SANTA BARBARA CITY COLLEGE
A CONNECTED LEARNING COMMUNITY

A New Model of the Community College
in the 21st Century

REQUEST FOR INFORMATION
From Prospective Strategic Partners

(DRAFT CONCEPT)

SPRING, 1996
"I skate to where the puck is going to be, not where it is."
(Wayne Gretzky)
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SECTION 1  RFI Overview

In 1995, Santa Barbara City College embarked on a multi-year project called Project Redesign, with the intention of creating a new model of the community college of the 21st century.

In the initial phase of Project Redesign, all major areas of the college's operations (business services, student services, and instructional services) were reviewed for possible Business Process Reengineering (BPR). Twenty specific processes were initially selected. Teams were formed to develop a new prototype for each process. The focus of each redesigned process would be "the client", with the goal of improving the quality and effectiveness for their "clients", as well as to reduce the cost for the college.

At this point, many of the project teams have completed their evaluations and are about to begin the prototype implementation phase. All projects will be subject to a Continuous Quality Improvement (CQI) program for monitoring and implementing changes to the design.

The enabling tool for many of the changes will be a campuswide information technology infrastructure that utilizes communications, data, audio, and video technologies. The goal is to move progressively toward on-line services in all areas.

In the final phase, as the technology infrastructure becomes operational for a significant portion of the college's business, student, and instructional services, the college would begin to become a model of a Connected Learning Community. While many educational institutions are incrementally addressing some of the elements of such a model, Santa Barbara City College is moving toward a total transformation. This would be characterized by the following features:

- affirmation of the college's value system and culture as a caring, nurturing, lifelong learning community
- extended service connectivity of our community via a campuswide technology infrastructure that integrates communications, data, audio, and video access by students, faculty, administration, and the public
- 7 day a week, 24 hour a day on-line access via computer or telephone to administrative, student, and instructional databases and programs
- expansion of client base for subscription access to video-enabled instructional services via the Internet, possibly including non-resident students
- future availability of speech-recognition technology to provide multi-lingual services for certain courses, especially those targeting citizen development of new immigrants
- expansion of continuing education programs and vocational education programs in partnership with community businesses and government agencies

The college has recognized the substantial investments that will be needed to create the needed technology infrastructure for such a model. So it has chosen to seek
"strategic partners" from private industry to not only be "vendors" but ongoing partners in the building and operation of the Connected Learning Community model. The objective of this RFI is to seek out such potential strategic partners.
Santa Barbara City College is a comprehensive community college which serves the south coast of Santa Barbara County. Established in 1909, it is one of the oldest of the 107 locally governed California community colleges.

It is located on the bluffs overlooking the harbor of one of the most beautiful cities in the world - "where the mountains meet the sea". Santa Barbara is a residential city of 89,000 people, sometimes referred to as "the American Riviera". It is a year-round
destination resort area noted for its abundant recreational, cultural, and educational activities. The campus is situated on a 74-acre site overlooking the Pacific Ocean, the former home of the University of California at Santa Barbara.

The college is noted for its commitment to excellence and innovation. It has won numerous state and national awards, and it offers a wide spectrum of courses that have earned it national attention. Among these are the Marine Diving Technology program and the Hotel, Restaurant, and Culinary program.

The college offers an extensive program of post-secondary education, which is especially responsive to the needs of adults in the local community. Programs include transfer programs to four-year institutions, associate degree and certificate programs in a wide range of occupational fields, and a variety of general educational opportunities. The college also offers a program in Adult Basic Education, and is very proud of its Citizenship and English Language classes for newly-arrived immigrants.

At present, the college serves approximately 11,000 for-credit students drawn mostly from the local community. However, the college attracts many students from throughout California and a large number of international students. They range in age from 18 to over 80 years and represent a wide range of ethnic groups. The college has a particular commitment to make its educational programs accessible to cultural, ethnic, and age groups that have traditionally been underserved by post-secondary education.

Significantly, the college also serves more than 35,000 non-credit students in its Continuing Education program. These include a wide variety of people, many of them working adults who are seeking to upgrade their career skills or to broaden their education and enrich their personal lives.

It is this commitment to the broad range of cultural, ethnic, and age groups that sets the community college, and Santa Barbara City College in particular, apart from all other educational institutions. And it is this unique focus that serves as one of the Guiding Principles of the College:

"Education is a lifelong process - not solely preparation for adult life."
SECTION 3 Project Redesign Vision and Goals

Project Redesign has been guided since its inception by a Vision Statement and a set of Goals. These are summarized as follows:

**VISION:** Santa Barbara City College will become a new model for community colleges in the 21st century, through a continuous process of innovation and renewal.

**GOALS:**

- Transform all college practices to effectively meet future challenges
- Develop a client focus in all operations
- Improve the effectiveness and the efficiency of Instructional, Student Support, and Administrative Services
- Develop a strategy for fiscal sustainability, emphasizing new revenue development
- Develop an integrated technology infrastructure

The intent of Project Redesign is a total transformation of all college instructional, student service, and administrative processes. Using Business Process Reengineering (BPR) methodologies, Redesign Teams in 20 selected areas have begun this transformation and will submit their reports with recommendations for new process prototypes. These initial 20 areas are indicated in the following diagram.
To facilitate these changes, it is anticipated that the college will need to construct a campuswide technology infrastructure. The communications, hardware, and software elements of this infrastructure will enable students, faculty, administrative staff, and the public to have on-line access to databases and programs, including such areas as registration, fee processing, scheduling, college information, student records, instructional classes, and others.

Through such enabling technology, the college will then be better able to achieve its commitments to providing lifelong learning to the entire community it serves, as well as providing potential access to an extended international community. It is this on-line access that will eventually create a "Connected Learning Community" model that is the longer term objective of Project Redesign.
SECTION 4 "The Connected Learning Community" Model

There are already numerous efforts underway at every level of education to provide a higher degree of on-line access to learning resources. What distinguishes Project Redesign from all other such efforts is that this is a comprehensive, long-term project with the intent of creating a total transformation of all college functions.

The ultimate goal of this transformation can be described as a Connected Learning Community. That is, a community college which is learning-centered rather than teaching centered, and which provides virtually unlimited student access to both local and international resources via an information technology infrastructure. A simplified schematic diagram of such a model is illustrated below.

![Diagram of Connected Learning Community]

The operational implications of such a model can be summarized as follows.

THE CAMPUS

The campus will continue to be a focus for direct interaction between faculty and students in a caring, nurturing learning environment. But it will no longer be the sole focus. Over time, a highly integrated information technology infrastructure will connect all facilities of the campus. More importantly, this infrastructure will allow the campus to
connect with the outside world, using high-speed text, data, audio, and video transmission technology.

Using such infrastructure, the campus will then include future "satellite learning sites" located throughout the community. These may be in corporate business centers, office buildings, factories, senior citizen centers, community service centers, rural farms, or even private homes.

THE STUDENT BODY

The number of on-campus "day" students is currently 11,800. Continuing Education enrollment is approximately 35,000, and is served from a variety of satellite sites. In the future, "total enrollment" will no longer be limited by the physical constraints of campus size, facilities, and statutory growth limits. With enabling technology, the college's instructional program and delivery methods will expand greatly, since it will allow participation in certain programs from worksites and the home, and virtually 7 days a week, 24 hours a day. The enrollment of "non-resident subscribers" will show substantial growth, as out-of-state and even international students will be able to take certain courses totally on-line.

The disabled, the aged and infirm, the working poor, and many other previously disenfranchised subgroups of our society will be enabled to "attend electronically", greatly enriching their lives and fulfilling perhaps the noblest objective of the community college.

Perhaps the greatest impact, however, will be on working adults. At present, the vast majority of our population is unable to pursue learning opportunities due to the time demands of their work schedule. Upgrade of career skills, if pursued at all, is left to random seminars and minimal in-service training. "Job retraining" is often conducted after the loss of a job. In the future, working adults will have substantial opportunities to engage in a continuing series of courses designed to provide a wide range of topics. These can be taken in the workplace or at home. There will even be opportunities for contractual arrangements between businesses and such ongoing training providers.

The community college is uniquely well suited to provide such "lifelong learning" to the full spectrum of potential learners. Unlike the K-12 and university population, the community college population has historically addressed the needs of a diverse and growing population of adult learners.

THE FACULTY

The composition of the faculty will gradually evolve. The local core group of on-site faculty will have not only more technology tools to more effectively and efficiently prepare, present, and otherwise conduct their courses, but also more flexible options on where and when those courses are conducted. "Office hours" for student access, testing
methods and test scoring, and most administrative processes will be significantly altered. The daunting paperflow will be significantly reduced.

In addition to the local core group of faculty, there will also be a growing group of non-local specialists, some of whom work on a team basis with the core group. This will include:

- Course Development/Production Specialists, who assist in the design and production of multi-media "courseware"
- Presentation Specialists, who are the "on-camera" presenters of certain lessons
- Lesson Consultants, who are experts in individual lesson areas and "join" a class via teleconferencing for specific lessons
- Language Translators (who will eventually be replaced by automated systems that will provide translation of any lesson in any language on demand to the student)

These and others, will augment the core faculty team in the future. Some may even be provided by strategic partners of the college, such as software media companies, and others. Since the materials developed for such electronic use by a broad base of student subscribers may generate significant new revenues, the opportunities for revenue sharing by the college, and new compensation options for the involved faculty, are substantial.

THE CLASSROOM

The campus classroom will become more technology-enabled. All classrooms will initially be wired for at least passive access to campuswide information: student, business, administrative, facility, etc. Eventually, more will be wired for interactive processing, allowing two-way interaction between parties at both ends, not simply browsing of databases. Some classrooms will in fact be full course production facilities, with full-motion interactive video and multimedia capability.

In a larger sense, any location that has an appropriately equipped Personal Computer (or Network Computer) will become a virtual classroom. An apartment. A dormroom. A field setting (with laptop and cellular phone). Anywhere. Classes will be able to be conducted from anywhere. More importantly, students may participate in them from anywhere.

STUDENT "NAVIGATION" TOOLS / INSTRUCTIONAL DELIVERY METHODS

From the above comments, it should be clear that this new model seeks to expand the options available for students to access a variety of learning opportunities. Such "navigation" of courses, services, databases, and resources will be facilitated in the future by simplified graphics browsers designed specifically for the educational environment. Such a "Student Navigator" will be pre-loaded with necessary information about the student and will assist the student in finding suitable courses, getting financial aid, finding
campus facilities, looking up instructors and contacting them, getting transfer counseling, getting career counseling, etc.

Instructional delivery options will also increase for those instructors that elect to use them. CD-ROM based courses, retrievable passive video, interactive video, Email correspondence courses, etc., will become commonplace.

**THE CURRICULUM**

The curriculum of course offerings will grow exponentially. Since electronic access will provide greater flexibility to the college on "the classroom facility", "the instructor(s)", "the students", and "dates and times" of classes, there will be virtually no limit on what may be offered. Unlike the current system in which such "fixed" requirements pre-determine which courses can be offered and how many students can take them, the reverse will become the norm.

That is, the college will move in certain areas to a "student-demand-based curriculum". If an unusually large number of students sign up for Marine Technology, the college will not necessarily have to cut off enrollment after some small, fixed upper limit because the class is "full". It can potentially enroll all the students in the class they want, with some of them participating on a "video subscription" basis. What's more, the very course offerings themselves may be determined not by availability of local faculty or facilities, but by student requests.

**THE LIBRARY**

In addition to the local volumes of books it houses, the "library" will eventually be an on-line connection to a digitized library of all written, audio, or video material ever produced. These may be browsed or downloaded or printed (wholly or in part) by the requesting party. A student or faculty member, again, may do this from virtually any location. Searches of all materials ever produced, by subject, keywords, author, etc. will be possible.

**THE LEARNING RESOURCE CENTER / LEARNING CLINICS**

The issue of equitability of access to the new enabling tools of learning described in this model is an important one for the college and our society to address. One way in which this can be done is to provide locations on campus and throughout the community where those people who don't have the financial means to acquire such tools on their own can still have access to publicly-provided PC's or NC's ("Network Computers"). The college already has a facility intended to provide supplementary instructional assistance. Both the Learning Resource Center and the Library will be modified to provide such access in the future. In the community at large, various other public buildings (libraries, courthouses, etc.) could easily be modified for this purpose.
THE SERVICE PROCESSES

- Administration
  The Administrative processes will become highly integrated, with standardized toolsets and integrated databases. There will be a campuswide Data Dictionary of standardized data items and their description that allows ordinary users to browse the contents of databases through simplified inquiry/reporting requests. Processes previously requiring in-person, on-site presence will be replaced by remote access alternatives. The use of telephone, PC, NC, smart card, credit card, debit card, and "Ecash" alternatives will facilitate such alternatives. Inter-institutional exchange of records and information will progressively move to electronic transfer of standardized records.

- Student Services
  In a similar manner, an increasing number of Student Services will be accessible on a remote basis, 7 days a week, 24 hours a day. Access to student records, financial aid information, college counseling and career counseling information, student health information, and a variety of other areas will be facilitated. Student access to college staff - counseling, instructional, administrative, etc. - will be enhanced through Email and videoconferencing capabilities.

  Direct student input will be provided on a continuing basis on such matters as future course offerings, satisfaction surveys, instructional effectiveness, and other matters. These integral reporting mechanisms will allow the college to more accurately assess its overall institutional effectiveness on a sustained basis.

  The student will, in general, be empowered to more easily "navigate" administrative processes, college resources, student services, information databases, and even instructional programs at a pace, times, and from such locations as are convenient to the student.

- Instruction
  The college will not deviate from its values nor its established culture of "caring" for the individual student. The advent of enabling technology will not necessarily mean the distancing of the teacher from the individual student. However, the faculty will have substantially greater flexibility and a broader spectrum of delivery methods for instruction. In fact, opportunities for "customized instruction" and "self-directed learning" will be facilitated to a degree not possible before. The interdisciplinary teaming of teachers will be facilitated. Non-instructional time commitments will be reduced. Administrative tasks, governance activities, assessment and advisement activities, and many other presently time-consuming activities will have new alternative methods that will generally reduce the overall workload of the instructional staff. Opportunities to incorporate "non-local experts" and other parties into the instructional program will become a practical and commonplace practice.
In summary, all major service processes of the college would eventually be transformed and made accessible to students, faculty, administration, staff, parents, community, and the general public. Privacy-sensitive information would be restricted to authorized users. But in general, most of the current processes will become accessible via phone or personal computer, and therefore redesigned procedurally and organizationally.
SECTION 5  Role of Strategic Partners

In a traditional Request For Proposal (RFP), the college would specify a desired set of products and/or services that it wished to procure from the prospective vendors. These lists of products or services would have detailed functional or performance specifications provided so that the vendors would be able to bid firm, fixed prices in competition with other similar vendors. The role of a vendor in such an RFP is to match existing products that most closely meet the RFP specifications, price these aggressively, and, if selected, provide the agreed upon products and services for the fixed price and within the agreed timelines.

Such a "vendor/supplier" relationship is not what is being sought here.

This RFI seeks to identify visionary private firms that would like to establish a long-term, public-private partnership with Santa Barbara City College for the purpose of participating in the design, implementation, and operation of the Connected Learning Community model. We seek their creative input in their proposal for future involvement in such a strategic partnership. We anticipate that such firms will also recognize this project as a major new market opportunity that:

- has a large pool of potential clients
- creates a strategic advantage over their competition
- would otherwise require significant R & D and marketing expense to enter
- enhances the image of excellence of the firm
- provides a model site with a reputation for innovation
- is located in a year-round destination resort area ideal for new business development.

To create such a new market, or redevelop an existing one, many firms budget and spend substantial amounts for R & D or business development (marketing, sales, etc.). We believe this opportunity in fact compresses many fragmented educational submarkets into a single, attractive, new model.

While the exact form of such a partnership is an open issue, it is anticipated that some of the types of "investment" which may be provided by such partners would include one or more of the following:

- **design services** for communication infrastructure, technology specifications, application software and database design, Internet access, etc.
- **prototype system components**, including hardware, system software, standard toolsets, etc.
- **facility construction/remodeling**, where such a facility may in fact become a permanent production and support site jointly owned and operated by the strategic partner
- **financing options**, that include below-market rates, deferred payments, etc.
- **revenue sharing options**, that would provide both the strategic partner and the college with an ongoing revenue stream from the joint operation of certain processes. These may be in the form of royalties, software leases, access fees, or other forms of payments for ongoing operations.

The college has no preconceived notions of what type of arrangement may be desired by a prospective strategic partner. It wishes to leave that question to the creativity and the initiative of the partners to suggest. The college would even consider the possibility of setting up jointly-owned, third-party companies to pursue certain new product or service offerings.

To further illustrate the possible roles of various potential partners, the following list of **partner categories** may be of some value:

**PROSPECTIVE PARTNERS**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FIRM</th>
<th>INTEREST AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>MCI</td>
<td>Telecom network</td>
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<tr>
<td></td>
<td>General Telephone</td>
<td>Telecom network</td>
</tr>
<tr>
<td></td>
<td>Cox Cable</td>
<td>Cable/Video</td>
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<tr>
<td></td>
<td>US West</td>
<td>Cellular</td>
</tr>
<tr>
<td>Hardware</td>
<td>IBM</td>
<td>Platform, Workstations</td>
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<tr>
<td></td>
<td>Hewlett-Packard</td>
<td>Platform, Workstations</td>
</tr>
<tr>
<td></td>
<td>Unisys</td>
<td>Platform Workstations</td>
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<tr>
<td></td>
<td>Sun Microsystems</td>
<td>Servers, Workstations</td>
</tr>
<tr>
<td>System Software</td>
<td>Netscape</td>
<td>Graphics Browsers</td>
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<tr>
<td></td>
<td>Microsoft</td>
<td>Office Suite</td>
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<tr>
<td></td>
<td>Lotus</td>
<td>Office Suite</td>
</tr>
<tr>
<td>System Management</td>
<td>EDS</td>
<td>Management, Operations</td>
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<td></td>
<td>SCT</td>
<td>Privatization</td>
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<td>Andersen Consulting</td>
<td>Consulting, Systems Integ.</td>
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<td>Courseware</td>
<td>Mind Extension University</td>
<td>Production/Distribution</td>
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<td>The Learning Company</td>
<td>Interactive Language</td>
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<tr>
<td>Special Services</td>
<td>Marriott</td>
<td>Hotel/Restaurant Center</td>
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<td></td>
<td>Maui Divers, Inc.</td>
<td>Dive Technology Center</td>
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</tbody>
</table>
The college is fully aware that it must develop new funding sources in order to meet the operational requirements of this new model. It is also aware of the financial realities of private firms. It is therefore seeking a jointly developed win-win strategy with the prospective strategic partners that recognizes each partner's short-term and long-term needs. Appropriate budgets will be developed to indicate the long-term cost-benefits to both parties.

We look forward to the creative suggestions and proposals of such strategic partners.
SECTION 6  Project Redesign Organization

To assure the long-term success of the project, a number of internal and external resources have been designated with specific responsibilities. The organization chart below summarizes the principal resources being utilized.
The RFI process will be relatively informal, but will have a series of events with a proposed schedule. The schedule may be adjusted depending on various factors. All participants will be advised of any schedule changes.

The present schedule is as follows:

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Issuance of Request For Information</td>
<td>02/19/96</td>
</tr>
<tr>
<td>Informational Meeting For Prospective Partners / Tour</td>
<td>03/08/96</td>
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<tr>
<td>SBCC Site Visits Begin</td>
<td>04/02/96</td>
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<tr>
<td>RFI Responses Due</td>
<td>04/16/96</td>
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<tr>
<td>Oral Presentations by Finalists</td>
<td>04/22/96</td>
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<tr>
<td>Selection of Strategic Partner(s)</td>
<td>04/30/96</td>
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<tr>
<td>Negotiation of Contract(s) Begin</td>
<td>05/06/96</td>
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<tr>
<td>Contract Implementation</td>
<td>07/01/96</td>
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</table>
SECTION 8  

RFI Response Format

The RFI response format will be very straightforward and concise. There is no interest in receiving any brochures, boilerplate text, or other materials not specifically requested in this section. At the discretion of the college, there may not be any subsequent Request For Proposal. *Strategic partners may be selected directly on the strength of their response to this RFI.*

The desired information is as follows:

1. **Company Information**

<table>
<thead>
<tr>
<th>Company Name</th>
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<tr>
<td>Office Responding to this RFI</td>
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<tr>
<td>Street Address</td>
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<tr>
<td>City, State, Zip</td>
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<tr>
<td>Contact Name</td>
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<td>Title</td>
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<td>Phone Number</td>
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<td>Fax Number</td>
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<td>Email address</td>
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<td>Name of Authorized Executive</td>
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<td>Title</td>
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<td>Signature</td>
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</table>
2. **Brief Statement of College Experience**

Please provide a brief, concise description of innovative projects that your firm has been directly involved in with colleges or other similar educational institutions. Please provide references for these projects in the table below.

3. **List College References**

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>PROJECT DESCR.</th>
<th>CONTACT</th>
<th>PHONE</th>
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<tbody>
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</table>
4. **Brief Statement of Strategic Partner Experience**

Please provide a brief, concise description of innovative partnership relationships your firm has engaged in with other parties that may be relevant for consideration here. Please list references for these partnerships in the table below.

5. **List Strategic Partner References**

<table>
<thead>
<tr>
<th>PARTNER</th>
<th>PROJECT DESCR.</th>
<th>CONTACT</th>
<th>PHONE</th>
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</table>
6. **Description of Proposed Role and Services**

Please describe what role you envision for your firm in this project and what specific services you would expect to perform.

7. **Description of Proposed Investment/Revenue Sharing Options**

Given the understanding that any proposal would be subject to further detailed discussions and development of a formal agreement, what types of investments and revenue sharing options would you propose for consideration by the college? You may either use the suggested items in Section 5, or develop your own variations. Please provide approximate ranges, or at least methods for developing such approximations.

8. **Description of Anticipated Fees**

Please outline the anticipated fees for your services, both for initial implementation and for on-going operations, where appropriate. Again, these may be estimates at this time, subject to the development of a formal agreement. In general, the college wishes to have an overview of your firm's plan of involvement in the design, implementation, and long-term operation of specific portions of this project.
While this process is relatively informal, it is strongly suggested that contacts with Santa Barbara City College be limited to the following people in the initial stage. Since this RFI has the intent of finding strategic partners with whom the college can have a long-term, trusting relationship, one of the early indicators will be the degree to which prospective partners conform to this request.

For all general information regarding this RFI:

George Tamas  
Project Consultant  
(805) 969-9302 (Voice and Fax)  
Email: virtualgeo@aol.com

For scheduling of visits to campus:

Alma Ledbetter  
Dr. MacDougall’s Secretary  
(805) 966-5730

Unlike formal RFP's, this process will not unduly restrict visitations or access to key Santa Barbara City College management and staff, including President MacDougall. However, we request that such site visits not be scheduled until after the Informational Meeting For Prospective Partners identified in Section 7. Until that time, interested parties may contact the Project Consultant for any needed information or materials. Once the finalists are selected, there will be ample additional meetings planned with college management.
Location Maps:

Santa Barbara Area / Santa Barbara City College

Santa Barbara is located approximately 90 miles north of Los Angeles, along Highway 101. To reach Santa Barbara City College, take the Castillo Street offramp from the 101 Freeway and head South (toward the ocean). Turn right on Montecito Street. Montecito shortly becomes Cliff Drive. The entrance to the college is on the left at 721 Cliff Drive. For further assistance, please call Alma Ledbetter at (805) 966-5730.
Campus Diagram

For most appointments, first contact Dr. Peter MacDougall's secretary, Alma Ledbetter, at (805) 966-5730. Enter at the Main Entrance on Cliff Drive and stop at the Kiosk. State your name and you will be directed where to park by the attendant.

NOTE: This entire document may be viewed on the Internet on SBCC's Homepage, at: http://www.sbcc.cc.ca.us/redesign
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 stations 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.
The Governor's Budget was released on January 10 with a proposal for 74 community college facility projects totaling $119,992,000. In reviewing the project list from the Chancellor's Office, the Department of Finance chose not to fund architectural barrier removal projects. This enabled the inclusion of 11 projects that were scheduled for future budgets to be included for 1996-97.

The Department of Finance has adopted a policy of funding architectural barrier removal when it is part of another project, but will not fund stand-alone architectural barrier removal projects. Notwithstanding the fact that these projects (construction phase of previously funded planning and working drawing phases) had been approved for the 1994-95 Budget Act, failure to enact a facility bond that year was all that prevented the projects from being completed. The change in policy by the Department of Finance creates an interesting dilemma for districts with barrier problems and no alternative funding sources.

In addition to the project funds, the budget also includes $8.7 million for deferred maintenance and $8.0 million for asbestos abatement.

The specific projects included in the budget are shown in Table 2.

<table>
<thead>
<tr>
<th>DISTRICT (College)</th>
<th>PROJECT DESCRIPTION</th>
<th>TYPE</th>
<th>BUDGET AMOUNT</th>
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<tr>
<td>Systemwide</td>
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<td>Fire Alarm System Renovation/Upgrade</td>
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<td>Library Renovation, Phase II</td>
<td>pwc</td>
<td>2,072,000</td>
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<tr>
<td>FOOTHILL-DE ANZA CCD (DeAnza)</td>
<td>Correction of Code Deficiencies</td>
<td>c</td>
<td>720,000</td>
</tr>
<tr>
<td>FOOTHILL-DE ANZA CCD (DeAnza)</td>
<td>Learning Resource Center Remodel/Expansion</td>
<td>e</td>
<td>961,000</td>
</tr>
<tr>
<td>FOOTHILL-DE ANZA CCD (Foothill)</td>
<td>Secondary Effects, Computer Electronics</td>
<td>c</td>
<td>1,200,000</td>
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<tr>
<td>FREMONT-NEWARK CCD (Ohlone)</td>
<td>Child Care/Development Center (Health &amp; Safety)</td>
<td>pw</td>
<td>207,000</td>
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<tr>
<td>GLENDALE CCD</td>
<td>Site Safety Improvements</td>
<td>c</td>
<td>9,179,000</td>
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<tr>
<td>GLENDALE CCD</td>
<td>Fire Protection/Utility System Upgrade</td>
<td>c</td>
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<tr>
<td>GROSSMONT-CUYAMACA CCD (Grossmont)</td>
<td>Aviation Arts Building Addition</td>
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<td>644,000</td>
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<tr>
<td>KERN CCD (Bakersfield)</td>
<td>Information System Building</td>
<td>c</td>
<td>483,000</td>
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<tr>
<td>LONG BEACH CCD</td>
<td>Science &amp; Engineering Code Corrections</td>
<td>pwc</td>
<td>233,000</td>
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<td>LONG BEACH CCD</td>
<td>Code Compliance: Fire Alarm/Emergency Systems</td>
<td>pwc</td>
<td>911,000</td>
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<tr>
<td></td>
<td>Science/Math Building D: Health/Safety</td>
<td>pw</td>
<td>1,087,000</td>
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<tr>
<td>DISTRICT (College)</td>
<td>PROJECT DESCRIPTION</td>
<td>TYPE</td>
<td>BUDGET AMOUNT</td>
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<tr>
<td>PASADENA AREA CCD</td>
<td>Library Secondary Effects</td>
<td>c</td>
<td>6,080,000</td>
</tr>
<tr>
<td>PASADENA AREA CCD</td>
<td>Physical Education &amp; Maintenance Facilities, 2nd Eff.</td>
<td>pw</td>
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<td>PERALTA CCD (Alameda)</td>
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<tr>
<td>PERALTA CCD (District Center)</td>
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<tr>
<td>RANCHO SANTIAGO CCD (Santa Ana)</td>
<td>Physical Plant Relocation, Seismic Risk</td>
<td>e</td>
<td>2,042,000</td>
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<tr>
<td>RANCHO SANTIAGO CCD (Santa Ana)</td>
<td>Business/Computer Building</td>
<td>c</td>
<td>649,000</td>
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<tr>
<td>REDWOODS CCD</td>
<td>Seismic Hazard Study, Phase III</td>
<td>p</td>
<td>448,000</td>
</tr>
<tr>
<td>RIO HONDO CCD</td>
<td>Science Building (Health &amp; Safety)</td>
<td>e</td>
<td>2,827,000</td>
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<td>SADDLEBACK CCD (IVC)</td>
<td>Learning Resource Center</td>
<td>e</td>
<td>2,074,000</td>
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<td>SAN DIEGO CCD (Mesa)</td>
<td>Central Shops &amp; Warehouse</td>
<td>e</td>
<td>106,000</td>
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<td>SAN FRANCISCO CCD</td>
<td>So. Balboa Reservoir-Engineering Study</td>
<td>s</td>
<td>85,000</td>
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<tr>
<td>SAN FRANCISCO CCD</td>
<td>Seismic Upgrade</td>
<td>pw</td>
<td>262,000</td>
</tr>
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<td>SAN MATEO CCD (Districtwide)</td>
<td>Fire Alarm Renovation, Phase II</td>
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<td>SAN MATEO CCD (Districtwide)</td>
<td>Secondary Effects, Learning Resources Center</td>
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<td>SAN MATEO CCD (Skyline)</td>
<td>Life Science/Geology Code Corrections</td>
<td>pwc</td>
<td>208,000</td>
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<td>SANTA BARBARA CCD</td>
<td>Business/Communications, Secondary Effects</td>
<td>pw</td>
<td>2,338,000</td>
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<td>SANTA BARBARA CCD</td>
<td>Remodel Old Library &amp; Labs, Secondary Effects</td>
<td>pw</td>
<td>356,000</td>
</tr>
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<td>SANTA CLARITA CCD (College of the Canyons)</td>
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<td>e</td>
<td>210,000</td>
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<tr>
<td>SOUTHWESTERN CCD</td>
<td>LRC/Music Lab Remodel &amp; Addition</td>
<td>e</td>
<td>1,057,000</td>
</tr>
<tr>
<td>VENTURA CCD (Moorpark)</td>
<td>Math/Science Building</td>
<td>e</td>
<td>103,000</td>
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<td>VENTURA CCD (Moorpark)</td>
<td>Math/Science Secondary Effects</td>
<td>pwc</td>
<td>1,331,000</td>
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<td>Math &amp; Science Complex</td>
<td>pwc</td>
<td>100,000</td>
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<td>VENTURA CCD (Ventura)</td>
<td>Math &amp; Science Complex Secondary Effects</td>
<td>pwc</td>
<td>557,000</td>
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<td>VICTOR VALLEY CCD</td>
<td>Learning Resource Center - Acq. of Library Materials</td>
<td>e</td>
<td>573,000</td>
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<td>VICTOR VALLEY CCD</td>
<td>Secondary Effects, Old Library Remodel</td>
<td>pw</td>
<td>151,000</td>
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**Table 2. Projects in 1996-97 Governor's Budget**
March 16, 1995

TO: Board of Governors
Superintendents and Presidents
Presidents, Boards of Trustees
Academic Senate Presidents
Student Body Presidents
Community College Attorneys
Other Interested Parties

FROM: David Mericsm
Chancellor

SUBJECT: Issues Related To Litigation Challenging Classes Limited to Minorities

Synopsis: The Pacific Legal Foundation has brought suit against the San Bernardino Community College District, the Board of Governors, the Chancellor and the President of the University of California to seek injunctive and declaratory relief to prevent colleges from limiting enrollments in certain classes to certain minority groups. The suit was filed on behalf of a student at San Bernardino Valley College who claims she was excluded from attending an English class because she wasn't an African-American. The suit also alleges that similar practices are widespread in other community colleges, notably through the Puente Project and Black Bridge programs.

Limiting Course Enrollments to Minorities

Under regulations of the Board of Governors (Title 5, Sections 58102-58108, and specifically Section 58106 of the California Code of Regulations) all courses are to be open to enrollment by any student who has been admitted to the college. This requirement is a condition for claiming state aid for the attendance of students (see Sections 58050 and 58051.5). The very narrow exceptions to this open enrollment requirement are specified in Section 58106, and recognize that the Legislature, by statute, may authorize enrollment to be limited to special populations (Section 58050 (a)(3), and 58106(a) and (b)).
The lawsuit described above specifically alleges that the defendants "operate and sponsor the 'Puente Project', the 'Black Bridge Project,' and other similar academic programs (projects) open only to students of the Hispanic and Black races, respectively, and closed to students of all other races." As you know, the Puente Project receives funding through the State Budget. Neither the Puente Project nor the Black Bridge Project is codified in State statute; the only codification of a limited enrollment program we have been able to find is the Mathematics, Engineering, and Science Achievement Program (MESA), found in Sections 8600-8610 of the Education Code. Consequently, we do not believe there is any statutory basis for limiting class enrollments to Puente Project or Black Bridge students.

Special Support Services (counseling, tutoring, assessment, etc)

Finally, while the lawsuit mostly focuses on the alleged practice of racially segregating enrollment in classes, it also seeks an end to any form of racial segregation or racial discrimination on the campuses and in student organizations. It asks for a declaration that "any academic program that segregates and/or excludes students based on the students' race are, on their face and as administered, forbidden by the United States and California Constitutions and applicable law."

In this latter regard, the California Community Colleges, as part of their mission, have a comprehensive array of special support services aimed at enabling students to have access to and success in higher education. Along with a comprehensive program for assessment, counseling, orientation and other services for all students, the community colleges also have specialized services for specialized populations—all aimed at enabling more of our students to succeed. Thus, for instance, the colleges have programs and services for veterans, programs and services for students with disabilities, programs and services for economically disadvantaged students, programs and services for reentry women, and programs and services for Hispanic students (Puente) and African American students (Bridge). These programs are absolutely essential to the mission of the colleges. They are tailored to provide the specific intervention and assistance necessary to enable greater numbers and percentages of certain populations to succeed—thereby increasing our overall success rates. While these special support services have not been specifically challenged as part of this lawsuit, there are sweeping statements in the pleadings that implicate them. It is our intent to vigorously defend these special support services and their importance to enabling our colleges to have a greater success rate for all students.

Response Requested/ Date: Please review your academic programs to ensure that all courses are open to enrollment by all students in accordance with the provisions of Section 58106 of Title 5.

Contact: We will keep you apprised of the lawsuit as it develops. If you have questions about this matter please contact Tom Nussbaum, Vice Chancellor and General Counsel at (916) 445-4826.
April 4, 1995

TO: Superintendents and Presidents
   Chief Instructional Officers
   Chief Student Services Officers
   Admissions Officers and Registrars
   Public Information Officers
   Other Interested Parties

FROM: David Mertes, Chancellor

SUBJECT: Upcoming Advisory on Permissible and Impermissible Restrictions on Enrollment and Student Services Programs

Synopsis: The Chancellor's Office is in the process of preparing an advisory to the colleges on what is permissible and impermissible in terms of educational programs and student services which are designed to serve the educational needs of certain student populations. This advisory, which we expect to issue within the next few weeks, will assist the colleges in ensuring that statements to students as well as descriptions in catalogs and course schedules are within the bounds of the law. We are assembling an ad-hoc task group to assist in identifying the current range of practices and to help in preparing the advisory.

Response Requested/Date: If there are any questions or hypothetical situations that you would like to have addressed in this advisory, please put them in writing and mail or fax them to Vice Chancellor Tom Nussbaum no later than Friday, April 21st. The fax number is (916) 323-9478.

Contact: Vice Chancellor Tom Nussbaum, phone (916) 445-4826;
         fax (916) 323-9478.
October 4, 1995

Tom J. Nussbaum  
General Counsel/Vice Chancellor  
California Community Colleges  
1107 Ninth Street  
Sacramento, CA  95814

Dear Tom,

As I read the "Legal Analysis of Affirmative Action Programs in the California Community Colleges," a few questions are of concern to SBCC. In particular, we are reviewing our Registration Priorities Policies.

Our Registration Priorities, which I've attached, give preference to disabled students and EOPS students who have earned less than 24 units at SBCC. The analysis from the Chancellor's Office states that "distinctions, such as age, disability, and economic status are reviewed under the "rational basis" test. Such distinctions can be justified if reasonably necessary to achieving a legitimate governmental objective." Then on page 53 it sidesteps the concept of registration priorities. On page 55 it states that there have been no court decisions regarding alleged discrimination against nondisabled persons."

In view of the EOPS who are "educationally disadvantaged" and DSPS who are disabled, would you judge our registration priority policies to be nondiscriminatory and acceptable under the "rational basis" test?

As you read our policies, please comment on any other priority which wouldn't pass a legal review.

Thank you for your attention to this matter.

Sincerely,

Lynda Fairly, Vice President  
Student Affairs

cc:    Dr. Peter MacDougall
November 16, 1995

Lynda Fairly, Vice President
Student Affairs
Santa Barbara Community College District
721 Cliff Drive
Santa Barbara, CA 93109-2394

Dear Ms. Fairley:

I am writing in response to your letter of October 4, 1995, in which you asked for our opinion regarding the constitutionality of your registration procedure which gives priority to students with disabilities and those receiving services through the Extended Opportunity Programs and Services (EOPS) program.

As you correctly observed, in applying the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution, courts review distinctions, such as age, disability, and economic status, using the "rational basis" test. Such distinctions can be justified if reasonably necessary to achieving a legitimate governmental objective. (Massachusetts Board of Retirement v. Murgia 427 U.S. 307, 314 (1976) [age]; San Antonio Independent School Dist. v. Rodriguez 411 U.S. 1, 28 (1973), reh. denied, 411 U.S. 959 [wealth]; Cleburne v. Cleburne Living Center, Inc. 473 U.S. 432 (1985) [disability].)

When it created the EOPS program, the Legislature explained the objectives of the program in Education Code Section 69640. That Section states that the goals of the EOPS program include increasing "the number and percentage of students enrolled in community colleges who are affected by language, social, and economic disadvantages" and increasing the number of such students who "successfully complete their educational objectives" and "transfer to four-year institutions following completion of the related educational programs at community colleges." The Board of Governors has adopted regulations in Title 5 of the California Code of Regulations (commencing with Section 56200) to implement the EOPS program. In order to further the Legislative goal of increasing the enrollment of disadvantaged students, Section 56232 requires that colleges accepting EOPS funds must provide certain services including "registration assistance and priority enrollment." This requirement seems rationally related to the goal of increasing enrollment and transfer because students who cannot get into the classes they need or want may drop out or fail to complete their educational programs. This is particularly true in the current environment where course offerings are being reduced for budgetary reasons.
With respect to students with disabilities, priority in registration is a form of accommodation required by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and the Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.). Priority registration may be necessary, for example, in order to ensure that a student with limited mobility can arrange to take classes which are all located in the same building or general area of the campus. Similarly, learning disabled and visually impaired students may require priority registration because they need to have textbooks in alternative media and must be able to order such materials in advance with assurance that they will get the courses they selected. Federal law would not necessarily require a college to provide priority registration for all students with disabilities, but your procedure accounts for this by requiring approval from the Disabled Students Programs and Services before a student is entitled to this service.

Thus, we conclude that providing priority registration in the manner outlined in your policy is rationally related to legitimate governmental objectives. Accordingly, it is our opinion that your policy is consistent with the applicable equal protection standards.

I hope this information is helpful. If you have any further questions, you can call me at (916) 327-5692.

Sincerely,

Ralph Black
Assistant General Counsel

cc: Tom Nussbaum
    Thelma Scott-Skillman
§ 56229. Program.

Note: Authority cited: Sections 69648, 69652 and 71020, Education Code. Reference: Chapter 2, Article 8 (commencing with Section 69640) of Part 42, Education Code.

HISTORY
1. Repealer filed 9–24–87; operative 10–24–87 (Register 87, No. 40). For prior history, see Register 83, No. 18.

Article 3. Program Standards

§ 56230. Full–Time EOPS Director.

Each college receiving EOPS funds shall employ a full–time EOPS director to directly manage and/or coordinate the daily operation of the programs and services offered, and to supervise and/or coordinate the staff assigned to perform EOPS activities. Colleges having less than full–time EOPS director positions may continue such positions upon approval of the Chancellor. The Chancellor shall consider the number of students served, the size of the EOPS staff and budget, and the scope and level of services offered when approving requests for less than full–time EOPS director positions.


HISTORY
1. Amendment filed 5–8–81; effective thirtieth day thereafter (Register 81, No. 19).
2. Repealer and new section filed 9–24–87; operative 10–24–87 (Register 87, No. 40).

§ 56231. Special Projects.

Note: Authority cited: Sections 69648, 69652 and 71020, Education Code. Reference: Chapter 2, Article 8 (commencing with Section 69640) of Part 42, Education Code.

HISTORY
1. Repealer filed 9–24–87; operative 10–24–87 (Register 87, No. 40).

§ 56232. Outreach, Orientation, and Registration Services.

Each college receiving EOPS funds shall provide access services to identify EOPS eligible students and facilitate their enrollment in the college. Access services shall include at minimum:

(a) outreach and recruitment to increase the number of potential EOPS eligible students who enroll at the college.

(b) orientation to familiarize EOPS eligible students with: the location and function of college and EOPS programs and services; the college catalog, application, and registration process, with emphasis on academic and grading standards; college terminology (e.g., grade points, units), course add and drop procedures and related rules; financial aid application procedures; and transfer procedures to four–year institutions.

(c) registration assistance for priority enrollment pursuant to Section 58108 of this Part.


HISTORY
1. Repealer and new section filed 9–24–87; operative 10–24–87 (Register 87, No. 40). For prior history, see Register 83, No. 18.

§ 56233. Student Contact Hours.

Note: Authority cited: Sections 69648, 69652 and 71020, Education Code. Reference: Chapter 2, Article 8 (commencing with Section 69640) of Part 42, Education Code.

HISTORY
1. Repealer filed 9–24–87; operative 10–24–87 (Register 87, No. 40). For prior history, see Register 83, No. 18.

§ 56234. Assessments.

Each college receiving EOPS funds shall assess EOPS eligible students using instruments and methods which the college president certifies are reliable, valid, and appropriate for students being assessed and for the purpose of the assessment. All assessment results which make use of standardized scoring shall be explained and interpreted to EOPS students by counselors trained in the use and meaning of such assessments. Assessments shall, at minimum, include:

(a) course and placement tests in reading, comprehension, vocabulary, writing, and computations.

(b) diagnostic tests to determine the specific academic skill deficiencies in areas in which placement tests indicate that the student has a low probability of success in degree applicable courses as defined by college policies.

(c) study skill assessment which determines how well the student is able to take lecture notes, outline written material, use library services; and use effective study techniques.

(d) support service assessment which determines what services the student may need to attend regularly and participate in campus life (such as the need for financial aid, child care, part–time employment, or extra–curricular pursuits).

(e) assessment instruments that are not culturally or linguistically biased.


HISTORY
1. Repealer and new section filed 9–24–87; operative 10–24–87 (Register 87, No. 40). For prior history, see Register 83, No. 18.

§ 56235. Target or High Priority Area.

Note: Authority cited: Sections 69648, 69652 and 71020, Education Code. Reference: Chapter 2, Article 8 (commencing with Section 69640) of Part 42, Education Code.

HISTORY
1. Repealer filed 9–24–87; operative 10–24–87 (Register 87, No. 40). For prior history, see Register 83, No. 18.

§ 56236. Counseling and Advisement.

Each college receiving EOPS funds shall provide counseling and advisement to EOPS–eligible students of at least three contact sessions per term for each student as follows:

(a) a contact session which combines interview interpretation of assessment results to prepare a student educational plan and a mutual responsibility contract specifying what programs and services the student shall receive and what the student is expected to accomplish.

(b) an in–term contact session to ensure the student is succeeding adequately, that programs and services are being provided effectively, and to plan changes as may be needed to enhance student success.

(c) a term–end or program exit contact session to assess the success of students in reaching the objectives of that term, the success of the programs and services provided in meeting student needs, and to assist students to prepare for the next term of classes, or to make future plans if students are leaving the EOPS program or the college.


HISTORY
1. Amendment of subsection (b) filed 5–8–81; effective thirtieth day thereafter (Register 81, No. 19).
2. New Article 2 heading and amendment of subsection (c) filed 4–27–83; effective thirtieth day thereafter (Register 83, No. 18).

§ 56237. Independent Student Criteria.


HISTORY
1. Amendment filed 2–7–80; effective thirtieth day thereafter (Register 80, No. 6).
2. Amendment of section heading and subsection (a)(2) filed 4–27–83; effective thirtieth day thereafter (Register 83, No. 17).

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§ 58107. Facilities and Opportunities for Participation.

Notwithstanding any other provision of law, no public funds shall be used in connection with athletic programs conducted under the auspices of a community college district governing board or any student organization within the district, which do not provide facilities and opportunities for participation by both sexes on an equitable basis. Facilities and opportunities for participation include, but are not limited to, equipment and supplies, scheduling of games and practice time, compensation for coaches, travel arrangements, per diem, locker rooms, and medical services.


History
1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Editorial correction of History 1 (Register 95, No. 23).

§ 58108. Registration and Enrollment Procedures.

Procedures for registration and standards for enrollment in any course shall be only those which are consistent with those and other sections of Title 5 and uniformly administered by appropriately authorized employees of the district.

Except as otherwise provided by state law, no student shall be required to confer or consult with or be required to receive permission to enroll in any class from any person other than those employed by the college in the district.

Students will not be required to participate in any preregistration activity not uniformly required; nor shall the college or district allow anyone to place or enforce nonacademic requisites as barriers to enrollment in or the successful completion of a class.

No registration procedures shall be used that result in restricting enrollment to a specialized clientele.

The following registration procedures are permissible: special registration assistance to the handicapped or disadvantaged student as defined by statute, for the purpose of providing equalization of educational opportunity; and enrollment of students in accordance with a priority system established pursuant to legal authority by the local board of trustees.

With respect to accessibility to off-campus sites and facilities, no student is to be required to make any special effort not required of all students to register in any class or course section. Once enrolled in the class, all students must have equal access to the site.


History
1. Amendment of NOTE filed 5-15-93; operative 6-4-93 (Register 93, No. 25).

§ 58110. Enrollment Limitations.


History
1. Repealer filed 4-3-92; operative 5-4-92 (Register 92, No. 15).

Article 2. 175-Day Rule

§ 58120. Conditions for Inclusion as a Day.

(a) For a day to count towards meeting the requirements of section 58142, the total hours of course offerings scheduled during the day must be at least fifty percent (50%) of the average daily hours of course offerings for the academic year. The average daily hours of course offerings shall be computed by dividing the previous fiscal year's total scheduled hours of course offerings by the total number of days in which instruction was scheduled during the same fiscal year.

(b) Notwithstanding subsection (a) of this section, days of final examination may be counted toward meeting the requirements of section 58142, provided that:

1. such examinations are administered under the immediate supervision and control of an appropriate academic employee of the district; and
2. not more than fourteen days of final examinations shall be counted for any academic year, as defined by the district.


History
1. Amendment of section and NOTE filed 5-15-93; operative 6-4-93 (Register 93, No. 25).

Article 3. (Reserved)

Article 4. (Reserved)

Article 5. Other Limitations

§ 58130. Noncredit Classes in Dancing or Recreational Physical Education; State Aid or Apportionment for Attendance.

No state aid or apportionment may be claimed on the attendance of students in noncredit classes in dancing or recreational physical education.


History
1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Editorial correction of History 1 (Register 95, No. 23).

§ 58130.5. Estimate of School Money to Be Apportioned.

The Chancellor shall, not later than the 25th day of July in each year, prepare an estimate of the amount of state school money that will be apportioned to each community college district during the current school year, and furnish a certified copy of the estimate to each community college district.


History
1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Amendment filed 5-15-93; operative 6-4-93 (Register 93, No. 25).

3. Editorial correction of History 1 (Register 95, No. 23).

§ 58131. Second Principal Apportionment.

The Chancellor shall on or before June 25th of each year apportion to each community college district the total amounts allowed to them under
Proposal for an Associate Student Trustee

An Associate Student Trustee shall serve from January 1 to June 30 (spring semester) under the guidance of the Student Trustee. The rotation of colleges shall take place during the fall semester prior to coming into office in the following spring. The A.S.T. position would serve as a training period to allow the A.S.T. to familiarize him or herself with the responsibilities of the full Student Trustee position. Then on July 1 of the same year, the A.S.T. will automatically become the Student Trustee and will serve the full term through June 30 of the next year. Thus the elected student representative will serve for a total of one and a half years (half a year as the A.S.T. and one year as the Student Trustee).

The Associate Student Trustee shall be encouraged to attend Governing Board meetings' and Sub-Committee meetings' to the Board of Trustees (educational, fiscal, facilities). The A.S.T. shall be instructed to serve on at least one committee in which the Student Trustee is a member. The A.S.T. shall not have an advisory vote but will be able to express his or her input to the Student Trustee for further consideration.

In the event that the election takes place in the spring semester rather than the fall semester, the newly elected A.S.T. shall take office at the next Governing Board meeting immediately following the election and shall complete the remainder of his/her term as an Associate Student Trustee until his/her term as the Student Trustee commences.

This position is created to give the Associate Student Trustee full exposure to the Governing Board and the events that take place at the Governing Board meetings. But most importantly, the position is created to give the Associate Student Trustee the ability to see and understand clearly the nature of the Student Trustee position.