of Committee Chairperson**

Upon completion of the challenges, if any, the Committee shall receive copies of these Procedures and meet alone to select a Chairperson.

If the members cannot reach mutual agreement on Chairperson, the Vice-President of Student Affairs shall designate a member to serve as Chairperson. The Chairperson shall preside over the hearing and make rulings as to its conduct. The chairperson shall have the privilege of voting on all issues.

D. **Right to Representation**

The student or Administrator may represent himself or herself or may be represented by an attorney. If represented by an attorney, the student or Administrator shall notify the Vice-President, Student Affairs, in writing, of that fact no later than three (3) days prior to the date of the hearing. The Disciplinary Appeal Committee may then be provided legal counsel. Such counsel may sit with the Disciplinary Appeal Committee in an advisory capacity but shall not be a member of the Committee nor vote with it.

E. **Scope of Disciplinary Appeal Committee Hearing**

The Disciplinary Appeal Committee shall limit the scope of their appeal hearing to the following:

- 1. Did the evidence support the findings of the Administrator?
- 2. Was the disciplinary action levied by the Administrator within the range of disciplinary actions delineated in the Standard of Student Conduct Policy?

F. **The Hearing**

1. **Opening**

The Committee meets to hear an appeal of disciplinary action against _______________________

by the College and to take action as it deems appropriate within the scope of authority as defined in the Standards of Student Conduct Policy.

2. The Chairperson shall distribute copies of the charges and disciplinary action taken.

3. **Plea**

The student shall admit or deny each charge. If the student admits each charge and wishes to present no evidence of mitigating circumstances or other defense, the Committee shall retire to make its decision. If the student denies any or all of the charges or wishes to present evidence of mitigating circumstances, the hearing shall proceed.

4. **Burden of Proof and of Producing Evidence**

The student has the burden of proving the evidence did not support the Administrator's findings and/or the Administrator acted outside the scope of his/her authority or arbitrarily in imposing the appealed disciplinary measure. The student may present evidence in support of his or her position, and then the Administrator may present evidence to refute such evidence.
5. Arguments

First the student and then the Administrator shall be afforded an opportunity to make or waive an opening statement. The Administrator may reserve his or her opening statement until after the student has presented his or her evidence. After the opening statements, first the student and then the Administrator shall have the opportunity to present witnesses and other relevant evidence.

6. Evidence

a. Oral evidence shall be taken only on oath or affirmation.

b. Each party shall have these rights: to call and examine witnesses, to introduce exhibits, to cross-examine opposing witnesses on any matter relevant to the issues even though the matter was not covered in the direct examination; to impeach any witness regardless of which party first called him or her to testify; and to rebut the evidence against him or her. If the student does not testify in his or her own behalf, he or she may be called and examined as if under cross-examination.

c. The hearing need not be conducted according to technical rules relating to evidence and witnesses, except as hereinafter provided. Any relevant evidence shall be admitted if it is the sort of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, regardless of the existence of any common law or statutory rule which might make improper the admission of the evidence over objection in civil actions. Hearsay evidence may be used for the purpose of supplementing or explaining the evidence but shall not be sufficient in itself to support a finding unless it would be admissible over objection in civil actions, or if it is a signed and dated written declaration of a witness who is shown to be unavailable. Irrelevant and unduly repetitious evidence shall be excluded.

7. Closed Hearings

Hearings shall be closed to the general public and confidential and all witnesses shall be excluded before and after testifying unless the Administrator, the student, and the Committee agree to the contrary, except neither the student nor the Administrator and their respective attorneys, if any, shall be excluded. Both the Administrator and the student shall be entitled to call witnesses and to question witnesses presented by the other. Any member of the Committee may ask questions at any time upon recognition by the Chairperson. Either side may recall a witness, who again may be questioned by both parties and the Committee.

The hearing shall be recorded. The recording may be used by the President and/or the Governing Board in the case of an appeal.

8. Absence of the Student and/or the Administrator

If the student and/or the Administrator do not appear and no satisfactory explanation for the absence is made at the earliest opportunity, or if the student and/or the Administrator leave the hearing before its conclusion, the hearing shall proceed without the absent party, and the Committee shall reach a decision based on the evidence presented.

9. Conclusion

First the student, and then the Administrator, shall be afforded the opportunity to make or waive a closing
argument. The Committee shall retire to deliberate with all of the members of the Committee present and may include the legal advisor when appropriate. The Committee shall reach its decision based only upon the record of the hearing and shall not consider matters outside of that record. Within five (5) days of the hearing, the Chairperson shall deliver to the Vice-President, Student Affairs or designee, the student, and the Administrator, their written decision arrived at by a simple majority of the Committee. The Disciplinary Appeal Committee’s notification of their decision to the student and the administrator will be by United States Mail which shall include a declaration of mailing specifying the date of mailing such letter. The Disciplinary Appeal Committee is deemed to have mailed such letter on the date so declared.

The decision of the Disciplinary Appeal Committee is binding on all parties.

G. Appeal to the Superintendent-President

Either the student or the administrator may appeal the decision of the Disciplinary Appeal Committee to the Superintendent-President by filing an appeal with the Superintendent-President. Any such appeal shall be made in writing and either mailed, postmark evidencing the date of such mailing, or hand-delivered, received and receipted by the Superintendent-President within ten (10) working days of the mailing of the decision by the Committee and shall state specifically the grounds for appeal. Appeal shall be based only on the record of the Disciplinary Appeal Hearing. Both the student and the administrator may submit written statements on appeal. No personal appearances will be made before the Superintendent-President. The decision will be based upon the record.

The Superintendent-President shall report his/her decision to all relevant parties including the Governing Board without fifteen (15) working days of receiving the appeal request. The Superintendent-President’s notification of his/her decision to the student will be by United States Mail which shall include a declaration of mailing specifying the date of mailing such letter. The Superintendent-President is deemed to have mailed such letter on the date so declared.

H. Appeal to the Governing Board

Either the student or the administrator may appeal the decision of the Superintendent-President to the Governing Board by filing an appeal with the Superintendent-President. Any such appeal shall be made in writing and either mailed, postmark evidencing the date of such mailing, or hand-delivered, received and receipted by the Superintendent-President within ten (10) working days of the mailing of the decision by the Superintendent-President and shall state specifically the grounds for appeal. Any appeal shall be based only on the record of the Disciplinary Appeal Hearing. Both the student and the administrator may submit written statements on appeal. No personal appearances will be made before the Governing Board. The decision will be based upon the record.

The Governing Board shall consider appeals at any regularly scheduled public meeting held within thirty (30) working days of receipt of the appeal by the Superintendent-President.

The Governing Board shall consider the matter in closed session. Before calling such an executive session, the Governing Board shall, in writing, by registered or certified mail notify the student and the administrator, of the intent of the Governing Board to call and hold such executive session. The final action of the Governing Board shall be taken at a public meeting and the result of such action shall be a public record.

The Governing Board’s review shall be limited to the record of the Disciplinary Appeal Hearing, and the decision of the Superintendent-President. The Board shall not consider any evidence outside the record.

The Governing Board’s action shall be final and binding on all parties.
FINANCIAL AID

3276 Student Loans

3276.1 Santa Barbara City College participates in the William D. Ford Direct Student Loan and the Perkins Student Loan programs. To be eligible to apply for a student loan a student must meet the requirements of all other Financial Aid policies, Sections 3270 through 3275.

3276.2 Maximum annual loan amounts will be as follows:

William D. Ford Direct Student Loans - First year dependent or independent students, defined as having completed 30 degree applicable units or less, may apply for the maximum loan amount available to dependent or independent students as defined by the Department of Education (DOE). Second year students, defined as having completed more than 30 degree applicable units, may apply for a maximum loan amount available to dependent or independent students as defined by the DOE.

Perkins Loans - Dependent or independent students may apply for a maximum of $1,000.00 per year based on the availability of funds.

3276.3 A student will not be approved to borrow loan amounts in excess of the maximum amount of a first year student loan plus the maximum amount of a second year student loan. All of the borrower's previous student loans will be considered in calculating the maximum loan limit.

3276.4 Loan amounts will be determined by the Director of Financial Aid based on the student's financial need as it relates to a student's living/school expenses and financial aid for the current academic year.

3276.5 A student may appeal the decision of the Financial Aid Director to the EOPS/Financial Aid Advisory Committee. Students should contact the Financial Aid Office for additional information regarding the appeals process.
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<thead>
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<th></th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
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**Santa Barbara City College**

**Calendar 1996-97**

**HOLIDAYS**

**FINAL EXAMS**

**CLASSES**

**IN-SERVICE DAYS**

**SUMMER INTERSESSION 1996**

<table>
<thead>
<tr>
<th>JUNE</th>
<th>14</th>
<th>Application Deadline, Summer Session</th>
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<tbody>
<tr>
<td></td>
<td>17</td>
<td>July 26 Summer Intercession</td>
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<tr>
<td></td>
<td>21</td>
<td>Last Day to Submit Add Cards and Petition for Credit/No Credit</td>
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<tr>
<td></td>
<td>21</td>
<td>Last Day to Drop and Receive Tuition Refund</td>
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<td></td>
<td>26</td>
<td>Filing Deadline for Degrees/Certificates</td>
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<tr>
<td></td>
<td>28</td>
<td>June 28 Last Day to Drop and Receive Enrollment Fee Refund</td>
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</tbody>
</table>

**JULY**

| 4 | Independence Day, Holiday |
| 17| Last Day to Withdraw From College/Classes |

**AUGUST**

| 1 | Last Day for Disqualified Students to Apply for Re-Admission |
| 16| Application Deadline, Fall semester |
| 19| Faculty In-Service |
| 26| Last Application Deadline, Fall Semester |
| 30| Last Day to Drop Classes and Receive Enrollment Fee Refund |
| 30| Last Day to Submit Add Cards |

**SEPTEMBER**

| 2 | Labor Day, Holiday |
| 20| Last Day to Petition for Credit/No Credit |

**OCTOBER**

| 25| Last Day to Withdraw From Classes/College |

**NOVEMBER**

| 6 | Filing Deadline for Degrees/Certificates |
| 11| Veteran’s Day, Holiday |
| 28-29| Thanksgiving Vacation |

**DECEMBER**

| 12| Last Day of Instruction |
| 20| Final Exams |
| 20| Fall Semester Ends |
| 22-Jan.17| Winter Vacation |

**JANUARY**

| 1 | New Year’s Day, Holiday |
| 20| Martin Luther King Day, Holiday |
| 21| Application Deadline, Spring semester |
| 21| Faculty In-Service |
| 22| Spring semester begins |
| 28| Late Application Deadline, Spring Semester |
| 31| Last Day to Drop Classes and Receive Enrollment Fee Refund |
| 31| Last Day to Submit Add Cards |

**FEBRUARY**

| 14| Lincoln’s Birthday, Holiday |
| 17| Washington’s Birthday, Holiday |
| 21| Last Day to Petition for Credit/No Credit |

**MARCH**

| 28| Last Day to Withdraw from Classes/College |
| 31-April 4| Spring Break |

**APRIL**

| 16| Filing Deadline for Degrees/Certificates |

**MAY**

| 26| Memorial Day, Holiday |
| 28| Last Day of Instruction |
| 29-June 5| Final Examinations |

**JUNE**

| 5| Commencement |
| 5| Spring Semester Ends |

**INSTRUCTIONAL DAYS**

| Fall | 16 |
| Spring | 19 |
| In-Service | 2 |
| Total | 177 |

December 14, 1995
<table>
<thead>
<tr>
<th>Faculty Requester</th>
<th>Summary of Proposed Project</th>
<th>SID Ref (1)</th>
<th>Amount Requested (2)</th>
<th>Recommended Funding</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Wiemann</td>
<td>Create printed instructional materials for videotaped activities.</td>
<td>A,B,E,D</td>
<td>$2,140.20</td>
<td>$1,738.20 (A)</td>
<td>Will allow independent lab activities. Recommended full funding.</td>
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<tr>
<td>Yolanda Medina-Garcia and Holly Haws</td>
<td>Attend workshop whose purpose to promote writing with an anti-racist perspective and to give a dept. inservice.</td>
<td>A,B,E,D</td>
<td>$ 745.36</td>
<td>$ 460.00 (F)</td>
<td>Recommended funding workshop only and not funding inservice preparation.</td>
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<tr>
<td>Roberto Robledo and Ana Maria Ygualt</td>
<td>To facilitate student access to foreign language learning through the Internet.</td>
<td>A,E,F</td>
<td>$1,503.48</td>
<td>$1,503.48 (A)</td>
<td>Will allow alternative delivery of instruction and incorporate multicultural education. Recommended full funding.</td>
</tr>
<tr>
<td>Marie Foley and Kitty Joyce</td>
<td>To develop a handbook for faculty to explain procedures for teaching the sequence of courses and how to teach dept's. diverse student body.</td>
<td>A,D</td>
<td>$1,161.28</td>
<td>$1,061.28 (A)</td>
<td>The English Dept. usually has many new instructors who need written instructions. Recommended full funding.</td>
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<tr>
<td>Genevieve Anderson and Larry Friesen</td>
<td>To purchase the materials and equipment needed to store photos and make a manual using the photos.</td>
<td>D,E,F</td>
<td>$1,760.00</td>
<td>$1,222.50 (B)</td>
<td>The FEC doesn’t usually fund equipment, but the Academic Senate wished to make an exception as the faculty members are donating their time.</td>
</tr>
<tr>
<td>John Clark</td>
<td>To develop modular materials/videos to use in music and music appreciation courses.</td>
<td>E</td>
<td>$1,755.28</td>
<td>$1,257.60 (A)</td>
<td>He will learn about video production. Recommended full funding with clarification that materials be used in classes.</td>
</tr>
<tr>
<td>Alyce Steidler</td>
<td>To develop and implement a cataloguing system for Sabbatical Leave Reports.</td>
<td></td>
<td>$1,636.20</td>
<td>$ 0.00</td>
<td>This is a clerical task and is not enriching to the faculty member or her students.</td>
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**TOTALS:**

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<th><strong>$10,701.80</strong></th>
<th><strong>$5,560.56 (A)</strong></th>
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Note (1)  Relation to 1994-95 Statement of Institutional Directions:
A. Multicultural Education
B. International Education
C. Educational Technology
D. Non Traditional students
E. Alternative Delivery of Instruction
F. Classroom Research
G. Other

Note (2)  Funding Categories
A. Stipend (Salary)
B. Supplies
C. Videography Service (non-FEC Funds)
D. Duplicating
E. Computer Equipment.
F. Travel and Conference

QUESTIONS:
1. Is John Clark’s videotaping a non-FEC fund?
Kathy O'Connor, President, 
and Representatives, 
Academic Senate

I am pleased to present for your approval the unanimous recommendation of the Sabbatical Leave Committee for sabbatical leaves for the 1996-97 academic year.

Eleven sabbatical leave applications and proposals were received by the Committee. One application was withdrawn and will be resubmitted for the 97-98 academic year. During the review process, six proposals were extensively revised at the request of the Committee. One applicant has requested a one-year leave that falls across two fiscal years (the Spring and Fall semesters of the same calendar year—1997). In order to remain within the sabbatical leave budget and the 5% rule, the Committee used the ranking system that was approved by the Senate last year. The Committee also used a random draft, conducted by the Senate President on November 28, to select among five equally ranked candidates, as approved by the Senate at the November 22 meeting. This resulted in one applicant being recommended as an alternate. Nine proposals—listed in alphabetical order—are recommended for approval. See the attached abstracts for descriptions.

RECOMMENDED:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Sabbatical Period</th>
<th>Replacement Authorized</th>
<th>Sabbatical Cost</th>
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<td>Alpert, Julie</td>
<td>ESL</td>
<td>Fall 1996</td>
<td>Spring 1997</td>
<td>Hourly</td>
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<td>Anderson, Jan</td>
<td>Nursing</td>
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<td>Spring 1997</td>
<td>Contract</td>
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<td>Diamond, Carol</td>
<td>OIS</td>
<td>Fall 1996</td>
<td>Spring 1997</td>
<td>Hourly</td>
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<td>Fossek, Doug</td>
<td>English</td>
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<td>Spring 1997</td>
<td>Hourly</td>
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<td>Haslund, Peter</td>
<td>Political Science</td>
<td>Spring 1997*</td>
<td>Hourly</td>
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<td>McClung, Paul</td>
<td>History</td>
<td>Fall 1996</td>
<td>Spring 1997</td>
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<td>Muraoka, Mimi</td>
<td>Nursing</td>
<td>Fall 1996</td>
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<td>Smith, Guy</td>
<td>English</td>
<td>Fall 1996</td>
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<td>Hourly</td>
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<td>Tennen, Gail</td>
<td>ESSK-English</td>
<td></td>
<td>Spring 1997</td>
<td>Hourly</td>
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</table>

Replacement Salary Cost
Automatic Benefits Cost (@ 9.75%)
Total Replacement Cost
1996-97 Sabbatical Leave Budget
Amount over-budget

*The second semester will be taken in the Fall 1997.

RECOMMENDED AS AN ALTERNATE:

| Michelle Peterson | ESSK | Fall 1996 | Hourly | $7,069 |

These recommendations conform to District Policy and to the policies and procedures of the Sabbatical Leave Handbook.

For the Committee,

James E. Stevens, Chair
Sabbatical Leave Committee

Item 4.2
Pg. 1 of 20
December 14, 1995
NAME: Julie Alpert
PROJECT TITLE: A Comprehensive Language Laboratory Program for ESL using CD ROM
TERM OF PROPOSED LEAVE: 1996-1997

Abstract

NEED #1: The ESL Department needs an updated language laboratory program that would continue to satisfy the requirements for the plus-one hour. (The "plus-one hour" is the required one hour of lab per week per 4-unit class.) These activities should be:

- engaging and productive for the students,
- supported by the ESL curriculum,
- able to be monitored.

Meeting Need #1: The CD ROM programs selected for ESL levels 3, 4, and 5 should satisfy the above criteria for the plus-one hour. CD ROM programs are ideal laboratory tools for ESL students to practice the four language skills as well as grammar. (See pilot study in Proposal Narrative section.) The programs engage students visually and aurally, require critical thinking skills, function as tutorials as needed, and generate language as students negotiate their way through the program.

NEED #2: The ESL students need greater productive contact with computers. Familiarity with and knowledge of computers are essential for work in many of the jobs ESL students identify as their career goals. Currently, some ESL students receive instruction in keyboarding. However, they need more time outside the classroom on computers requiring tasks using both critical thinking skills and navigational skills on the computer.

Meeting Need #2: Since the plus-one hour I am proposing involves the use of both computer and CD ROM, the students will have exposure to computers using a variety of CD ROM programs geared to their level of English. Currently they use tape recorders in the language lab and a small number use CD ROM if and when it is available in the CAI lab. Requiring a plus-one hour on computer will insure computer literacy of all students by the time they exit ESL.

NEED #3: The ESL Instructors need a comprehensive language laboratory program that is accessible and a valuable supplemental tool. This program should satisfy the criteria in Need #1, and the instructors should be able to:

- monitor students' lab work and time (plus-one hour accountability)
- test the material covered.

Meeting Need #3: I'll be looking for CD ROM programs with built-in monitoring capabilities and tests. If there are outstanding programs that do not have these features, I will develop materials to accompany the programs. In addition, I will create a matrix for easy access to specific items in the CD ROM programs (see Proposal Narrative section).

The results to be achieved are:

- a comprehensive language laboratory program for the upper three levels of ESL that meets the requirements for the plus-one hour.
- the selection of one or more CD ROM programs for each level that meet the objectives set in the ESL curriculum for levels 3, 4, and 5.
- a matrix of grammatical points for selected CD ROM programs so that instructors can choose appropriate lab activities to support class work.
Abstract

NAME Jan M. Anderson

PROJECT TITLE Development of a Women's Health Care Module for Associate Degree Nursing Students and Exploration of Alternate Clinical Experience

TERM OF PROPOSED LEAVE Spring 1997

Program Needs:
I. The nursing program needs to update material found currently in two modules in the ADN program.
II. There is a need for expanded clinical experience for nursing students because of changes in health care delivery.
III. The clinical experiences currently available are limited and impacted at certain times during the semesters, because they are used by both the ADN and the LVN programs.

How Project Will Meet Needs:
I. There have been many advances in women's health care in recent years. This project will allow the necessary time to update myself by reviewing texts, multimedia and other nursing programs in the area of women's health. The project will also allow the extended time needed to synthesize material from two modules; Sexuality and Childbearing, into a more comprehensive module; Women's Health Care, which will address the health and care of women throughout the lifespan.
II. Recent changes in health care delivery include: fewer patients for a shorter time in acute-care and more care provided in the community setting or non-acute care. Alternate clinical settings will help to prepare graduates to work in the twenty-first century.
III. There are currently only three clinical sites available for nursing students in the Childbearing Module. Every three semesters these limited sites become impacted when the LVN students need the same sites. The development of alternate clinical experiences will allow more options and prevent any delays in the student's program progress.

Project Results:
This project will result in the creation of a Women's Health Care Module and the identification of alternate non-acute sites for better preparation of graduates and more options in the clinical experience of the nursing students in the ADN program.
Summary of Proposed Outcomes

NAME Jan M. Anderson

PROJECT TITLE Development of a Women’s Health Care Module for Associate Degree Nursing Students and Exploration of Alternate Clinical Experience

TERM OF PROPOSED LEAVE Spring 1997 Semester

The primary purposes of the proposed leave are to:

1. Increase my knowledge and expertise in the area of women’s health by investigating texts, other nursing programs and multimedia programs.
2. Improve the instruction and nursing program curriculum offered by offering up-to-date information and texts, and multimedia programs.
3. Develop clinical sites the reflect changing opportunities for graduates by offering alternate, non-acute clinical experiences.

At the completion of my one-semester sabbatical leave, I will have:

1. Developed and implemented a Women's Health Care Module.
2. Identified and developed alternate non-acute clinical experiences for nursing students.
3. Identified relevent texts and multimedia programs to be used in teaching the revised module.
4. Surveyed at least five ADN programs to determine what content is taught and what kind of clinical experiences are available to students.
5. Developed written objectives and study guides for alternate clinical experiences.
6. Written at least two comprehensive exams for the revised course.
7. Begun the Board of Registered Nursing approval process and the SBCC Curriculum Committee approval process.
8. Assisted with the revision of program materials.

The benefits of these outcomes will be the improvement and updating of curriculum offered by the ADN program. Additional clinical experience will help to prepare graduates to work in the changing health care field and facilitate student progress through the ADN program. The proposal is aligned with the College Mission Statement, the Statement of Institutional Directions and the ADN Program Two Year Plan as described in the Project Narrative.
ABSTRACT

Certificate Levels Awards and have revised them continually to correspond to business requirements. In addition to our ongoing regular responsibilities, we update and revise all of our courses (an average of one course per semester) as new versions of software are issued and create new courses as new business requirements emerge (one new course per year). Since we are often the first to teach new software, we must teach ourselves the programs and create the materials to use in addition to our on-going responsibilities. We have been able to do this but at a great cost physically and emotionally.

The changes in technology in the past 10 years have been incredible, but they can hardly predict the changes to come. With the advent of the “Information Highway” and accompanying technology, our students must understand and be able to use these technologies. Until now, our department has been able to be creative and innovative to keep up with basic technologies by taking courses and teaching ourselves. But this learning pace is not adequate to learn quickly the advanced features and the newest technologies which are widely used in business today: (telecommunications, multimedia, and networks). In order to retain the integrity of the OIS program, the OIS faculty must become more skilled in using the new technologies. Therefore, I propose to undertake a full year of extensive training to become more skilled in using these new technologies and to learn how they are used in modern offices.

GOALS AND OUTCOMES

1. I will acquire the skills and knowledge necessary to develop an Advanced Microsoft (MS) Word for Windows course
   - Complete advanced selected course materials from existing MS word manuals and texts
   - Attend Word '95 training workshop offered by MS trainers at Irvine Valley College (IVC)
   - Develop new course materials and course outline proposal to present to the Curriculum Advisory Committee (CAC).

2. I will work toward completing the MS Certified Professional exam for Word (the first step in becoming a Microsoft Certified Trainer)
   - Attend Word '95 training workshop offered by MS Trainers at IVC

3. I will upgrade the existing Windows 3.1 course to incorporate Windows '95 operating system software and add '95 versions of Word, Excel, and Access applications.
   - Attend Windows'95 User and Support Training Sessions offered by MS Trainers at IVC
   - Complete selected course materials from MS Word and Excel manuals and texts.
   - Develop new course outline proposal to present to CAC.
4. I will be able to teach in our existing courses an overview of the basics of Multimedia including MS Powerpoint and will develop a new short course on MS Powerpoint for business presentations.
   - Audit the SBCC Multimedia (on Mac) course.
   - Self-train and develop new short course on MS Powerpoint (IBM)
   - Develop and present course outline to CAC.

5. I will acquire an understanding of Networks.
   - Audit the CIS dept. course CIS 203 Op Sys/MS-DOS Networks

6. I will gather information on how computers and software (specifically telecommunications, multimedia, and groupware) are being used in modern, international offices and on modern office methods and procedures in four cities (3 U.S. and 1 international).
   - Observe and work in business offices in Santa Barbara, L.A., (one additional U.S. city to be determined--Houston, New York or Boston), and London, England. (Working with our Kelly Services representative from our Advisory Committee and their international offices).
   - Create a packet with details and illustrations for other members of department for incorporation into courses.

7. I will incorporate Telecommunications information into existing courses and determine the necessity of creating a short telecommunication course (to include transmitting information electronically through computer, using E-mail effectively, and participating in tele- and video-conferencing).

**BENEFIT TO THE COLLEGE**

My proposal addresses a significant number of areas in the College Mission Statement, OIS Department Plans, and the College Statement of Institutional Directions (SIDs). I have identified below specific benefits related to each of my goals and the goals of the college Statement of Institutional Directions to which they correspond.

The outcomes of this proposal will enable the OIS Dept. and SBCC to continue to maintain relevance and integrity and to upgrade to meet new business and technology requirements. To continue to develop curricula that respond to the needs of students and community, it is necessary to offer new courses and to revise current courses and certificate requirements (*Section II Instructional Mission Goal: 1 The college will deliver curricula that respond to the needs of students and community*). By strengthening the OIS program, we will increase the number of students who enroll in and complete our program (*Goal 3: Increase the number of students who enroll in and complete occupational education objectives*). Overall, the outcomes respond to *Section III Human Resources Goals 3 and 4* by providing an opportunity to increase my productivity, improve instruction and student learning. The proposal goals are consistent with directions the OIS department has indicated in its future goals and plans.
ABSTRACT

NAME: DOUGLAS FOSSEK

PROJECT TITLE: Studies in the Impediments to Language Acquisition of Advanced Level Second Language Composition Students

TERM OF PROPOSED LEAVE: One year 1996-97, half time each semester, or One semester, spring 1997 (See Attachment A)

1. The need(s) your project attempts to satisfy.

Meeting the complex language acquisition needs of second language and international students:

We have a critical problem in our English composition course sequence with second language students, both immigrants and international students, who enter these and other mainstream courses at SBCC with gross inadequacies in English language communication skills. My project will equip me (a) to assist these students to move smoothly through all their program of study in a reasonable amount of time and with a high level of success and (b) to train my colleagues, many of which are our numerous part-time employees, to work with these students in our program.

2. How the project will satisfy those needs.

Acquiring specific knowledge and applying it through innovative teaching techniques and new course materials:

My 24 unit TESL study and research project at UCSB will develop my professional ability to comprehend and address the high level language acquisition problems of non-native speakers of English in our transferable composition courses (English 100, English 110 and English 111) while equipping me to create new classroom materials and work with students more effectively than at present. My professional development will benefit students and teachers of the composition program of the English department directly and students and teachers at SBCC in classes where composition is used as a pedagogical tool indirectly as I will acquire and develop expertise in addressing specific learning problems of divers second language student groups and create materials for classroom use.

a. Leave will result in the instructor acquiring/upgrading specific areas of knowledge in the field.

My work at UCSB will enable me to train my colleagues to use less labor intensive, more direct and effective means of instructing this special population of students. I will also achieve certification in TESL.

b. Leave will result in materials to be used directly by classes.

With this new area of knowledge, I will create course materials (practices in linguistic analysis and syntactic clarification) for second language students of the composition program of our department.

3. The results that will be achieved.

Increase students’ success in their immediate English courses and throughout their educational experience at SBCC:

Students will succeed at a higher level of competency and will accelerate their progress through our academic programs.
SUMMARY OF PROPOSED OUTCOMES

NAME: DOUGLAS FOSSEK

PROJECT TITLE: Studies in the Impediments to Language Acquisition of Advanced Level Second Language Composition Students

TERM OF PROPOSED LEAVE: One year 1996-97, half time each semester, or one semester, spring 1997 (See Attachment A)

The results that will be achieved:

The College will strengthen its efforts in the area of international/multicultural education. [SID Goal 6]

a. The problem:

Santa Barbara City College has already reaped rich benefits from its growing number of immigrant and international students from all corners of the earth, but as these students enter our college, many with strong educational backgrounds, we become continuously more aware of the linguistic deficits of a sizable population of the students who enter our regular (non-ESL) English composition courses. College assessment places them in our Essential Skills and English Department reading and writing courses (English 60, 65, 70, 80, 100, and 103), and since most of them plan to earn an AA or AS degree and/or transfer to four-year institutions, they strive to enter and progress through English 110 and 111 as quickly as possible. However, though this sizable group may have knowledge of English, it lacks the acquired skills of English which are essential to success in all of their college courses and in the professional world beyond, whether domestic or international.

As these students enter the college at a level beyond the reach of our own excellent ESL Department or because they have moved through our ESL sequence rapidly, they come into our "mainstream" classes with great needs at the high end of the language acquisition ladder. The language skills which take the average person seven years to master, these students try to master in only two or three. The unfortunate result is frustration for them and their professors as many of them spend two or more semesters at one or more levels of the composition sequence.

b. The response:

"Every sabbatical activity...will improve the instructional...activity of the college." "It will enable the faculty member to increase his/her knowledge and keep abreast of developments in his/her field." (District Policy for Certificated Personnel 2022.11)

My study and research through the TESL Program at UCSB will benefit the educational programs of SBCC as I will acquire and develop expertise in addressing specific learning problems of diverse second-language and international students. (See Proposal Narrative, p. 9)

I will achieve certification in TESL at UCSB while applying new knowledge to on-going classroom research at the English 100 level in order to produce course materials (practices in linguistic analysis and syntactic clarification) for second language students of the composition program of our department.
Abstract

NAME: Peter O. Haslund, Ph.D.

PROJECT TITLE: "International Education: Academic Development in Our Part of the Global Village"

TERM OF PROPOSED LEAVE: One academic year beginning with the Spring semester, 1997.

As we move at break-neck speed into the 21st Century, one trend emerges with crystal clarity: we are all members of a rapidly shrinking global community. What seems equally clear is that though the Cold War has passed into history and the threat of nuclear annihilation has diminished, many parts of our "global village" continue to quarrel as if the threat of international violence could still settle disputes.

Our international system is in a state of flux; no one knows quite how it will change but no one seems to doubt that it has changed and that further change is inevitable. This leads to something of a dilemma for students. The standard texts of yesterday are not particularly helpful in showing how the international system has changed or what tomorrow might bring, and this shortcoming is precisely what my sabbatical leave will attempt to remedy.

I will want to examine the component parts and processes of International Education at Santa Barbara City College in an integrated fashion with the goal of developing and implementing specific recommendations for change. I have selected four arenas for this examination:

- The Political Science Department's courses in International Relations
- "Study Abroad" programs in Eastern Europe and Southeast Asia
- Our International Studies program
- Our Foreign Students program

The objective of this study will be to upgrade and update both the methodology and course content of three Political Science courses, to expand our Study Abroad programs, to evaluate and improve our International Studies Program, and to recommend steps to maximize the academic opportunities for foreign students and insure them a chance to share their culture and their perspective on the world. By doing this in an integrated fashion, my hope is that what is learned in one area will be helpful in another.
Summary of Proposed Outcomes

NAME: Peter O. Haslund, Ph.D.

PROJECT TITLE: "International Education: Academic Development in Our Part of the Global Village"

TERM OF PROPOSED LEAVE: One academic year beginning with the Spring semester, 1997.

Four major outcomes are anticipated as a result of this Sabbatical Leave.

• First, I plan to redesign the content and methods of presentation for the Political Science Department's three courses in international politics. These courses include:
  - Political Science 121, An Introduction to International Politics
  - Political Science 122, The United Nations in World Affairs
  - Political Science 130, The Politics of Global Survival

• Second, I plan to evaluate the prospects for establishing a "Study Abroad" program in Eastern Europe and enhancing our existing program in Asia by including Vietnam. I took the first steps in this direction in August of 1995 by visiting with faculty and administrators at Hanoi University, and I have previous established contact with colleagues in the Czech Republic and in Romania.

• Third, I will evaluate the existing International Studies program, including the International Studies major, and make recommendations for change as appropriate.

• Fourth, I will examine the current approach to our growing foreign student population with the view of developing recommendations by which to increase the rate of academic success for that population. I will also be interested in increasing the interaction between foreign students and their American counterparts for the purpose of increasing the cross-cultural learning which could be so valuable for both groups of students.

The real value to the college of this integrated approach to International education will be to better prepare our students, both foreign and local, for a 21st Century world in which they will be asked to play a significantly greater role than has been the case.
Abstract
Sabbatical Proposal

Name: Paul McClung
Title: Readings in U.S. and Russian History
Proposed Term: School Year, 1996-97

I propose to undertake a program of extensive and intensive reading in American history in order to be able to teach the courses in that field offered at SBCC. In my twenty-seven years at SBCC, I have taught courses in Western Civilization, Modern Europe, English History (which I also taught in England on a Fulbright exchange) and Russian history. All of these reflect my training and my interest. A recent NEH seminar at Yale introduced me to the fascination of the American past and this new concern coincides with the needs of the college.

In recent years, there has been a decline in enrollment in the Western Civilization program. It is now about half of what it was at its height when another full-time faculty member was hired to help meet the demand as it then was. My ability to teach U.S. history will give the history department the flexibility which is essential in a time of changing enrollment patterns. This sabbatical will likely save a junior but valued colleague from any jeopardy.

I also wish to read in the flood of information and revelations which have come since the fall of the Soviet Union. Never has a nation held itself so secret; never has so much been made public so quickly. It is hard to think of another field that has to ask itself such devastating and elemental questions in such a rush. I would like to make myself conversant with the debate. Thus in both the fields of U.S. and Soviet history, I would like to re-invent myself for the benefit of my students and the college.

In addition, I intend to adapt and extend in the U.S. history classes the cooperative learning activities which, as a participant-trainer in the SBCC workshops led by Dr. Susan Prescott, I am now devising for in my current teaching.
Summary of Outcomes
Sabbatical Proposal

Name: Paul McClung

Title: Readings in U.S. and Russian History

Proposed Term: School Year, 1996-97

Essentially, the outcome of this sabbatical year is that I will be able to teach
courses in U.S. history for SBCC. To that end, I will prepare an annotated
bibliography of all books I read, in a chronological sequence to facilitate lectures,
visit Washington D.C., New York, and Boston, and thus qualify myself to teach the
courses any time beginning Fall, 1997.

As a result of my sabbatical, the History department will be re-engineered with
the flexibility it needs to respond to current and future shifts in enrollment patterns.
(See comments by department chair and divisional dean re. the impact of the
decline in Western Civ enrollments on staffing.)

The Russian component of my reading program will enable me to give the
latest and most accurate information to my students in Russian history and
Western Civilization.
SABBATICAL LEAVE PROPOSAL

ABSTRACT

NAME
MIMI MURAOKA

PROJECT TITLE
HEALTH ASSESSMENT

PROPOSED LEAVE
FALL 1996

Health care delivery in the United States is changing. It is no longer true that the majority of Associate Degree Nurse (ADN) graduates will work in acute care hospitals. Many ADN graduates will work in ambulatory care settings and in outpatient surgical settings. Currently, one reason that community agencies such as the Visiting Nurses Association do not hire new graduates is that they lack adequate assessment skills. The Board of Registered Nursing (BRN) has recently reiterated its position that it is the Registered Nurses (RN’s) responsibility to assess the health status of each of his or her own patients on an ongoing basis. Other providers may be assigned “tasks” but the RN must assess the baseline status of each patient before treatment and monitor the patient’s response during and after treatment. This responsibility cannot be passed along to any other health care provider. Increasingly the RN’s role in all settings is more autonomous. Physicians once spent the night at the hospital monitoring their sickest patient’s progress, now they check in briefly once a day or less. The nurse is now required to be the eyes and the ears of the physician. All of these responsibilities require excellent assessment skills.

Currently the SBCC ADN program has a .7 unit Assessment course. All that can be covered in this course is the most basic physical assessment skills and basic health related interview techniques. Because of BRN limitations on the number of units for an ADN program it is not easy to add a course so I will be working to integrate the new material from this project into existing courses. This will require a great deal of coordination with other full and part-time instructors, as well as personnel at the clinical facilities that would be involved.

I propose to survey other ADN programs to see how they teach health assessment, decide what health assessment content is appropriate for our program, and review each of our 32 courses to see where this content could be added. Clinical agencies outside of the acute care hospitals will be evaluated for learning and practicing these new skills. I will then prepare learning exercises for each of these courses to help students assimilate this new content.

Documentation is an important part of health assessment and legal action always involves problems with documentation. Documentation methods at our local hospitals are changing continually. As part of my sabbatical project I will learn the computerized documentation methods at St. Francis Medical Center and other new documentation methods at Goleta Valley Community Hospital and Cottage Hospital. This information can be incorporated into N105 Record Keeping which is one of the courses that I teach.

The result of my sabbatical project will be ADN graduates who are better prepared in assessment skills, documentation, and better prepared for the changing roles of the RN.
PROPOSED OUTCOMES

By the completion of my one semester (Fall 1996) sabbatical leave I will have been able to:

1. Identify what health assessment information is covered in other similar ADN programs and how it is taught.

2. Identify health assessment course material appropriate for our ADN program.

3. Identify where the information needs to be taught within our curriculum.

4. Write the theoretical and clinical learning objectives covering health assessment material for all appropriate nursing courses.

5. Identify which material is best learned in the Health Technologies Learning Laboratory either with computer courseware, videotaped student interactions, simulations, or other as yet unidentified possibilities.

6. Identify which material is best learned in the community, and which agencies should be used.

7. Write the self-study learning exercises and guidelines for student use in the community agencies.

8. Get permission from the community agencies for students to use their agencies and ascertain that the proposed scope of student activities is acceptable with each agency.

9. Identify which material is best taught in clinical post conference and create case studies to be used in collaborative learning exercises by all instructors for post conferences.

10. Prepare evaluation forms for students and faculty to evaluate the integration of new material into the curriculum without adding to instructor “lecture” time.

11. Meet with the ADN faculty two times to discuss ideas for implementation, and meet with individual faculty members as needed to coordinate the implementation of the learning exercises etc. into the courses for which they are responsible.

12. Learn computerized documentation at St. Francis Medical Center.

13. Learn about the newest documentation materials at Cottage Hospital and Goleta Valley Community Hospital Hospitals.

14. Explore whether computerized documentation can be practiced in our Nursing Learning Laboratory.

15. Revise my lectures, and supporting course materials to incorporate the new information from the three hospitals for the course N105 Record Keeping.
Abstract

Name: Michele Peterson
Project title: Using Computer Technology to Increase Multicultural English Skills
Term of proposed leave: One semester (fall 1996)

A. The need my project attempts to satisfy:

In past years the changing demographics of California have been reflected in the community college classroom. Professors are increasingly challenged to recognize, understand, and appreciate diversity. As well, they are challenged to find ways of exploring diversity with students. In the Multicultural English Transfer (MET) classroom, where teachers use multicultural texts to introduce issues such as race, gender, class, age, sexual/affectional orientation, religion, military experience and physical ability, the problem of exploring diversity is complicated by the fact that many students have serious reading comprehension deficits—particularly at the English 70 level. To understand the readings in their textbooks and think critically about them, these students must learn to apply specific reading skills, e.g., underlining, to what they read. Unfortunately, reading textbooks do not provide systematic practice of these skills in the context of multicultural essays, nor do they provide students with immediate feedback on their application of these skills to text.

B. How my project will satisfy those needs:

I am asking for a one-semester sabbatical leave for fall of the 1996-1997 academic year. During that semester I will receive updated Hypercard-Hypergasp training from Mark Ferrer of the Faculty Resource Center and design a set of interactive lessons to increase reading comprehension. The program will consist of two parts, the first providing training in five reading skills: underlining, locating transitions, finding parallel structure, finding paragraph topics and finding paragraph main ideas; the second providing systematic practice of the five skills on five separate multicultural essays. As students practice applying the skills to readings, they may receive immediate feedback on the accuracy of their work.

C. My project will achieve the following result:

A set of "stand alone" interactive lessons, including an instructional component and practice materials employing computer technology, available in the LRC for the use of MET and other students wishing to improve their reading comprehension and understanding of multiculturalism.
Summary of Proposed Outcomes

Name: Michele Peterson
Project title: Using Computer Technology to Increase Multicultural English Skills
Term of proposed leave: One semester (fall 1996)

My proposed outcome is a set of "stand alone" computer lessons, which will be available at the LRC to MET and other interested students. Students will be referred to these lessons by their teachers and LRC staff. (letter attached from Jody Millward, Director of MET) The lessons will include both instructional and interactive practice materials designed to increase reading comprehension. Utilizing Hypercard-Hypergasp, a program which employs interactive methods, they will teach five skills: underlining, locating transitions, locating parallel structure, finding paragraph topics, and finding paragraph main ideas. These skills will be taught using materials which focus on multicultural issues, e.g., race, gender, class, age, sexual-affectional orientation, religion, etc. The goal of these lessons will be twofold: to teach specific skills for the purpose of increasing reading comprehension and to foster recognition, understanding, and appreciation of culture. Designed as tutorials, the materials will have the potential to be integrated into instruction in several ways. An entire class could work on them in the CAI lab, concentrating on a single reading or an individual could complete a specific reading for practice or homework during lab "reserve hours." As well, a specific lesson could be assigned as a comprehension test or as a make-up assignment. All materials will have the potential for print-out.
Multimedia Writing: Investigating Models of Authoring and Content Development

Multimedia is a rapidly evolving form of computer technology that brings together a wide variety of media, content, skills and approaches. It focuses on the creative and technical aspects of how to use modern computer technology to create, control, deliver, and present information in a variety of different forms. It is also realizing explosive growth.

In response to this rapid growth and the clear economic potential of this new medium, the College is implementing a Multimedia Studies curriculum. Graduates of this program will be prepared to seek employment in positions where they work to produce artistic and commercial multimedia materials. Examples of these jobs include film and video studios, independent content producers, production and post-production houses, CD-ROM publishing, corporate training and communication, support groups for scientific visualization, support groups for business presentation, and support groups for educational institutions.

This innovative curriculum represents an important opportunity to create a program which has a unique potential to serve students, the community and industry. While multimedia is becoming an increasingly important segment of our society and commerce, it is also requiring novel applications and aptitudes, new ways of thinking about information and the relationships between content, design and users. Multimedia represents a radically new medium and requires a non-linear, multi-dimensional way of thinking about content, information and design — not to mention writing and authoring.

Unfortunately, the rapid evolution of this medium has created a gap between the experience and preparation of our faculty and the needs of a burgeoning industry.

This sabbatical is intended to address this gap, particularly in the area of curriculum development which involves a proposed course "Writing for Multimedia Content Development: (storyboarding, scripting, imaginative writing, instructional design). This course (see attached) involves writing for interactive structures and designing appropriate interfaces, and the conceptualization of effective organization. There are few people at SBCC who have know very much about this area or have significant experience in authoring multimedia. Broadening our exposure to working professionals will reap significant benefits in helping to shape this innovative curriculum.
Objectives

During this one-semester sabbatical I will complete the following:

1. Interview and document 10-15 professional multimedia writers to identify critical skills, understand industry trends, and obtain sample materials for use in the curriculum including storyboards, navigational maps, treatments, and proposals.

2. Research and visit 3-5 media organizations to identify their hiring and management of content development personnel, understand and document the role of their organization in the industry and determine the viability of SBCC linkages including internships and consultation.

3. Collect curricular materials which will be useful in teaching this course, build case studies in multimedia development, and compile a bibliography of published materials on writing for multimedia.

4. Enroll and complete two IICS (International Information and Communication Society) training seminars in writing for multimedia content development.

5. During the sabbatical, work with the Multimedia Studies curriculum committee and advisory council to incorporate this information into the curriculum.

This sabbatical relates to several areas in the Statement of Institutional Directions, specifically by helping to "develop strategic alliances with business and industry to advance the technological understanding and resources with the College." The goal of this sabbatical proposal clearly supports building linkages between industry and education, especially the objective which addresses 3-5 site visits.

Another objective of the Statement of Institutional Directions is more general, in that it seeks "to promote instructional computing and the effective use of technology." One of the outcomes of this proposal will be a greater understanding of the need and uses of
Gail Tennen

STUDY SKILLS IN SOCIAL SCIENCE CLASSES
SPRING 1997

ABSTRACT

Santa Barbara City College, like almost all post-secondary institutions, is faced with the challenge of maintaining high educational standards at a time of great change. The technological and information explosions are upon us. However, our students are coming to us with lower levels of readiness and with lower reading and writing skills. Faculty in almost every discipline are facing the increasingly difficult task of teaching more complex concepts to less prepared students.

I am applying for a one-semester sabbatical leave for Spring 1997. My project will include research and development of techniques and materials to assist social science faculty in teaching skills-deficient students. The materials will be specific to each class. I will focus on four introductory level classes. If this project is successful, however, it can later be expanded to other courses and other divisions. These techniques and materials could also be used in Essential Skills classes.

The need for this project is demonstrated by:
1. The growing concern among social science faculty with the under-prepared or skills-deficient students in their classes.
2. The decreasing levels of reading and writing skills among our entering students (approximately two-thirds of assessed students are testing below college-level).
3. The enrollment of skills-deficient students in classes across the curriculum.

This project will consist of four components:

1. Preliminary research. I will work with four faculty members from the social science division to become familiar with their textbooks, course materials, and syllabi. I will try to get a picture of the kinds of students they have in their introductory level classes and the kinds of problems with which they have to deal. I will also review the professional literature in educational and cognitive psychology as well as materials or programs that already exist.
2. Faculty training. The social science faculty to whom I’ve spoken have all requested a quick reference they can use to deal with specific student learning problems. I will write a handbook for social science faculty use, and I will conduct an in-service for all interested instructors.
3. Student materials. I will design materials for student use either in the classroom or in the Learning Resource Center. These materials will use the class texts and other materials and will focus on specific skills (e.g. memory, outlining, test-taking).
4. Classroom research. I will work with the four faculty to develop techniques and/or instruments to identify student problems for early intervention.
SUMMARY OF PROPOSED OUTCOMES

1. **Faculty handbook.** This was the item most requested by faculty. I believe that this will consist of three parts. The first will focus on problem-solving and deal with common situations which arise with students and their study skills. For example, what can an instructor do if a student says that he or she has been doing all the reading but still does not understand? The handbook will list questions the instructor can ask and suggestions he or she can make. The second part of the handbook will refer students to specific materials (designed as part of this project) which can help. For example, the instructor can refer the student to a module in the LRC which will teach him or her how to increase comprehension and memory of chapters from that class text. The third part will include suggestions for integrating study skills in the course itself.

2. **Student materials.** I see this as the major part of this project. I will design materials to help students develop their study skills in the context of their social science classes. For example, a student could work on test preparation skills for their history text. Another student might need to learn outlining and summarizing to combine notes from lectures and texts in economics. I think that most of these materials would be available in the LRC, but instructors might also want materials for classroom use. I do not know the final form of these materials, but they will probably be in a variety of modes—some pen and paper, some computer, and possibly some video.

3. **Classroom research.** I will develop materials by which instructors and students can identify potential problems early in the semester which would allow for early intervention. One possibility is devising cloze tests for each of the four classes. (A cloze test uses the class textbook and predicts how well a student will be able to comprehend it.)

4. **Future projects.** If this project is successful, it can be expanded to other classes and other divisions. Funding may be available from the state or from other campus sources.
MEMORANDUM

TO: Jack Friedlander, Vice President, Academic Affairs
FROM: Fernando V. Padilla, Chair, Art Department Validation Team
DATE: June 14, 1995
SUBJECT: Art Department Program Review

Overview

The Art Department is to be commended for:

- Being a very strong department with an excellent faculty, strong relationships with its students, and excellent exhibitions.
- Much progress has been made in the areas of facilities. The development of the sculpture areas, renovation of the art slide library, and installation of a dust collection system in the ceramics area are examples. The Atkinson Gallery has expanded its exhibitions and the sculpture program has inaugurated a sculpture symposium.
- Its creativity, determination and entrepreneurial spirit in finding resources to meet equipment needs, classroom teaching methods, surviving with limited support staff.
- Its response and flexibility in adapting to constant needs and changes.
- Its outstanding renovated programs in the Sculpture and Ceramics disciplines.
- Its supportive hourly faculty who seem dedicated and hard-working and made to feel as strong, contributing members of the Department.
- Keeping programs alive (Printmaking for example) and growing during a time of shrinking resources.
- Its outstanding new addition of the archival and slides preparations room for the Art History and Studio classes.
- The outstanding and far-reaching new computerized program being implemented.
- The outstanding class presentations and lectures observed by the Validation Team
- The tremendous effort displayed by the faculty to establish and improve safety factors in the classes and programs (Printmaking, Sculpture, Ceramics, etc.).
• Its strong commitment to a curriculum based on foundations and transfer program.

Suggestions for Strengthening the Art Program

• The one major concern of the members of the Validation Team is the lack of diversity of the department's faculty.

• Areas needing improvement are the chiller air system, the dust collection system for the sculpture area, and a system of venting in the Raku area. Other safety areas have been improved in the sculpture area and in the materials safety data sheets.

• Improvement should be made in H-111. Repaint the projection wall with light -reflecting paint for better slide resolution; improve or replace projectors; improve the overhead lighting system to provide students with writing light without diminishing the quality or brightness of the slides; improve access and sitting arrangement for handicapped students.

• Improve the Gallery with additional support space

• Improve and strengthen the Printmaking program with the addition of a new etching press and lithography press.

• Need for staff support for both the faculty and the gallery program. Priorities should be: (1) assign a department secretary (even half-time) to help the department chair, faculty and gallery correspondence.; (2) department chair should receive extra release time for the duties and responsibilities charged; (3) release time (or appointment of) a gallery director and additional support help (installers) provided either through student help (paid) or hiring temporary outside installers for each exhibit; and (4) increase time for the lab technician to improve efficiency and safety of the programs.

• Increase the number of full-time instructors to reflect the size of the department. This new hiring should aggressively reflect the diversity of the faculty.

• The Department must aggressively seek new ways to increase the enrollment of minority students in Art.

Students

Student enrollments have declined in the Art Department. This is attributable to cuts in course offerings, particularly elimination of glass blowing, air brush and the Business of Art and Portfolio classes. None of these courses was core to the department major. The department has also inaugurated two art history courses in non-western art and it is at the forefront of developing a new course in computer graphic arts.

Faculty

The department's faculty is experiencing a generational transition. Since the last program review three new faculty have been added to the department: Ed Inks, Nina Morlan and Pamela Zwehl-Burke. Dave Williams and Ken Nack have retired, and Oscar Bucher in
ceramics has announced his impending retirement in two years. Thus, the critical issue for the faculty will be in the area of replacing, at the minimum, its ceramist.

Instruction

Contract faculty are moving into the area of graphic computer arts. Pamela Zwehl-Burke is on sabbatical to develop a computer graphic arts course to go with Graphic Production. Ed Inks is on a grant and five of the six faculty will have computers starting in the Fall of 1995. In addition, there will be a computer in the art slide library that is accessible not only for library purposes but for part-time faculty and the Art Department lab technician, Bernie Sayers.

Community

The department's relationships with the community have been expanding in recent years in different directions. It appears that as the Art Department becomes more active in its exhibitions through its art gallery and its sculpture symposium that it is creating new ties to community artists and community art professionals. This is a very healthy direction.

Summary

In summary, the Validation Team was impressed with the quality of Art Department programs and activities, innovation and its faculty.

CC: Mr. Maurizio Barattucci, Art Department Chair, Santa Monica College
    Dr. Charles Wood
    Mr. Edward Inks
    Ms. Pamela Zwehl-Burke
HELENE FULD HEALTH TRUST GRANT APPLICATION

GRANT REQUEST

In the space allotted, specifically describe your plans for the use of any grant awarded, and generally describe how your grant request will enhance the health, welfare and education of your nursing student population. Specifically:

1. Describe the problem.
2. Describe the proposed solution.
3. Describe the anticipated outcome.
4. Describe how the outcome will be measured.

Funds will be used in the Nursing Learning Laboratory and the Helene Fuld Library to directly benefit the education of the Santa Barbara City College nursing students. The funds requested will enable the Nursing Programs to address the following five challenges.

The first is the need to replace outdated instructional technology. Currently, the lab does not have CD-ROM capability and three IBM computers cannot run IVD or CAI programs. SBCC Computer Support has suggested these be replaced with Fitne Systems to match those already in place in the lab. The second need is to offer multiple learning and teaching resources via technology. These modular, interactive and instructional resources offer extra time, individual attention, and alternative approaches to learning to ensure student success in mastering skills and theory. These programs assist students in developing assessment, problem-solving, decision-making, and critical thinking skills so necessary today in nursing. The third need is to replace instructional equipment and programs that are worn and require repair, or do not work properly due to their continuous use. The fourth need is to provide instructional equipment, supplies, and resources for skill development and nursing research needed in the Nursing Programs. For developing ethics, skills and critical thinking, updated technology and resources are invaluable. The fifth need is to provide separate practice and evaluation areas and to secure these areas to better monitor equipment and programs in the lab.

The outcome of this request will be to: prepare graduates who are more confident and competent; help prepare nurses for the 21st century by exposing them to all available technologies; increase learning and retention of students by offering the extra time and attention needed; and provide instructional resources which address the diverse ways in which students learn. Outcomes of implementation of these various strategies will be measured by student success in: objective/clinical evaluation; student retention and success in the nursing programs as measured by completion of the program, and success on the course examinations; continued successful passing rate on the state board examinations; and successful employment rates in their chosen field.

TOTAL AMOUNT OF REQUEST: $76,531
### CAC Approved New Courses -- Fall 1995

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<td>AJ200B: Field Training Course</td>
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### CAC Approved New Programs -- Fall 1995

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CERTIFICATED PART-TIME LECTURERS

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ABER, Richard
ABNEY, Richard
ADAME, Jose
ADLER, Brian
AKONI, Abdulhamid
ALBERS, Gary
ALEX, Georganne
ALEXANDER, Deborah
ALEXANDER, Gae
ANDERSON, Aleta
ARJO, Dennis
ARRINGTON, Homer
AUCHINCLOSS, Elizabeth
AVITZUR, Tal
AYLESWORTH, Eileen
AYRES, Inez
BAKER, Jennifer
BARRINGER, Elaine
BATES, Mark
BIESINGER, Kathy
BLAU, Marjorie
BRAINERD, David
BREEDEN, Lindsey
BREITENBACH, Marlene
BREWER, Scott
BRITSCHE, James
BROTHER, Millie
BRUMMEL, Josephine
BUCKELEW, Luz
BURG, B. Lisa
BURGE, Julia
BURNELL, Kristi
CALIP, Jean
CAMPBELL, Bruce
CARROLL, Catherine
CHAVEZ, Ricardo
CLEARWATER, Noelle
CLEYET, Francesca
CLOUD, Tara
COHEN, Louis
COLE, Carole
COLEMAN, Jacqui
CONNOR, Debbie
COOK, Terri
COOPER, Jenny
COOPER, Lori
COPE, Clifton
COREY, Frederick
CRAIG, Bruce
CUNNINGHAM, Lorna
DANIELS, Steve
DAVIS, Rebecca
DECKER, Beverly
DEEMS, Lydia
DEWEY, Kathleen
DICKEY, Warren
DIPAOLO, Joe
DOWNEY, Michael
DURHAM, William
EARLE, Michael
EDWARDS, Paula
EGAN, Charles
EKOLA, Deborah
ELIAS, Fred
ELLIOTT, Barbara
ENGLISH, Sema
ERSKINE, Richard
FARRIS, David (Counseling)
FEY, Helen (Irene)
FLEG, Carolyn
FORD, Jan
FOSS, Kristina
FRANK, Patricia
FRANKE, Esther
FRANKLIN, John
FUSARIO, Craig
GARCIA, Yolanda E.
GARCIA-DURAN, Lidia
GARFINKLE, Charlene
GIBSON, Debbie
GILCHRIST, Diane
GLOGER, Ted (Maxwell)
GODAR, Ronald
GOODENOUGH, Kenneth
GOTTLIB, Miriam
GOUGH, Judy
GOVER, Edward
GREENE, Phillip
GREENUP, Nadine
GUERRERO, Ernesto
GURIEN, Robin
GUSMAN, Frances
GUTTERMAN, Karen
HALL, Timothy
HAMILTON, Susan
HANSEN, Lynette
HART, Robert
HAWKINS, Chris
HEARON, Sally
HERMES, Elizabeth
HERNANDEZ, Cristina
HERNANDEZ, Eduardo
HILL, Bojana
HILLARD, Annette
HODGDON, Barbara
HOLLAND, Angela
HOLMES, James
HORTON, Tom
HOUGHTON, (Parrish) Bobbi
HOUK, Steven
HOULIHAN, Susan
HOWARD, Dolores
HUBER, Nelson
HUNTER, Glenn
HUTH, Vernon
INOUE, Keiko
ION, Don
ISHKANIAN, Judith
IYER, Nandini
JACKSON, Tony
JACOBS, Elaine
JAKUBOWSKI, Dana
JAMISON, Teresa
JOHNSON, Cleveonease
JOKIC, Aleksandar
JORGENSEN, Marilynn
KAO, Calvin

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December 14, 1995
KELLER, Karen
KEMP, Micael
KETURI, Hannah
KIPP, Susan
KLOOS, David
KNAPP, Judith
KOENINGER, Anthony
KOLENDRIANOS, Andriana
KREITZER, Nathan
KUENZINGER, James
LANSING, Melanie
LARSON, Brooks
LARSON, Tom
LASSWELL, Steven
LAWYER, David, Sr.
LAZORCHIK, Frank
LECESNE, Claude
LELAND, Nicholas
LEVASSEUR, Elaine
LEVINE, Ron
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MAHER, Eileen
MALLEN, MaryLynn
MARSCHAK, Fred
MATEUS, Cesar
MAYER, Barbara
McCONNELL, Celeste
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MCGRATH, Jay
MCIVER, Bruce
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MOORE, Naomi
MOOY, James
MORENO, Francisco
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MORRIS, David
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MOUDEGERS, Judith
NELSON, R. Brian
O’CONNOR, Erin
OMEARA, Sandra
O’SULLIVAN, Patrick
PACHECO, Leonard
PAEZ, Jesse (Counseling)
PAGAN, H. Marks
PALLADINO, Steve
PAREDES, Marta
PARKER, Melody
PARSONS, Louella
PASLEY, Helen
PAVLVOV, Jelena
PEARSON, Timothy
PEINADO, Kelly
PENA, Azalia
PEREA DE LA CABADA, Rafael
PEREZ, Adriana
PINI, Deanna
PLUNKETT Maury
POST, Pamela
POSTMA, Barbara
POTTER, Robert
PURDIE, Carole
RADDITZ, Joan
RANDOLPH, Virginia
RASKIN, Bonnie (Pearl)
REBEL, Sylvie
REED, Henry
REEG, Thomas
REID, Daniel
REILLY, Rob
RENNIX, Richard
REYNOLDS, Jocelyn
REYNOLDS, Linda
RICE, John
RICHARDS, Kent
RICKER NELSON, Judith
RIDDLE, Valerie
ROBERTS, Dean
ROMINE, Ed
ROSS ALTARAC, Shari
ROSTON, Jacqueline
ROWLEY, Robert
RUSSELL, Edward
RUSSELL, Keyo
RUSSELL-HARDIN, Kathleen
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SAITO, Patty
SANDS, Robert
SANFORD, Catherine
SANIUK, Joan
SCAMAORN, Mark
SCHEG, Lawrence
SCHMITZ, Ingrid
SCHOFF, Marie
SCUDERI, Charles
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SHERIDAN, Virginia
SHERMAN, George
SHERMAN, Spencer
SHERMAN, Wayne
SHIRAS, Susan
SJOLLEMA, Michael
SMITH, Carola
SMITH, Elizabeth
SMOOT, Scott
STAFFORD, Jack
STARK, Anne
STARK, Lynne
STETSON, Edward
STREIFF, Jane
SUNWOLF
TAMMINGA, Ernest
TARQUINIO, Amadio
THIELMANN, Janice
TODD, Gary
TUCKER, Janice
UNZUEA, Manuel
UPTON BENNER, Kathleen
VAN DONGE, Marilyn
VILLA, Ted
VOMSTEIG, Almeria
WAKITA, Takako
WARE, Lorri
WEAVER, David
WEAVER, John
WEISSENBURG, Catherine
WHITELOCK, Susan
WHITLOW, Jeffrey
WINGER, Stephen
WOLF, Margie
WOOD, Elizabeth
YOUREK, Janice
ZAHARIAS, Tony
ZIMMERMAN-Bostwick, Alyson
ZONEN, Ronald

Assistant Coaches
LEDGETTER, Leane
MORININI, Elio
NELSON, Lee

*Not to exceed 9 TLU's
including Continuing Education
assignments.

SPT96FAC
12/8/95

Item 4.6
Pg. 2 of 2
December 14, 1995
New Courses and Title Changes
Continuing Education Division
Winter Term 1996

CURRENT EVENTS & WORLD AFFAIRS*
(The following classes are funded by the James and Margaret Ruth Holmes Memorial Fund)

Title Change:
The Abuse of Secrecy and Presidential Power:
Lessons of the Vietnam Era

ENGLISH, LITERATURE & WRITING (7)

WRITING:
Title Change:
Writing the Inside Out: Unlocking Your Tools and Talents

ENGLISH AS A SECOND LANGUAGE (3)
ESL Study Course for the CNA Exam

-----------------------------
TABLE OF CODES:
* Not funded by state monies

These classes are supported by state monies:

1 Parent Education
2 Elementary and Secondary Basic Skills
3 English as a Second Language
4 Citizenship
5 Education for the Handicapped
6 Short Term Vocational Programs
7 Education for the Older Adult
8 Education Programs in Home Economics
9 Health and Safety Education
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# Santa Barbara Community College

## Purchase Order Report - December 14, 1995

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<td>WALKER RICHER &amp; QUINN INC.</td>
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<td>961531</td>
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<td>EARLY CHILDHOOD EDUCATION</td>
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And those Purchase Orders meeting definition of routine orders (Per Board Policy) numbers 961439-961534.
GENERAL FUND

Amount Due on Purchase Orders $169,639.70

Amount for Approval and/or Ratification

ADVERTISING

Santa Barbara News Press $951.30
Susan Vinson Publications 270.00

CITATION FEE

Santa Barbara Municipal Court 2,295.00

CONSULTANT

Kai Akagi 300.00
Josephine Black 320.00
Dee Clotworthy 50.00
Robert De Bris 75.00
Fred Emerson 375.00
Walter Gabrielson 75.00
Teresa Ferrell 300.00
Grace Florez 100.00
Paul Icone 1,880.00
Kathryn Ish 75.00
JM Associates 3,500.00
Merna McClenathan 50.00
Brennan McElhney 75.00
Bob Norris 75.00
Oxfam America 1,800.00
Glau Perez 50.00
Lois Jovanovic Peterson 100.00
Susan Prescott 1,000.00
Gary Robinson 75.00
Don F. Williams 125.00
CONTRACTS

Gold Coast Education Inc. $2,381.39
Kristofer's School of Beauty 3,182.64
Mailmovers Express 444.84

CONTRACTS FOR PERSONAL SERVICE

Carpinteria Unified School District 140.00
Citywide Personnel Service 2,477.60

ENROLLMENT FEE

Student Refund 5,287.70

FINGERPRINTING

Terry Bollinger 43.00
Maeve Cowan 47.00
Francisco M. Del Campo 32.33
Nicolas Medina 42.75

INSURANCE

Carl Warren and Co. 1,372.96
Norman Foster 136.52
Major Legal Services 15.60

LEGAL

Thomas Anderle 3,218.75

MEMBERSHIP FEE

Santa Barbara Industry Education Council 250.00

MILEAGE

Yoko Fujita 24.00
Joan Ganapes 30.00
Agnes Kalisher 24.00
Robert Reilly 197.70
PHYSICALS
Goleta Valley Occupational Center $409.50

POSTAGE
Business Reply Renewal 290.00
Postage by Phone 10,000.00
United States Postmaster 85.00

REIMBURSEMENT
S.B.C.C Revolving Fund #2 1,195.28
S.B.C.C Revolving Fund #3 5,774.29

RENTALS
Air Liquide America Corp. 167.50
BNS Electronics Inc. 51.77
Culligan 238.00

STATE UNEMPLOYMENT INSURANCE
EDD - Employment Development Department 2,706.90

SUPPLIES
BXA Seminar Trust Fund - U. S. Depart. of Commerce 725.00
Santa Barbara Locksmiths 177.70
S.B.C.C Cafeteria Account 30.00

TRANSFER
S.B.C.C Children Center 17,000.00
S.B.C.C Student Finance 170,112.00
## TRAVEL & CONFERENCE

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<td>Mike Bishop</td>
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<td>Board of Governors - Cal. Comm. Colleges Studt. Services Division</td>
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<td>Shari Calderon</td>
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<td>CareerTrack Seminars MS2</td>
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<td>Joyce Christian</td>
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<td>Bill Cordero</td>
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<td>Jane Craven</td>
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<td>Lydia Deems</td>
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<td>Val Delvecchio</td>
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<td>Robert Dependahl</td>
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<td>Robert Elmore</td>
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<td>Manou Eskandari</td>
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<td>Peter Georgakis</td>
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<td>Golden West College</td>
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<td>George Gregg</td>
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<td>John Haskins</td>
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<td>Macromedia</td>
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<td>Collen Million</td>
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<td>John Morrison</td>
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<td>Santa Barbara Council of PTAs</td>
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<td>Marilyn Statucki</td>
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<td>Tom Valasco</td>
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<td>Marsha Wright</td>
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**Item 5.1b**

12/14/95

Page 4 of 10
**Utilities**

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<td>AT &amp; T</td>
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<td>Browning - Ferris Industries</td>
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<td>Goleta County Water District</td>
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<td>GTE California</td>
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<td>GTEL GTE</td>
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<td>LDDS - Worldcom</td>
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<td>Southern California Edison</td>
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Total Column II: $169,639.70
Total Column I: $296,453.76

**Total General Fund:** $466,093.46

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Item 5.1b
12/14/95
Page 5 of 10
CHILD DEVELOPMENT FUND

FOOD

S.B.C.C Cafeteria Account $2,964.50

REIMBURSEMENT

Ursula Chapman 10.50
Helen Cooper 17.25
S.B.C.C Revolving Fund #2 75.00
Julie Smith 35.38

SUPPLIES

GPN 467.40
Luckys Stores Inc. 105.08
Orchard Supply Hardware 118.73
Santa Barbara Community College 43.75

TOTAL CHILD DEVELOPMENT FUND $3,837.59
# SANTA BARBARA COMMUNITY COLLEGE DISTRICT
## PAYMENT OF GENERAL CLAIMS
### DECEMBER 14, 1995

## REHABILITATION, MAINTENANCE, CONSTRUCTION FUND

### BICYCLE PATH - EAST CAMPUS

John Maloney $1,280.00

### BUSINESS COMMUNICATION CENTER

Dillingham Construction 18,757.00

### CLASSROOM IMPROVEMENT 94/95

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<td>The County Lumber Company</td>
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<td>In Pro Corporation</td>
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<td>McCoy Electric</td>
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<td>S.B.C.C Revolving Fund #3</td>
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<td>Staples</td>
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### CLASSROOM IMPROVEMENT 95/96

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<td>Santa Barbara Locksmiths</td>
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### CONTINUING ED MAJOR MAINTENANCE

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<td>Ventura County Newspapers</td>
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### LA PLAYA RESTROOMS

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<td>National Sanitary Supply Co.</td>
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<td>Pacific Materials Laboratory</td>
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<td>Santa Barbara Striping</td>
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### LRC / LIBRARY HVAC

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<td>Strucke - McGowan &amp; Associates</td>
<td>4,492.09</td>
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12/14/95
Page 7 of 10

BOARDNEW.XLS/YF
LSG HEATING / VENTILATING CONTROLS

Southern California Air $54.95

MAJOR MAINTENANCE

Pacific Acoustics - North Inc. 785.00
Strucke - McGowan & Associates 10,457.47
Douglas E. Wilson Plumbing 425.00

MAJOR MAINTENANCE 95/96

Aqua - Flo Supply 1,216.90
California Electric Supply 761.65
Graybar Electric Co. Inc. 1,563.27
Santa Barbara Locksmiths 593.81
Ventura County Newspapers 46.75

MISCELLANEOUS ADDITIONAL ITEMS

Specialty Crane Corporation 616.50
Westaire Heating & Air Conditioning 1,266.30

MULTI - BUILDING CABLING

Graybar Electric Co. Inc. 248.57
Jensen Tools Inc. 331.40
RDI Service Group 2,800.00

REPLACE EAST CAMPUS PRIMARY SWITCH

S.B.C.C Revolving Fund #3 46.80
Winstrom and Associates 960.00

REPLACE STEAM & WATER LINE

Smarden - Hatcher Co. 83.34

TOTAL REHABILITATION, MAINTENANCE, CONSTRUCTION FUND $58,076.75
EQUIPMENT REPLACEMENT FUND

Apple Computer Inc. $40,542.27
Audio Graphic System 1,142.15
The Computer Network 11,048.53
Lab - Volt Systems 5,783.59
Northern Hydraulics 426.53
Power Machinery Center 6,000.00
S.B.C.C Revolving Fund #3 32.24

TOTAL EQUIPMENT REPLACEMENT FUND $64,975.31
SANTA BARBARA COMMUNITY COLLEGE DISTRICT  
PAYMENT OF GENERAL CLAIMS  
DECEMBER 14, 1995  

**IRC CAFETERIA PLAN FUND**

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<th>BenefitAmerica</th>
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<td>Alumni</td>
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<td>11,022.00</td>
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<td>661,939.78</td>
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<td>Foundations/Trusts</td>
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<td>61,149.59</td>
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<td>Other</td>
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<td>199,230.00</td>
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<td><strong>304,758.33</strong></td>
<td><strong>969,448.17</strong></td>
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## Type

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<tr>
<td>Cash</td>
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***PRELIMINARY***
### Deferred Gifts for 1995-96

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<td>Mr. and Mrs. Edgar Danner</td>
<td>9/8/95</td>
<td>200,000.00</td>
<td>CRT</td>
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<td>Dr. Abellino Bailon</td>
<td>11/30/95</td>
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<td>Dr. Ursula E. Henderson</td>
<td>11/20/95</td>
<td>39,798.53</td>
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<td>Mrs. Eralda Kogan</td>
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### Significant Pledges for 1995-96

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RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

RE: AUTHORIZATION TO APPLY FOR I.S.T.E.A. FUNDING - S.B.C.C. BIKEWAY

WHEREAS, the United States Congress has enacted the Intermodal Surface Transportation Efficiency Act of 1991 (ISTEA), which is to make available over $200 million in Federal dollars over a six-year period as funds to the California Department of Transportation for transportation enhancement activities; and

WHEREAS, the California Department of Transportation has established the procedures and criteria for reviewing proposals and, along with the Regional Transportation Agencies, will submit to the California Transportation Commission a list of recommended projects from which the recipients will be selected; and

WHEREAS, said procedures and criteria established by the California Department of Transportation require the approval of an application by the applicant’s governing body before submission of said application to the California Transportation Commission; and

WHEREAS, the application contains assurances with which the applicant must comply; and

WHEREAS, the applicant, if selected, will enter into an agreement with the State of California to carry out the transportation enhancement activities project;

NOW, THEREFORE, IT IS HEREBY RESOLVED AND ORDERED, that the Board of Trustees of the Santa Barbara Community College District:

1. Approves the filing of the application for the Transportation Enhancement Activities Program for consideration of funding.

2. Will provide $96,000 in non-federal funds for this project, subject to availability of funding.

3. Certifies that this body will make adequate provisions for operation and maintenance of the project.

4. Appoints Dr. Charles Hanson as agent of the Santa Barbara Community College District to conduct all negotiations, execute and submit all documents, including but not limited to application, agreements, amendments, payment requests, and so on, which may be necessary for the completion of the aforementioned.

PASSED AND ADOPTED this 14th day of December, 1995, by the Board of Trustees of the Santa Barbara Community College by the following vote:

Ayes: Dr. Alexander, Ms. Livingston, Mr. Luria, Mr. O’Neill, Mrs. Powell, Dr. Dobbs

Noes: None

Absent: Mr. Villegas

[Signature]
Dr. Peter R. MacDougall
Superintendent/President and
Secretary/Clerk to the Board of Trustees

Item 5.2-a
December 14, 1995
SBCC INFORMATION RESOURCES
STATEMENT OF VISION AND DIRECTIONS
1995-2000

Preface

This document serves as a foundation for SBCC's information technology planning through the end of the century. It presents how SBCC envisions its future for both the credit and non-credit divisions of the College, the role that information technology will play in that future, and strategic directions the College plans to employ to bring us from our existing state to that desired future. This document updates the July 1991 SBCC Information Technology Statement Of Vision And Directions. Much of what was envisioned by the College in 1991 has been accomplished over the past four years. The College has made major investments in providing college-wide access to information technology and network services. The campus fiber optic backbone has been completed, and internal building wiring to that backbone largely has been implemented. Faculty, student, and staff access to computers and networks has continued to be a focus for College equipment expenditures. SBCC has joined the Internet and has begun to explore its seemingly unending information highways, streets, alleys, and back roads. The College has brought its administrative computer systems on campus and continued to maintain and develop its administrative systems. These accomplishments have been made in a time of limited College resources, due largely to the fact that the institution had a clear statement of what it hoped to accomplish.

In an era of ever-increasing rates of change in information technologies and resources, technology planning must be a continuous process. To build a long-term plan and to stick resolutely to that plan dooms a College to obsolescence. To wait to make the "perfect" technology decisions in terms of capabilities and prices freezes a College in indecision and inaction. Plans and deployment decisions must be made well before the technology is fully mature and in wide-spread implementation. To develop and maintain a leadership position in the educational use of technology, the institution must be willing to take calculated risks in its development, based on informed decisions as to what strategies will best achieve desired results.

The College Computer Coordinating Committee recognizes the limited resources that have been made available by the State to fund technology renewal, and the substantial commitment made by the College to fund technology development and renewal through a variety of revenue sources. There continue to be unmet technology needs, and this document will help shape the College priorities for further technology development and implementation. It is hoped that actions and decisions on technology planning and implementation can be streamlined to allow for technology actions and decisions to be made in a more timely and effective manner.

This document presents a far-reaching vision for the future growth and use of technology within the institution. It is important to note, however, that this statement of vision and directions is driven by the fundamental values of the institution, its mission, and its overall Statement Of Institutional Directions. Information technology and resources can help enable an institution to function more effectively, but only the faculty, students, and staff of the institution can help it achieve its fundamental mission of teaching and learning. The College Computer Coordinating Committee believes that this document will work toward that end.
Vision Statement For Instructional Technology

Instructional technology will be used within the institution to provide faculty more flexibility in the method of delivery of instruction and instructional support materials. This flexibility will allow faculty to design effective course materials and delivery strategies to meet differences in student learning styles and abilities. Effective use of technology will enhance, rather than replace, faculty and student interaction. Technological developments and wide-area networking will expand the knowledge base available to students and faculty, and make that information available on an anywhere / anytime basis. Use of instructional technology will be designed to promote student responsibility, engagement with the learning process, and active participation within the institution.

Instructional technology and support services will assist the College in moving to a learner-centered approach to delivering instruction. The technology will include new and updated student computer labs, lecture rooms permanently equipped with multimedia presentation capabilities, portable presentation set-ups, computer classrooms, facilities for student drop-in use (possibly in the LRC and/or Library), and perhaps pay-for-use student facilities.

Software and courseware will include materials from a variety of sources:

- publishers providing augmentation to textbooks
- commercial sources
- educational software clearing houses
- other educational institutions
- discipline-specific providers
- locally developed at SBCC

Instructional redesign projects will develop new and more effective approaches to delivering instruction in many of the disciplines at the College. Not all of these initiatives will rely on technology. Those that do will be assisted and supported by the Faculty Resource Center in order to ensure their success. It will be necessary to devise a selection process to determine which project proposals will be implemented.

A variety of new faculty incentives and rewards will be developed to support faculty growth in the use of instructional technology. Funding of faculty initiatives through such sources as FEC grants, sabbatical leave projects, summer stipends, faculty release time, will be coordinated with instructional redesign projects and curriculum development initiatives. College policies will be developed for sharing royalties from any courseware or software developed with college support, and copyright issues will be addressed properly.

The strategic directions outlined below, if realized, will better equip our students for the world as they will find it when they leave the College for further education or for the workplace, or continue to pursue lifelong learning goals through the Continuing Education division of the College.
Instructional Technology Directions

Student Access To Instructional Technology

All students at the College who wish should be able to gain access to electronic mail to communicate with their teachers, other students, and relevant Student Services staff. They should be able to participate in Internet list server groups on topics related to their areas of study.

There is little doubt that the Internet will revolutionize higher education over the course of the next few years. Students should have access to the World Wide Web and other Internet educational resources because of the instructional value of having an expanded scope of knowledge available.

Students should expect that faculty increasingly will provide lecture outlines, class assignments, and supplemental materials accessible to students on the network. Many faculty will encourage students to submit homework, essays, and assignments electronically. Some faculty will establish electronic discussions or forums on the network, and these will become a valuable part of the students' educational experience at the College.

Some disciplines will move to learning strategies where a significant amount of instruction is obtained by students on computers, as self-paced modules available from the network or on CD-ROMs. There will be more use of multimedia by students as substitutes for or supplements to written assignments or term projects.

Student-Owned Computers

As much as possible, computer assisted instruction should be designed to be able to be used by students on their own computers. Students should be able to access the college instructional computer network, their electronic mail, and the Internet from home and from their workplace twenty-four hours a day, seven days a week.

The College should seek partnerships under which students are encouraged to and are provided with the opportunity to purchase an affordable recommended computer. The College should make efforts to ensure that financial assistance programs should be available for students who cannot otherwise afford to purchase computers. The College should make it known to students that having access to a computer and learning to use it are important to academic success in most fields. The students should be provided with a number of options for learning how to use their computers, ranging from credit courses to small group tutoring.

In anticipation that many of the students who purchase their own computers will want laptops, the College should encourage the students to select laptops with ethernet capability. Convenient locations around the campus should be established where students can access the campus ethernet network, including the group study rooms in the Library, the tutorial rooms, etc. This will facilitate group study and will relieve the pressure on the general purpose computer labs.
Student Computer Labs

The College must provide sufficient access to up-to-date computer equipment in student labs. A way must be found to ensure regular technology renewal in these labs, where the presence of obsolete and out-of-date equipment and software would seriously undercut the value of the instructional program to the students.

In addition, the College should provide adequate access to general purpose computers on campus to support the growth in use of computer assisted instruction, and to provide computers that students can use for their electronic mail and to access the Internet. Policies must be developed to ensure equal access to instructional technology for students. The student computer labs should be reserved primarily for the student use of educational software.

Instructional Support Services For Students

The Library will have a key role as the campus Information Center for students, faculty, and staff. As the experts in access to information, the librarians will provide leadership as the College works out how best to integrate the new information resources available locally, on the Internet, or on other external networks into the students' educational experience. The Library is moving from the concept of ownership to the idea of providing access to information without regard to physical location. The library envisions more of its periodical collection to be available on-line, increased use of search systems, direct delivery of materials to users from vendors, and an increasing collection of books in electronic form.

The Learning Resources Center provides a valuable set of technology-based instructional services for students. There is little doubt that LRC services will need to change and expand to meet the new and different demands for the delivery of instructional support materials that will flow from the instructional redesign projects. Close coordination with the FRC and with the other technology oriented instructional support services at the College will be required.

Students with disabilities should have access to adaptive technology appropriate to their needs. The College will promote reasonable accommodation to students with disabilities through the use of adaptive software and hardware technology. The College will provide instruction on the efficient and effective use of assistive technology for students with disabilities to apply in the mainstream of education and employment.

Evaluation

The use of computers in instruction should be continuously evaluated in order to assess effectiveness and to promote continuous improvement. Appropriate means of evaluation need to be developed with the participation of faculty committees, the College Computer Coordinating Committee, and the Institutional Research Committee.
Faculty Services

Access

All contract faculty who desire and can benefit from one should be provided with computers by the College. Part time faculty should have access to shared-use computers on campus. All faculty, both contract and part time, should have electronic mail. All faculty computers should be connected to the campus network, giving faculty access to campus services, electronic mail, and to the Internet. All faculty should be able to access the college instructional computer network, the library, their electronic mail, and the Internet from their homes twenty-four hours a day, seven days a week.

Presentation technology should be readily accessible to all faculty, together with training and support for its use. Selected lecture rooms and classrooms should have permanently installed multimedia presentation facilities. Portable presentation set-ups should be available for other classrooms by scheduling in advance.

Academic Information Services

A wide range of services for faculty will be available on an instructional file server, including many that will reduce the administrative load on faculty. Electronic rosters will be distributed to faculty on this file server, ready to load into the college standard grade book program. Submission of grades and rosters electronically will be a future service.

Much of the administrative paperwork will be replaced by information provided on the file server. Committee agendas and minutes, the Faculty Policies Manual, and other documents will be maintained on-line. Faculty will be able to submit materials to Duplicating Services electronically for reproduction. Requests for services such as Media deliveries will be done by electronic mail.

Faculty will have access to student information (transcripts, assessment scores, etc.) to help them better serve the students. The Library catalog and a variety of Library services will be available online. Bookstore information and book ordering systems will be accessible.

Faculty Resource Center

The Faculty Resource Center will be the primary locus of technology support and services for faculty. The vision for the FRC can best be expressed by quoting from the task force report that recommended creating the FRC (dated September, 1994).

The purpose of the FRC is to provide faculty and instructional support staff with the training and support needed to enhance student learning through the effective use of instructional methods and computer-based technologies. The FRC will assist faculty in acquiring the knowledge and technical skills needed to take full advantage of the courseware and instructional technologies available for addressing the diverse learning styles of students in as cost effective a manner as possible.

FRC staff will develop and implement a plan for providing faculty members with training on the effective use of available courseware and instructional technologies. The training will range from basic computer literacy skills, to effective methods of using multimedia presentation software.
packages and multimedia interactive courseware, to strategies on using multimedia interactive courseware to transform courses from the instructor-centered model to a student-centered model. An important component of the training plan will be to inform faculty of the capabilities as well as the limitations of various instructional technologies and courseware programs.

FRC staff will work with departments in identifying effective instructional software and methods of using software in place at other colleges and universities. FRC staff will assist faculty in acquiring, evaluating and, where appropriate, adapting the software to best meet the learning requirements of students enrolled in their classes.

FRC staff will assist faculty in designing, field-testing and evaluating the effectiveness of instructional delivery systems that involve the use of instructional technology and multimedia interactive courseware. The evaluation criteria will include gains in student learning, enhanced ability to meet the diverse learning needs of students, and the cost of using the technology compared to the current method of instruction used by the faculty member or department. FRC staff will be responsible for disseminating to faculty and staff the results and recommendations emanating from the field-tests.

FRC staff will work with the instructional departments and the Information Resources Division staff to identify effective and cost efficient methods of managing, staffing and providing technical support to existing and planned campus instructional computer labs. FRC staff will serve as in-house consultants in helping departments plan and/or modify their instructional computer labs to serve the maximum number of students in the most instructionally sound and cost effective method possible.

FRC staff will keep the college informed of the latest developments in the applications of instructional technology, including the use of technology in altering the method of delivering instruction in classrooms and labs as well as the use of technology in distance learning.

FRC staff will look to enter into partnerships with companies, colleges and universities involved in developing and field-testing promising multimedia interactive courseware.

FRC staff will pursue external sources of funds to support the use of instructional technology at the college.

**Instructional Technology Management And Coordination**

All instructional technology resources and related support services at the College should be coordinated. This includes multimedia presentation equipment in lecture rooms, portable classroom equipment, student computer labs, a future student electronic mail server, the faculty file server, the Learning Assistance Center, Media Services, and the Faculty Resource Center. Coordination of these resources should be the responsibility of a single administrative unit with the exception of certain specialized, discipline specific facilities.
Vision Statement For Student Services Technology

Student Services technology will assist the College in moving to a more student centered/student success approach to delivering information and support services from the time of the students' initial access relationship to the college, throughout the students' period of enrollment, and through the students' transfer and/or career transition. As such, technology will be applied to improving whole processes that affect student success.

Student Empowerment

Student services technology will empower students to be more autonomous in managing and navigating administrative tasks and college bureaucracy required for their participation in curricular and co-curricular college activity. The technology will also empower students to be more involved in educational and career goal setting, decision making, and planning.

The technology must have sufficient flexibility to meet the diverse learning styles and abilities of students. Therefore, student information systems will need to include the ability to explain the meaning and consequences of information, and direct the student to take appropriate action. Technology will not replace the need for staff and student interaction. Rather it will enhance the quality and amount of the interaction.

Staff/Counseling Faculty Empowerment

Student Services technology will be used to provide staff and faculty with more flexible, effective and efficient means for learning and for carrying out student service administrative responsibilities. Specifically, the technology will improve efficiency of operations and institutional effectiveness in the capture, processing, retrieval and utilization of data by college staff. Student services technology will also improve the quantity and quality of direct administrative service to students and faculty.

Student Development

In addition to providing support to administrative processes, Student Services also plays an important role in facilitating students' personal development through counseling, advising, Personal Development classes, workshops, seminars, leadership training, and educational resource materials. Technology will be used within the institution to provide counseling faculty and student services staff with greater flexibility in the methods of delivery of these educational services. Effective use of technology will enhance counseling, advising, teaching and learning through faculty/staff and student interaction rather than replace such interaction.

Students will be able to access their own college-based information, their electronic mail, college-wide information, and the Internet from home, their work place, community-based computer services or campus kiosks, and selected labs twenty-four hours a day, seven days a week. As much as possible, computer-based information systems should be able to be used by students and staff through their own personal computers.
Staff, student and faculty frustrations, problems and inefficiencies due to unnecessary process complexity, insufficient and/or unclear information, restricted and untimely access to information, duplication of work, data entry error, unclear instructions, time spent waiting, limited office hours, dependency on staff for information, multiple and disconnected data-bases, and lack of training will be significantly reduced.

The technology will include new and updated student services computer labs, indoor work stations, kiosks, remote access, portable remote set-ups, meeting rooms equipped with or capable of multimedia presentation, portable multimedia presentation set-ups, use of instructional computer labs for selected student information and college-wide information, telecomputing, video, interactive video, image scanning, electronic transfer of inter-institutional data (transcripts, articulation, forms), and Internet/World Wide Web access.

**Student Services Technology Directions**

The following are key technical directions for carrying out the technology vision statement for student services. A more detailed technology plan is provided in the annually updated "Student Services Technology Plan for Santa Barbara City College".

Telephone and direct PC-based registration will be introduced as will electronic applications. Electronic forms will replace most hard copy use of forms for petitions, information collection and information processing. Electronic document imaging will replace most existing hard copy file systems for student records.

Students will be issued E-mail accounts. Hard copy mail-based communications will be significantly reduced and replaced by E-Mail communications. College-wide as well as student services information will be maintained on the World Wide Web through local area networks.

Combination photo ID and mag-stripe "smart" cards will be introduced for student access to information systems and services, utilization tracking, and debit-based financial transactions. Student information systems including KIOSKS, student labs and work stations will expanded. Reasonable accommodation for visually impaired students, mobility impaired students and students with language restrictions will be provided.

Electronic degree audit systems will be expanded and enhanced. Where appropriate, the college will participate in intersegmental initiatives related to electronic academic and financial aid transcript exchange, articulation, curriculum, and certification (IGETC, CSU GE), and financial aid management. This will include the use of SPEEDE, ASSIST and other upcoming state-wide and national initiatives that support exchange of common student and curriculum information.

All student information will be maintained on computer databases and servers that are interconnected. There will be no need for redundant data collection. Faculty and staff will have independent real-time access to individual student information, except that which is deemed confidential by federal or state law or Board of Trustees policy as well as college-wide information through the World Wide Web protocol and campus wide area network systems.
Windows-based systems will be standard for all faculty and staff providing counseling and advising. Concurrent viewing and updating (multitasking) of several student look-up screens at one time will be provided.

Advanced multimedia and graphics production capabilities for use in student information resource development and student development activities (video, publications, interactive CD-ROM) will be available within the Student Services building or will be available through cooperative agreements with other college services.

Protocols and procedures for Student Services access to the resources of Instructional Technology (including the Faculty Resource Center, the LRC, and Media Services), College-Wide Network Infrastructure, and Administrative systems will be developed so as not to unnecessarily duplicate costs, space utilization and staffing, when carrying out the technology directions for Student Services. Furthermore, coordination with and participation in local, state-wide, and intersegmental technology initiatives will be sought wherever possible.

**Vision Statement For College-Wide Network Infrastructure**

The College will develop a comprehensive and integrated local area network and wide area network capabilities to support voice, data, video, image, and multimedia applications. The College will develop and maintain the communications and cabling infrastructure to deliver these network services to every work area on campus, the Schott and Wake Centers, and major off-campus facilities. The College will be an active participant in developing a community electronic network for the Santa Barbara area in cooperation with UCSB, County Office of Education, school districts, city, county, and state governments, and business and industry. The College will maintain a stable and secure network environment which maintains data integrity, protects the privacy of confidential data, and ensures only authorized access to network services. The College will provide access to network services and information for faculty, students, and staff both from on-campus locations and remotely from home or work. The College will develop strategic partnerships with business and industry to advance our technology infrastructure and to promote effective use of College information. The College will provide support and training for faculty, students, and staff in the use of technology and tools that are available through the network services.

The College will develop and maintain a comprehensive and integrated set of network services to support teaching, learning, and office automation. These services include the following applications: telephone, voice response, voice mail, electronic mail, calendar, scheduling, FAX, electronic forms processing, document imaging and management, work flow automation and management, printing and reprographics, video and teleconferencing, access on demand to multimedia applications, telecommuting, distance learning, and information access to College information and global knowledge bases. These services will be maintained by the College with the same expectations of reliability as other College utilities (electricity, gas, water, etc.).
Technology Infrastructure Directions

Building The Network And Communications Infrastructure

The College must provide for the development and renewal of network cabling and communications
equipment to support local and remote access to its network services. This includes underground
backbone cabling to all campus buildings, internal building distribution wiring to each work area, and
remote site access to Schott and Wake Centers, as well as Internet access to global knowledge bases,
institutions, and individuals. The College must ensure that sufficient network bandwidth is available
to make effective use of network services. The College must design, develop, and maintain a
network topology that supports the effective access, integration, security, and delivery of network
services.

Building The Santa Barbara Community Network

The College should play a leadership role in the development of a community-wide network of
educational institutions, government, and business and industry to serve the residents of the Santa
Barbara area more effectively in terms of access and use of electronic information. The community
should seek private, corporate, state, and federal funding to assist in the development and support of
the community electronic network.

Network Security

College reliance on network services requires the development and maintenance of a secure network
environment that protects the College from unauthorized use of network services, and protects the
privacy and confidentiality of the individual. The College will move to a single point of authorization
and authentication of individual rights to network access and services. The security system must
allow for varying levels of security to allow access to the College communications network, data, and
services. The security system must allow for the encryption / decryption of data as it moves over the
network, and must protect the College network environment from foreign viruses, worms, and other
potentially damaging intrusions.

Expansion Of Network Services

Over time, the College will explore, evaluate, and implement an expanded set of network services to
meet the needs of the College community more effectively. Potential services include, but are not
limited to, the following areas:

- Electronic forms to replace the myriad paper process currently used by the institution.
- Electronic data interchange to provide for the transfer of college data to other institutions.
- FAX gateway capabilities to allow network delivery of outgoing and incoming FAX materials to
  the desktop.
- Delivery of video, images, and multimedia applications from a centralized repository.
- Document imaging and management to allow for the scanning and indexing of hard copy materials
  and to provide for optical character recognition.
• Personal and group video conferencing to allow the College community to communicate effectively with remote sites.
• Telecommuting capabilities to allow faculty, students, and staff to work effectively on the College network from their homes or remote sites.
• Tools for student access and use of College information, such as telephone registration and grade reporting, information kiosks, and public access work stations.

**Network Management And Administration**

The College must develop and maintain the support staff and network administration tools to plan, manage, maintain, and support the growing and increasingly complex College network. The College must ensure that mechanisms are in place to provide coordinated planning and development of network services that cross existing organizational boundaries.

**Technology Access For Persons With Disabilities**

SBCC will meet the requirements of the Americans with Disabilities by providing access to technology for persons with disabilities. SBCC will integrate the needs of SBCC employees, visitors and students who have disabilities and who access technology in all mainstream settings. SBCC will promote reasonable accommodation through the use of adaptive software and hardware in environments that use technology.

**Partnerships With Business And Industry**

The College must develop and maintain strategic partnerships with business and industry to promote College access to external resources for funding and technology expertise. These partnerships need to be developed with a clear understanding of the mutual benefits anticipated by both parties, and should include formal, written agreements as appropriate.

**Staffing For Technology Support And Training**

The College must develop and maintain sufficient technology support staff on an ongoing basis if the College is to meet its expected vision for the use of technology. Over the past four years, the number of computers supported on campus, as well as the scope and complexity of the College's network environment, has grown substantially. These advancements have occurred through the investment of one-time funds to acquire the technology and tools to expand College computer and network capabilities. Ongoing budget allocations for support staff and operational costs have declined during this same period due to overall College budget limitations. This trend simply cannot continue, or the technology infrastructure will begin to unravel due to lack of support, maintenance, planning, and training. The College should develop a detailed information technology staffing and support plan that clearly identifies the necessary ongoing staffing and support levels needed to maintain the College's information technology. The plan should review both centralized (Information Resources, Faculty Resource Center, Media Services, Word Processing Center, Library/Learning Resources Center, Printing And Duplicating) as well as decentralized (departmental) support for information technology.
Vision Statement For Administrative Systems

The College will redevelop its student, academic, and human resources administrative systems over the next five years into an integrated system. This development activity will be conducted in relation to the College's business process redesign initiatives and its completed work with The Delta Group (Santa Barbara, San Joaquin Delta, and Saddleback) on administrative systems design for California community colleges. The Information Resources staff will work actively with College participants in Project Redesign teams to insure that the requirements of redesign initiatives are incorporated into new systems design and development. The College will continue to renew its financial accounting, payroll, purchasing, and other administrative systems through continued partnership in the California Education Computing Consortium and other third party software providers.

The Information Resources Division will play a central role in support of the College's Project Redesign teams. Each team will have a technology specialist who will provide support in the use of automated tools to complete and document the work of the team. Information will be presented to the team in terms of what current and emerging technologies can be applied to the process undergoing redesign. Information Resources will also assist in the development of a prototype of each team's recommended solution and in the development of widespread implementation plan for each project. This activity is projected to extend through the 1995-96 and 1996-97 academic years.

Administrative Computing Directions

Integration Of Administrative Applications With Desktop Tools

The College will develop mechanisms to insure that its administrative systems link effectively to office automation software such as word processing, spreadsheets, E-Mail, local databases, ad hoc query, and decision support tools. This integration will allow for the more effective use of the College's administrative information to do the work of the College.

Access And Use Of Information

The College will develop mechanisms to allow faculty, students, and staff easy access and use of information needed to do their work. This initiative will include on-line access and updating of appropriate information, ad hoc query capability, as well as access to summary level information designed to support institutional research, program review, institutional assessment, planning, and resource allocation. The development of these systems will use the Apple Corporation's VITAL information architecture as the foundation for design. This architecture provides for the creation of a "data warehouse" to provide ad hoc query and data analysis capabilities to the desktop client.

Application Development Tools And Methodology

The College will replace existing tools and methodologies for application development of its administrative systems. The College will acquire application development tools that will provide Computer Assisted Software Engineering (CASE Technology) in the design stage of systems development, and will support visual, rapid application development techniques and code generation.
These tools must support a cooperative development environment, both within the College and with other institutions through the use of a common repository for the storage and management of data models and dictionaries, design documents, and source an executable code for application logic. The new development environment must support the creation of graphical user interfaces (GUI) for Macintosh and Windows clients as well as continue traditional character user interfaces (CUI) for College terminals and non-Windows capable machines. The development tools must also allow for the deployment of new applications in a client/server model, where decisions about the location (mini computer, network file server, desktop computer) of data, application processes, and presentation are made as part of the systems implementation, and are not constrained because of the development tools.