<table>
<thead>
<tr>
<th>NAME</th>
<th>DISCIPLINE</th>
<th>BACKGROUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shertzer, Amy L.</td>
<td>Biological Sciences</td>
<td>Equivalency to minimum qualifications is recommended on the basis of the applicant's education coupled with her working experience. Amy L. Shertzer was awarded a Bachelor of Science Degree in Pharmacology from UCSB in 1994 and worked as a teaching assistant at that institution from 1994 through 1997. Ms. Shertzer has not only completed sufficient graduate units but has already passed written and oral examinations for a Ph.D. in Biology which will be awarded to her in March of 1999.</td>
</tr>
<tr>
<td>FEDERAL</td>
<td>GENERAL</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------</td>
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</tr>
<tr>
<td>Elmaleh, Ron</td>
<td>Arangua, Paulina</td>
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<tr>
<td>Jimenez, Peggie</td>
<td>Chong, Hokei</td>
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<tr>
<td>Whitehair, Mary</td>
<td>Funai, Robert</td>
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<tr>
<td>Yasminasari, Gina</td>
<td>Grant, Robert</td>
<td></td>
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<tr>
<td></td>
<td>Shelp, Mark</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stanojevic, Danijel</td>
<td></td>
</tr>
</tbody>
</table>
## Final Budget

### Matriculation Budget 1998-99

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Item</th>
<th>1997-98 Allocation</th>
<th>1997-98 Expended</th>
<th>1998-99 Proposed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1210 Regular Non-Teaching</td>
<td>Counselor (50%) (McGuire)</td>
<td>$33,977</td>
<td>$33,977</td>
<td>$35,400</td>
</tr>
<tr>
<td></td>
<td>10-12-4850-121001-630100-172</td>
<td></td>
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</tr>
<tr>
<td>1320 Hourly Teachers</td>
<td>Readers</td>
<td>$14,393</td>
<td>$13,526</td>
<td>$14,500</td>
</tr>
<tr>
<td></td>
<td>10-12-4850-132020-630100-172</td>
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</tr>
<tr>
<td></td>
<td>Faculty Advisors</td>
<td>$15,397</td>
<td>$14,446</td>
<td>$16,000</td>
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<td>10-12-4850-132021-630100-172</td>
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<tr>
<td></td>
<td>DSPS</td>
<td>$1,668</td>
<td>$1,668</td>
<td>$1,668</td>
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<td>10-12-4850-132022-630100-172</td>
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<tr>
<td></td>
<td>Fac.-Release Time</td>
<td>$5,194</td>
<td>$1,286</td>
<td>$9,009</td>
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<td>10-12-4850-132023-630100-172</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Valid.Study-Readers</td>
<td>$6,000</td>
<td>$6,627</td>
<td>$2,500</td>
</tr>
<tr>
<td></td>
<td>10-12-4850-132024-630100-172</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Valid.Study-Fac.Stipend</td>
<td>$1,100</td>
<td>$4,110</td>
<td>$3,300</td>
</tr>
<tr>
<td>1420 Hourly - Non Teaching</td>
<td>Counselors</td>
<td>$37,180</td>
<td>$37,180</td>
<td>$37,180</td>
</tr>
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<td></td>
<td>10-12-4850-142020-630100-172</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2110 Regular Class, Non-Instruction</td>
<td>Testing Tech. #1 (50%) (Aguilera)</td>
<td>$14,374</td>
<td>$14,724</td>
<td>$15,572</td>
</tr>
<tr>
<td></td>
<td>10-12-4850-211020-630100-172</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Programmer (Dixon)</td>
<td>$50,905</td>
<td>$50,906</td>
<td>$52,546</td>
</tr>
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<td></td>
<td>10-12-4850-211021-630100-172</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Testing Tech. #2 (50%) (Shumway)</td>
<td>$13,601</td>
<td>$13,620</td>
<td>$10,336</td>
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<td>10-12-4850-211022-630100-172</td>
<td></td>
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<tr>
<td>2210 Regular Class, Instructional Aide</td>
<td>Secretary (Eng.) (Gregg)</td>
<td>$26,835</td>
<td>$26,832</td>
<td>$27,970</td>
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<td></td>
<td>10-12-4850-221020-630100-172</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Counseling Clerk (Conteras)</td>
<td>$22,722</td>
<td>$20,481</td>
<td>$20,556</td>
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<td></td>
<td>10-12-4850-221021-630100-172</td>
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Page 1
## Matriculation Budget 1998-99

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Item</th>
<th>Allocation</th>
<th>Expended</th>
<th>Proposed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2320 Hourly Class, Non-Instruction</td>
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<tr>
<td>10-12-4850-232020-630100-172</td>
<td>Counseling SPAs</td>
<td>$45,716</td>
<td>$46,191</td>
<td>$45,716</td>
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<td>10-12-4850-232021-630100-172</td>
<td>Counseling Clerk</td>
<td>$7,289</td>
<td>$6,769</td>
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<td>10-12-4850-232022-630100-172</td>
<td>Article/Pub. Clerk</td>
<td>$4,987</td>
<td>$4,995</td>
<td>$4,987</td>
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<td>10-12-4850-232023-630100-172</td>
<td>Degree Audit Clerk</td>
<td>$11,120</td>
<td>$11,673</td>
<td>$11,120</td>
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<td>10-12-4850-232024-630100-172</td>
<td>Assessment-Evening hrs.</td>
<td>$1,984</td>
<td>$1,459</td>
<td>$2,600</td>
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<tr>
<td>10-12-4850-232025-630100-172</td>
<td>Hourly Admission/Records</td>
<td></td>
<td></td>
<td>$600</td>
</tr>
<tr>
<td>2321 Hourly Students, Non-Instruction</td>
<td></td>
<td></td>
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<tr>
<td>10-12-4850-232120-630100-172</td>
<td>College Reps</td>
<td>$12,870</td>
<td>$17,738</td>
<td>$17,738</td>
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<td>2420 Hourly Class, Instructional Aide</td>
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<td>10-12-4850-242020-630100-172</td>
<td>Assessment, hourly</td>
<td>$9,995</td>
<td>$8,510</td>
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<td>2421 Hourly Students, Instructional Aide</td>
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<td>10-12-4850-242120-630100-172</td>
<td>Tutors</td>
<td>$14,490</td>
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<td>3000 Benefits</td>
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<td>$54,103</td>
<td>$52,497</td>
<td>$49,000</td>
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<td>4310 Supplies</td>
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<td></td>
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<td>10-12-4850-431020-630100-172</td>
<td>Counseling</td>
<td>$1,807</td>
<td>$1,810</td>
<td>$1,807</td>
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<tr>
<td>10-12-4850-431021-630100-172</td>
<td>Validation Study</td>
<td>$2,400</td>
<td>$563</td>
<td>$0</td>
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<td>4312 Printing &amp; Duplicating</td>
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<td>10-12-4850-431220-630100-172</td>
<td>Assessment</td>
<td>$757</td>
<td>$704</td>
<td>$1,100</td>
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<td>10-12-4850-431221-630100-172</td>
<td>Admissions</td>
<td>$5,820</td>
<td>$10,079</td>
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<td>10-12-4850-431222-630100-172</td>
<td>Validation Study</td>
<td>$500</td>
<td>$207</td>
<td>$0</td>
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<tr>
<td>4512 Printing &amp; Duplicating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-12-4850-451220-630100-172</td>
<td>Student Planning Guide</td>
<td>$3,256</td>
<td>$3,256</td>
<td>$3,256</td>
</tr>
<tr>
<td>10-12-4850-451221-630100-172</td>
<td>Counseling</td>
<td>$5,820</td>
<td>$5,820</td>
<td>$10,000</td>
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</tbody>
</table>
## Final Budget

### Matriculation Budget 1998-99

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Item</th>
<th>1997-98 Allocation</th>
<th>1997-98 Expended</th>
<th>1998-99 Proposed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>5110 Consultants</td>
<td></td>
<td></td>
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<tr>
<td>10-12-4850-511020-630100-172</td>
<td>Validation Study</td>
<td>$2,000</td>
<td>$1,200</td>
<td>$300</td>
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<td>5620 Contracts</td>
<td></td>
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<td>10-12-4850-562020-630100-172</td>
<td>MDTP</td>
<td>$800</td>
<td>$800</td>
<td>$1,000</td>
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<td>10-12-4850-562021-630100-172</td>
<td>CELSA</td>
<td>$431</td>
<td>$431</td>
<td>$535</td>
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<tr>
<td>10-12-4850-562022-630100-172</td>
<td>License Renewal Fee (Counseling)</td>
<td></td>
<td></td>
<td>$950</td>
</tr>
<tr>
<td>10-12-4850-562023-630100-172</td>
<td>Mail Service (Admissions/Records)</td>
<td></td>
<td></td>
<td>$900</td>
</tr>
<tr>
<td>5634 Rentals</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10-12-4850-563420-630100-172</td>
<td>Eureka</td>
<td>$2,600</td>
<td>$2,365</td>
<td>$2,365</td>
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<tr>
<td>6400 Capital Outlay</td>
<td></td>
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<td>10-12-4850-640020-630100-172</td>
<td>Capital Outlay</td>
<td>$373</td>
<td>$425</td>
<td>$0</td>
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</table>

*Permanent Staff - 4% raise for 1999
S. Whitely prepaid $600

<table>
<thead>
<tr>
<th>Item</th>
<th>Totals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matriculation Grant</td>
<td>$421,973</td>
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<tr>
<td>District Contribution</td>
<td>$9,312</td>
</tr>
<tr>
<td>Special Account*</td>
<td>$0</td>
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<tr>
<td></td>
<td>$431,285</td>
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</tbody>
</table>

$431,285 $431,365 $441,352

**Special Account Reserve $1,487**
10.11.4886.644898.645100.000.0000
EXISTING POLICY

3273 Satisfactory Academic Progress

Satisfactory Academic Progress standards are designed to strengthen and reinforce the relationship that should exist between financial aid and successful academic participation.

Financial aid recipients must be enrolled in a course of study leading to an AA/AS degree, or that will count for credit toward a bachelor’s degree upon transfer to a four-year college or to a certificate and/or gainful employment. Students must complete a minimum of 3/4 of their minimum unit expectation with a minimum GPA of 2.00 to remain eligible. Students will be placed on probation subsequent to any semester in which they do not meet this standard.

Students will be disqualified from financial assistance, if, for two consecutive semesters, they fail to complete at least 3/4 of the minimum annual unit expectation as defined by enrollment status or earn less than a 2.0 GPA for all courses attempted each semester.

In order to be eligible to apply for reinstatement, a student must petition to the financial Aid Director. Satisfactory Academic Progress exceptions are based on any of the documented following reasons:
   a) Medical problems
   b) Family emergency
   c) Physical and learning disability
   d) Change of major
   e) Education objective that requires completion of remedial or other course work prior to admission to program
   f) Other extenuating circumstances
Students may appeal the decision of the financial Aid Director to the EOPS/Financial Aid Advisory Committee. Students should contact the Financial Aid Office for additional information regarding the appeals process.

PROPOSED POLICY

3273 Satisfactory Academic Progress

3273.1 PREFACE: Santa Barbara City College’s Financial Aid programs stem from a belief that student aid services should facilitate and foster the successful academic participation of financially needy students. SBCC’s Financial Aid Satisfactory Academic Progress Policy has been formulated with this belief in mind. A student’s acceptance of a financial aid award means that he/she understand and agree to comply with this policy. This policy describes standards that must be maintained for students who receive financial aid at SBCC.

3273.2 EDUCATIONAL OBJECTIVE: To be eligible to receive financial aid, students must maintain satisfactory academic progress toward their educational goal/objective. Federal and State regulations require that students must be enrolled in an eligible program for the purpose of obtaining an Associate Degree or Certificate or transferring to a four-year institution.
3273.3 **MINIMUM NUMBER OF UNITS TO BE COMPLETED EACH YEAR**

<table>
<thead>
<tr>
<th>ENROLLMENT STATUS:</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>6th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time (12+ units)</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>Not eligible for assistance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/4 Time (8-11.5 units)</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>Not eligible for assistance</td>
<td></td>
</tr>
<tr>
<td>1/2 time (6-8.5 units)</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

*Students are also expected to maintain a minimum 2.0 grade point average each year*

3273.4 **ACADEMIC PROGRESS:** Students must meet the standards for satisfactory academic progress as outlined below. **These standards are applied to all previous college course work, whether or not you received financial aid.**

**Example:** A transfer student’s academic transcript would be reviewed for GPA and academic progress. If the student does not have a GPA of 2.0 or higher, the student may be placed on “Financial Aid Probation” or “Disqualification.”

**Grade point average** – to maintain eligibility, students must maintain a current GPA of 2.0 or higher.

**Enrollment requirements** - A financial aid student's enrollment status (at the end of the add-drop period) determines the minimum number of units he/she is expected to complete each year. Financial aid recipients will be considered to be making satisfactory academic progress if they complete their educational objective in a maximum of six (6) semesters if they are full-time; eight (8) semesters if they are three quarter -time; twelve (12) semesters if they are half-time; or seventy two (72) units, whichever comes first.

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>6th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time (12+ units)</td>
<td>24 units</td>
<td>24 units</td>
<td>24 units</td>
<td>Not eligible for financial aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/4-Time (9-11.5 units)</td>
<td>18 units</td>
<td>18 units</td>
<td>18 units</td>
<td>18 units</td>
<td>Not eligible for financial aid</td>
<td></td>
</tr>
<tr>
<td>1/2-Time (6-8.5 units)</td>
<td>12 units</td>
<td>12 units</td>
<td>12 units</td>
<td>12 units</td>
<td>12 units</td>
<td>12 units</td>
</tr>
<tr>
<td>Less Than 1/2-Time (1-5.5 units)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

*Less than 1/2-time students must complete 100% of all units in which they enroll.*

3273.5 **Maximum Time Frame:** Students must complete their educational goal (degree/certificate/transfer) within the maximum time frame. The maximum time frame allowed for a student to complete their program is 72 units or 6 semesters, whichever comes first.

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>Certificate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>6-12 unit programs</td>
</tr>
<tr>
<td>3/4-Time students</td>
<td>13-24 unit programs</td>
</tr>
<tr>
<td>1/2-Time students</td>
<td>25-36 unit programs</td>
</tr>
<tr>
<td></td>
<td>37-48 unit programs</td>
</tr>
</tbody>
</table>

* Which ever comes first.

3273.5 **Exceptions to Maximum Time Frame:** Only under special circumstances will an exception to the “Maximum Time Frame” be granted. Students must submit an appeal form to the Financial Aid Office for consideration. Appeals will be reviewed by the Financial Aid Supervisor and/or the Appeals Committee.

Funding for remedial course work is limited to a maximum of 30 units provided the remedial courses are recommended and signed off by a SBCC academic counselor.
Summary of Achieved Outcomes

Name: Julie Alpert
Project Title: A Comprehensive Language Laboratory Program Using CD ROM
Term of Leave: 1996 - 1997

Please note: The Achieved Outcomes listed here reflect the revised Expected Outcomes approved by the Sabbatical Leave Committee. A copy of the revisions is attached in Part I.

1. Creation of Software for ESL Students
Using *Quick Time*, a program for storing video on CD ROM, I captured vignettes from two motion pictures, "Back To The Future" and "The Princess Bride". Each vignette was selected to illustrate pertinent vocabulary and grammatical structures appropriate to our upper three levels of ESL. Then, using *Hypergasp*, a program for writing, making graphics and linking cards, I transcribed the vignettes and wrote vocabulary, pronunciation and grammatical exercises to accompany the transcriptions. The majority of the exercises are interactive, requiring the student to use and respond to language and visual cues. Feedback for correctness is immediately available.

In addition, I wrote reference cards that cover grammar points being practiced in the exercises. With a click of the mouse, the student can access the grammar rules and then return to the exercise. The grammar presentations and all other content is written for SBCC's ESL population, often referring to people and places in Santa Barbara. To see examples of these cards, please see Part III.

*Note:* I would like to thank the FRC and Jeff Barnes for teaching me how to use these multimedia authoring programs.

2. Creation of Matrix for ESL Instructors' Reference
The matrix includes all grammar points taught in the ESL curriculum, from beginning to advanced levels. The grammar points go down the left side and the programs that illustrate those points go across the top. The place in the programs where the grammar point can be found is the coordinate. The matrix is attached in Part III.

*Note:* I would like to thank the ESL instructors who reviewed the matrix each step of the way to guarantee that it contained what they needed.

3. A Training for ESL and other interested faculty in how to use CD ROMs in The Language Laboratory
In spring and fall semesters, 1998, I will be offering a series of trainings on the use of interactive media for language instruction. The trainings include ways to use the software currently in the lab, criteria for selection of new software, examples of lab assignments, ways to use the lab (tutor, plus-one hour, dedicated class time), and student orientations to the lab.
CERTIFICATED PART-TIME FACULTY

SPRING 1999

ABNEY, Richard
ADLER, Eric
ALEX, Georganne
ALEXANDER, Deborah
ALEXANDER Gae
ALKER, Wendy
ANDERSON, Aleta
ARCHAMBAULT, Tom
ARRINGTON, Homer
ARNOLD, Michael
ATWATER, Regine
AUCHINCLOSS, Elizabeth
AUCHTER, Joe
AVITZUR, Tal
AYLESWORTH, Eileen
BANCHERO, Robert
BARNES, Cathleen
BARON, Maurice
BARRINGER, Elaine
BATES, Mark
BIEBER, Curtis
BLAU, Marjorie
BORGMAN, Patricia
BOWER, Cindy
BOZZINI, David
BRAM, Alan
BRANDTS, Dirk
BREEDEN, Lindsey
BREWER, Scott
BREITENBACH, Marlene
BRITSCH, James
BROWNING, Jeff
BRUMMEL, Josephine
BUCKLEY, Joseph
BURNELL, Kristi
BURR, Donna
BURTON, Christina
BUTLER-NALIN, Kay
CALIP, Jean
CAMPBELL, Bruce
CAPLAN, Phyllis
CARR, Bernie
CARROLL, Catherine
CHARBONEAU, Jill
CHASE, Ron

CLARK, Teresa
CLEARWATER, Noelle
CLEYET, Francesca
COBURN, Gordon
COHEN, Louis
COLE, Carole
COLEMAN, Jaclyn
COLLINS, Gretchen
COOK, Steve
COOPER, Helen
COOPER, Jenny
COPE, Cliffton
CRAIG, Bruce
CRUZALEGUI, Yvette
DECKER, Beverly
DEEMS, Lydia
DENKE, Debbie
DEWEY, Kathleen
DHIRAJLAL, Nimita
DICKEY, Warren
DILLARD, Andra
DODGE, Jackson
DORAN, Robin
DOWNAY, Michael
DRAKE, Robert
DURAN, Jose
DURHAM, William
EDWARDS, Paula
EKOLA, Deborah
EKSTROM, Linda
ELLINGSON, David
ERSKINE, Richard
ESCOTO, Dorothea
FACKLER-ADAMS, Ben
FEY, Helen
FLEG, Carolyn
FORD, Jan
FOSS, Kristina
FOSTER, Kaye
FOSTER, Lila
FRANK, Patricia
FRANKLIN, John
FREEMAN, Janet
FULTON, Michelle
FUSARO, Craig

GARRETT, Katherine
GERSTENFELD, Peter
GIBSON, Debbie
GILLESPIE, Catherine
GLOGER, Ted
GODAR, Ronald
GOODENOUGH, Kenneth
GOTTWALD, Tom
GOVER, Edward
GRACE-MARTIN, Karen
GRAY, Violet
GREENE, Phillip
GREENUP, Nadine
GREEN, Matthew
GROSS, Sam
GUTMANN, Barbara
GUTTERMAN, Karen
HALL, Timothy
HAMILTON, Susan
HANSEN, Lynette
HARSHA, Ambi
HART, Robert
HARTLEY, Donald
HAWKINS, Christopher
HEARON, Sally
HEDDEN, Stephanie
HEFFRON, Lynn
HERMES, Elizabeth
HERRING, Fred
HICKMAN, Karen
HILL, Bojana
HOBBES, Willard
HOFMANN, Fred
HOLMES, James
HONTOS, Margaret
HORTON, Tom
HOUGHTON, Bobbi
HOUK, Steven
HOULIHAN, Susan
HUNTER, Glen
HUTH, Vernon
ION, Don
IYER, Nandini
JACKSON, Susan
JACKSON, Tony

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SMITH, Karen
SMITH, Myrene
SMITH-TUBIOLO, Nancy
SNOW, Henry
SODUSTA, Jaime
SPARKMAN, Janita
SPARRE, Ryan
SPAVENTA, Louis
SPIEWAK, William
STARK, Anne
STARK, Lynne
STEEN, Molly
STRASSBURG, Keven
STETSON, Ed
STREIFF, Jane
STRENN, Stephen
SULLIVAN, Marc
SZEYLLER, Edward
TARQUINIO, Amadio
TAYLOR, Brenda
TEAL, Eugene
TEITELBAUM, Jeremy
THATCHER, Jennifer
THIEL, Douglas
THIELMANN, Janice
THOMAS, William
THOMPSON, Barton
THORNELL, Jason
TOLEGIAN, Dave
TOLIVAR, Nancy
TORRES, Magdalena
TUTTLE, Tom
ULLEMEYER, Juanita
UYEHARA, Jamie
UNRUH, Holly
UNZUETA, Manuel
VANDEN HEUVEL, Natasha
VILLA, Ted
VICEK, Eileen
VOLPE, Richard
WAGNER, Scott
WAKITA, Takako
WALDECK, Jennifer
WALKER, Barbara
WALKER, Lori
WARE, Lorri
WARWICK, Andrew
WATKINS, Sue
WEAVER, David
WENDT, Patricia
WIESSNER, Curtis
WILSON, Scott
WILLIAMSON, Robert
WOOLLIEF, Sharon
WINGER, Stephen
WOTRUBA, Patricia
YEAGER, Beth
ZAHARIAS, Tony
ZEIHER, Thomas E.
ZIEGLER, David
ZIMMERMAN-Bostwick, Alyson
ZONEN, Ronald
ZUCKERMAN, David
ABSTRACT

Art Albanese

Project Title: Determining Efficiency Standards in Essay Grading

Term of Proposed Leave: One semester, spring 2000

My sabbatical project will consist of surveying various paradigms and techniques in grading college level writing in order to help English instructors reduce the time and frustration which goes into reading large numbers of student papers without compromising standards. In my study, I will also investigate recently developed computer software that is now available for essay grading.

Grading expository writing in English composition courses is an enormously time-consuming, labor intensive, and draining activity since the writing teacher is attempting to develop and improve writing rather than simply read essays as a means for quantifying student absorption of "content" alone, a crucial fact of life in the teaching of writing which profoundly and utterly distinguishes the writing instructor from those academics who give writing assignments but do not in fact teach writing or rhetorical skills as such, a stubbornly difficult point which most all administrators and many instructors in other disciplines cannot, willingly or otherwise, understand.

In teaching skills, content, and critical thinking in expository writing classes, the English instructor is, inescapably, engaged in a intricately comprehensive process of understanding and assessing student work at every level of the writing product, including, among other things, the rhetoric of openings and closings, strategies of development, macropatterns of unity, development, and coherence; the priority of thesis-evidence consistency; the use of varied rhetorical modes in marshaling evidence in lines of induction, deduction, and cause-effect analysis in addition to grammar, punctuation, spelling, stylistics, diction, and manuscript format, including MLA in-text citation rules used in research papers.

However, current grading methodologies represent a confusing, contradictory, and controversial arena for the English instructor in quest of efficient and effective evaluation/teaching techniques for turning incoherent and poorly developed student prose into more than minimally acceptable college level compositions as a result of how a teacher "reads" a paper and communicates a response for improvement in a sane amount of time.

With over fifty instructors teaching composition in the largest academic department on campus, more thoroughly understood and applied grading methods have the potential to benefit the English Department and the college by showing instructors how best to focus on and communicate the most useful options embedded in the labor intensive activity of composition grading.
SUMMARY OF PROPOSED OUTCOMES

Art Albanese
Project Title: Determining Efficiency Standards in Essay Grading
Term of Proposed Leave: One semester, spring 2000

My sabbatical inquiry should clarify the conflicting impressionistic, anecdotal, and ever centripetally rationalized grading philosophies writing instructors devise and argue to survive the burdens and obligations they bear with their production-line workloads.

An inquiry of the kind I propose will help us to answer such questions as,
1) Does marking a paper with grammar and punctuation corrections teach the student how to improve writing skills to any significant degree?
2) Do students benefit from end comments—long or short? Such comments are so often vaguely if not exasperatingly hortative, one might well argue, and a complete waste of time. Some instructors write two and three paragraph analyses of student work.
3) Do marginal comments about diction, phrasing, and logic contribute to improved skills?
4) Is the ten-year-in-development software that reads essays as developed by psychology professor Thomas Landuer at the University of Colorado using principles of Latent Linguistic Analysis feasible for our purposes or at least adaptable in some manner or degree?

As a result of my study, I will a) compile an annotated (interpretive and evaluative) bibliography of the most useful sources in print; b) compile and present an annotated (interpretive and evaluative) listing of computer-based grading programs; c) in a paper I will write based on my findings I will make specific recommendations regarding grading techniques instructors can apply and test in their teaching; d) present my findings in practical demonstrations during in-service workshops.

Outcome reality check #1: I may discover writing teachers are using their time inefficiently because students do not in fact care about or sufficiently understand the comments and corrections they receive on their papers except to take note of the grade. Conversely, perhaps students learn the most by simply practicing the writing process and learn negligibly from the conscientiously earnest feedback English teachers feel they must give out of admirable but rather pointless obsessive-compulsive tendencies.

Reality check #2: Ideally, my topic might very well be complemented by an empirically based two part investigation of grading practices (means/ends) in the English Department consisting of questionnaires surveying faculty and another set surveying student responses to grading as an instructional device.

Such a time consuming study—carefully designing questions, administering them to students and faculty and then interpreting the data—would constitute a highly desirable part of a year’s sabbatical and would naturally follow the literature review component.

If time permits I will attempt one or both parts of an empirical inquiry; however, in all honesty I am not certain that it is a feasible part of a mere one semester leave, so I cannot promise this will be part of my study. I might be able to do this sort of follow up work using a Faculty Enrichment Grant upon my return.
SUMMARY OF PROPOSED OUTCOMES

Art Albanese
Project Title: Determining Efficiency Standards in Essay Grading
Term of Proposed Leave: One semester, spring 2000

My sabbatical inquiry should clarify the conflicting impressionistic, anecdotal, and ever centripetally rationalized grading philosophies writing instructors devise and argue to survive the burdens and obligations they bear with their production-line workloads.

An inquiry of the kind I propose will help us to answer such questions as,

1) Does marking a paper with grammar and punctuation corrections teach the student how to improve writing skills to any significant degree?

2) Do students benefit from end comments—long or short? Such comments are so often vaguely if not exasperatingly hortative, one might well argue, and a complete waste of time. Some instructors write two and three paragraph analyses of student work.

3) Do marginal comments about diction, phrasing, and logic contribute to improved skills?

4) Is the ten-year-in-development software that reads essays as developed by psychology professor Thomas Landuer at the University of Colorado using principles of Latent Linguistic Analysis feasible for our purposes or at least adaptable in some manner or degree?

As a result of my study, I will

A) Compile an annotated (interpretive/evaluative) bibliography of the most useful sources in print.

B) Compile and present an annotated (interpretive and evaluative) listing of computer-based grading programs.

C) In a paper I will write based on my findings, I will make specific recommendations regarding grading techniques instructors can apply and test in their teaching.

D) Present my findings in practical demonstrations during in-service workshops.
Abstract

NAME: Jane Brody
PROJECT TITLE: Exploring Interactive Activities in the Classroom, in the CAI Lab, and on the Web
TERM OF PROPOSED LEAVE: Fall 1999--Spring 2000

My sabbatical project will focus on incorporating interactive reading/writing activities in English/Essential Skills classes, including Computer Assisted Instruction (CAI) and research on the World Wide Web. Both collaborative learning and instructional technology have been found to be effective in working with at-risk college students. One of my goals is to integrate the two in various student projects. As technology continues to change the way we teach and more information becomes available on the Web, it becomes crucial for us to learn how to offer these tools to our students in productive ways. In the near future, the English and Essential Skills Departments will have much greater access to CAI labs. Being a relative newcomer to the world of instructional technology, I am not prepared, nor are many of my colleagues, for weekly CAI lab class sessions. The sustained time of my sabbatical will enable me to offer my students more than just word processing in the computer classroom. A second goal is to encourage a deeper understanding and appreciation of literature by having students work in collaborative groups to dramatize and interpret readings. I hope that my sabbatical project will result in greater student success through active learning.

To achieve these goals, I have four objectives:

1. Do a comprehensive analysis of CAI lab usage. I will observe/interview 6-8 English/Essential Skills instructors who use the CAI lab the most.
2. Learn and tailor the Daedalus Integrated Writing Environment (DIWE), a multifaceted computer program, for my classes. DIWE consists of many functions that have the potential to offer student-centered, interactive learning in a computer lab. Many of these functions are not being utilized because of the time necessary to learn/modify them.
3. Learn internet technology in order to design WebQuests, inquiry-oriented activities in which students interact with resources on the internet.
4. Research ways to incorporate dramatic techniques in the teaching of reading and literature, including Reader's Theater, role playing, and other interactive group processes.
Summary of Proposed Outcomes

NAME: Jane Brody
PROJECT TITLE: Exploring Interactive Activities in the Classroom, in the CAI lab, and on the Web
TERM OF PROPOSED LEAVE: Fall 1999-Spring 2000

My sabbatical project will result in the following outcomes:
1. Knowledge of how to use instructional technology to more fully utilize Computer Aided Instruction (CAI) labs in the teaching of reading/writing.
2. Flex-day presentation to my departments on the various ways the CAI lab is and could be utilized by English/Essential Skills instructors.
3. Application of a computer software program, Daedalus Integrated Writing Environment (DIWE), focusing on the currently under-utilized functions of Interchange (a group discussion technique on the computer network) and Respond (prompts generating peer critique of essays). I will customize these functions to my under-prepared reading/writing students, designing a series of heuristic prompts/exercises (minimum of six) in the CAI lab.
4. Flex-day presentation on how to incorporate Daedalus Integrated Writing Environment into Essential Skills and English classes more fully.
5. Design of WebQuests, interactive research projects using the Web, which can be used in hybrid or regular classes as well as distance learning (minimum of four). Each WebQuest will consist of a set of information sources needed to complete the task (for example, web documents, searchable databases), an interesting task, a process of clearly described steps, guidance on organizing and presenting the information acquired, and an evaluation procedure.
6. Presentation to English/Essential Skills, sharing the WebQuests that I have designed for my reading and literature classes and providing instruction on how to create WebQuests.
7. Presentation to literature and reading instructors on methods for helping students appreciate the qualities of literature as a spoken and dramatic form, in order to make them more actively involved in interpreting narrative fiction, drama, and poetry.

My sabbatical will work towards incorporating technology and active, collaborative learning into my pedagogy, both explicit goals of SBCC. I will then be a resource person in my departments for others interested in my projects.
ABSTRACT

Name: JAMES M. EDMONDS

Project Title: IN DEPTH STUDY OF CURRICULUM AND DELIVERY APPROACHES FOR COMMUNITY COLLEGE MATHEMATICS PROGRAMS

Term of Leave: Fall semester 1999

Student motivation and success in basic and intermediate algebra is an ongoing difficulty for our mathematics department at SBCC and for mathematics departments at similar institutions. My proposal is to study other colleges that have had success in dealing with this difficulty and to learn first hand what ideas they have tried in order to increase student success in their algebra courses. Part of my study will involve contacting those involved in the teaching of such courses by phone and e-mail to decide which programs merit more careful study and to collect information about the variety of delivery systems being used. A second part of my study will involve in depth visits to ten selected campuses each for a period of from two days to a week to discuss the selected programs with those students, faculty, administrators, and classified personnel involved. I will be interested in any curriculum modifications they may have made to stimulate student motivation and in any innovative methods they may have tried to improve their delivery of the subject matter to the student. I plan to focus on courses that would correspond to our basic and intermediate algebra sequence because a major portion of the students we serve enroll in one or both of these courses and because these courses are a major area where student success and motivation need attention. I plan to select some institutions with programs that incorporate technologically mediated instruction or distance learning as part of their approach.

Our department is concerned that our general math 107 program that serves liberal studies students may not be rigorous enough for students who plan to follow a more quantitative tract. From time to time we have discussed splitting our math 107 into two courses to serve these two separate populations. I am interested in checking to see if anyone has tried this approach. I will also focus on institutions that have tried approaches similar to our present experimental math 100x in hope of refining and improving our offering.

Although I will focus on elementary and intermediate algebra, there are other parts of our curriculum that are in need of examination. I plan to spend some efforts examining pre-calculus offerings around the state since we are presently involved in reorganizing our pre-calculus courses. Since I am often involved in teaching second year calculus, I will also spend some efforts in examining the curriculum and presentation format for these subjects as well.

Upon my return I will compile a report for my department of my findings and offer a flex day activity. My major goal is to influence my own teaching and that of others in my department and to increase the success of students in our algebra courses at SBCC.
SUMMARY OF PROPOSED OUTCOMES

Name: JAMES M. EDMONDSO

Project Title: IN DEPTH STUDY OF CURRICULUM AND DELIVERY
APPROACHES FOR COMMUNITY COLLEGE MATHEMATICS
PROGRAMS

Term of Leave: Fall 1999

Upon return from my sabbatical leave I will produce both a written report of my
findings for the mathematics department as well as offer a flex day activity to discuss my
results and to plan for the implementation of those ideas that seem fruitful. The report
will include information as to the types of instructional delivery that are commonly
employed in the teaching of basic and intermediate algebra and will supply information
as to which approaches are most successful in retaining students and in producing
students that are able to use their algebra skills in courses which require those skills. I
will include a section addressing mathematics courses that are on-line. This section will
include information as to student reactions to such courses, the type of management that
is needed, and the type of activities required for their establishment. The report will also
include a summary of the types of curricula that are in place and some conclusions as to
what types of curricula will best serve the needs of our students. The flex day discussion
will include the possibility of offering a two track approach to intermediate algebra that
would better serve both our liberal studies students and our students that plan for more
quantitative careers. Any suggested improvements to the delivery of math 100x will also
be discussed at this time. The flex activity will run for one or two sessions (three to six
hours) depending on the time available and the depth of my proposals.

Although my report will focus on basic and intermediate algebra, I will include other
areas of our program as well. In particular, our department has concerns about the future
structure of our pre-calculus and second year calculus offerings. I plan to report on my
findings concerning successful programs in these areas as well.

I am planning to alter the topics that I teach in intermediate algebra as a result of my
studies, and I would advocate any changes that I adopt for others in my department. I am
concerned that my second year calculus courses stay up to date with the needs of our
students and meet the needs of the institutions to which our students transfer. The
information I discover will help me present better offerings in these areas. Certainly I
would adopt any changes in delivery that I find are likely to improve the success of my
intermediate and basic algebra students as well and would advocate for those changes
department wide.

The information that I supply to my department will arrive at a critical time to help in
planning our programs for the future success of our students.
SABBATICAL LEAVE PROPOSAL

ABSTRACT

Submitted By: Robert Ehrmann
Project Title: Technology Applications and Distance Learning in Career Development
Term of Leave: Fall 1999 & Spring 2000 Semesters

A. & B. Need for This Sabbatical Project and How Project Will Satisfy Those Needs:

The field of Career Development has experienced extensive recent growth in the ability to
deliver current and accurate career information, on-line career guidance services and worldwide job referrals. This growth in capability has been driven by the advent of advanced
computer technologies, distance learning courses and the recent explosion of career and job
related sites on the Internet.

There is a strong need to research and evaluate current technology applications and effective
practices if the career guidance and job placement services of SBCC are going to remain an
effective core service of the College. My sabbatical project will provide me the opportunity to
research, learn and evaluate the foremost applications of technology and distance learning in
the Career Development field. I will bring the knowledge and the best of the applications back
to SBCC and apply them to upgrading and enhancing the existing career services for the Credit
and Adult Education Divisions.

1. I will use my Sabbatical to research and learn the newest and best computerized career
guidance software programs that are available.
2. I will research, review and learn the teaching practices and course authoring programs for
Career Development distance learning courses and Internet based resources that are
currently available.
3. I will integrate the results of what I have researched and learned and implement the results
on a campus wide basis that can be used by students, faculty and staff in the Credit
Division as well as the Adult Education Program.

C. Process by Which I Will Proceed

1. I will visit and review the best practices and technology driven Career Development
programs available in California, on the Internet and from professional associations.
2. I will research, take courses and learn the current On-line distance learning teaching
practices and course authoring programs.
3. I will train SBCC faculty and high school counselors and teachers in the process of
applying and integrating distance learning programs into existing curriculum.
4. I will initiate a process to fund and implement the best practices of Career Development
technology applications and distance learning concepts and content.
Summary of Proposed Outcomes

Submitted By: Robert Ehrmann

Project Title: Technology Applications and Distance Learning in Career Development

Term of Leave: Fall 1999 & Spring 2000 Semesters

The outcome of my Sabbatical Leave will be as follows:

1. The best and most applicable Career Development computerized software that is available for providing accurate and current career and job information will have been reviewed, recommended, funding sought and implemented in both the Credit and Adult Education Divisions of the College.

2. The existing On-line Career Development course that I developed will have been revised and enhanced to reflect the best of the current web enabled resources. This will include upgrading into an interactive format the On-line links so that the current static paper and pencil exercises will give immediate results and self score.

3. I will have been trained in the concept and theory of teaching distance learning courses. I will also have been trained in the Internet based advanced course authoring programs and capable of producing additional On-line Career Development distance learning courses.

4. I will provide training workshops for the career counseling and select faculty of the four local high schools in integrating SBCC distance learning courses that will be offered by SBCC to the high schools.

5. I will provide training workshops for counselors and faculty in both the Credit and Adult Education Divisions of the College on integrating and implementing the recommended Career Development software and distance learning concepts that I have learned during my Sabbatical project.

6. I will present the best practices and technology applications that are available in delivering career services and modify and restructure existing services to provide the most accessible and effective career services possible.
SABBATICAL LEAVE PROPOSAL

Abstract

NAME Margarete L. Reinhart

PROJECT TITLE Increasing Relevancy in Mathematics Education

TERM OF PROPOSED LEAVE 1 Semester

It is my strong opinion that education should address moral and ethical issues in conjunction with the dissemination of factual knowledge. Students often view their math requirements as onerous and irrelevant. My research project would provide students with mathematical examples of issues that will affect them in the next millennium. Hopefully this will stimulate students to become better citizens of the planet while motivating them to persist in the study of mathematics.

The purpose of my sabbatical leave project is to develop and provide a packet of relevant real life mathematical activities to primarily supplement courses at an algebra and precalculus level. The emphasis will be on ecological, environmental, earth, biological, health and physical science issues which threaten to impact the quality of life in the next millennium. These materials will help motivate students to learn mathematics by having exposure to applications relevant to our collective personal futures. Providing materials primarily at an algebra and precalculus level will enable the widest possible audience to benefit from them.

I will proceed by researching promising topics through reading and collaborating with colleagues at SBCC and at other institutions through e-mail, telephone and in person. I already have firm commitments from colleagues to work with me on some specific interdisciplinary projects. I also have an extensive e-mail list of persons working an ongoing NASA AMATYC (American Mathematical Association for the Two Year Colleges) project.

I will provide a packet of appropriate lessons and include the availability of this information on the department web page so that other faculty can be referred to me for ongoing collaboration. Using web page and e-mail contacts I will explore the possible expansion of my project to a venture that will include collaborators from other community colleges.
Summary of Proposed Outcomes

NAME Margarete L. Reinhart

PROJECT TITLE Increasing Relevancy in Mathematics Education

TERM OF PROPOSED LEAVE 1 Semester

The outcomes of the project will include the following:

A packet of lessons appropriate for students primarily at the algebra and precalculus level.

The packet will be composed of many lessons including discovery learning projects appropriate for supplementing algebra and precalculus problem sets. The problems will discuss issues such as the implications of population growth, a growth model for AIDS, and the projected impact of global warming. These lessons will motivate students to learn and persevere using relevant mathematical applications. Hopefully the students will also develop a greater understanding of the global issues of the new millennium.

A web page disseminating availability of the information and referring the searcher to contact me.

In the packet problems will be categorized by subject area and by mathematical difficulty. Individual faculty can select activities to supplement their particular courses and interests.

A teacher more current on the latest environmental and other scientific models to share with her students and peers.

The personal benefits will be having the time to research and develop materials that contribute to greater relevance in mathematics. I would enjoy having some discussion of global ethics in my class while motivating my students to persevere in mathematics.

A teacher who is in contact with others in the mathematics and science community who are interested in ongoing collaboration.

A network of teachers from other schools and disciplines with common goals will help enrich our mathematics curriculum. This can only bring benefits to the college in increased student interest and success. The students hopefully will become better members of the global community through their understanding of these concepts.
Sabbatical Leave Proposal Abstract

Name: Ana María Ygualt

Department: Foreign Languages

Project Title: Hybrid Course/Study Abroad Program

Term of Proposed Leave: Fall of 1999/Spring of 2000

The goal for this sabbatical is to develop a new 3 unit hybrid course to be taught in English by the Spanish Program faculty at SBCC. This hybrid course, which may be developed later as a fully on line course, will serve as the foundation for the future development of courses taught entirely on on-line based systems in our Department.

The development of this hybrid course will also serve to educate and train the candidate on the pedagogical and technical issues pertaining to on-line teaching. This knowledge will be applied to the development of future hybrid or on-line courses with the ultimate goal of providing more accessibility of SBCC courses to a broader range and variety of students. This is in accordance with the Guiding Principles of the Mission Statement: "The opportunity to learn should be accessible to all who can profit from and wish to avail themselves of it."

The proposed course will be called Spanish 139: Contemporary Culture of Spain. This course will transfer to the UC and CSU systems. It will meet SBCC’s Humanities requirement for graduation and apply toward the Liberal Studies degree. Spanish 139 will serve the needs of students on campus, students in the future Study Abroad Program in Spain and the community. Also, it will attract new students to the Spanish Program and SBCC.

The course objective will be to teach the culture of contemporary Spain in English. Students will learn specific aspects of the Spanish culture including history, art, literature, music, politics, economics and film. The focus will be on Spain from Dictatorship to Democracy and attention will be paid to the role of Spain as a member of the European Common Market. A proposal will be presented in the Spring of 1999 to the CAC for approval of this course which will then be offered in the Fall of 2000.

This project will allow the candidate to acquire important understanding of on-line teaching methodologies and techniques that will be immediately applicable to the existing courses Spanish 103, 104 and 145.

During her sabbatical, the candidate will also research and develop a semester Study Abroad Program in Spain. This will be the only program of the kind offered in Spain by a Community College in California. The semester program in Spain will serve to strengthen the current Study Abroad offerings, provide a unique cultural learning environment for students and increase enrollment. A proposal will be presented to the International Studies Committee in the Spring of 1999. All items proposed by the candidate for development and implementation are from the Goals and Objectives of the Spanish Department’s 1996 Redesign Project.
Summary of Proposed Outcomes

Name: Ana María Ygualt
Department: Foreign Languages
Project Title: Hybrid Course/Study Abroad Program

The proposed outcomes of this sabbatical project are the following:

1. To develop a 3 unit hybrid course to be taught in English by the Spanish Department faculty. The title of the course will be Spanish 139: Contemporary Culture of Spain. This will be a transfer course to the UC and CSU systems. Spanish 139 will meet SBCC's Humanities requirement for graduation and apply toward the Liberal Studies degree. Spanish 139 will serve the needs of students on campus, students in the proposed Study Abroad Program in Spain and attract new students to the Spanish Program and to the College.

2. To produce a catalog of Web based addresses and activities for Spanish 103, 104 and 145. This catalog will enhance student learning by providing a guide to alternative modes of instruction. It will facilitate student completion of Language Lab assignments, therefore expediting language lab use and reducing time demand on lab assistants.

3. To research and implement a semester Study Abroad Program in Spain. This program will strengthen SBCC's Study Abroad offerings. It will enhance students education by providing an opportunity to learn the Spanish language and culture by immersion. It will attract new students to the Spanish Program and to the College. This will be the only program of the kind offered in Spain by a Community College in California.
Proposed changes and additions to SBCC policy 3321

Proposed changes to policies 3321.1 and 3321.2

3321.1 Educational programs and services for disabled students with disabilities at the community college level are governed by the following legislation:

1. Section 504 of the Vocational Rehabilitation Act of 1973

2. The amendments to the Vocational Education Act of 1963 (contained in Public Law 94-482)

3. The Americans with Disabilities Act of 1990

4. AB 77 (chartered into the State Education Code as amendments to Section 84301, 41332, 84322-24, 84850, 72912 and 78001).

5. Assembly Bill 77, sections 72011, 78600, and 84850

6. Title 5 Regulations of the California Administration Code.

7. Assembly concurrent resolution 3

8. Assembly concurrent resolution 201

3321.2 Significant provisions relating to these laws and regulations include the following:

1. Definition—Disabled students are persons with unusual needs enrolled at Santa Barbara City College who, because of a professionally verified physical, communication or learning disability, cannot benefit from the regular education classes, activities and services provided by the Community College without specific additional support services and programs.

2. Definition—A student with a disability is a person enrolled at a community college who has a verified impairment which limits one or more major life activities and which imposes a functional limitation in the educational setting.

3. Support Services & Programs—Support services and programs for students focus on integrating them into the regular college programs or placement in economic or social areas in the community. Program services may include but need not be limited to assessment of basic skills and potential.
Supportive services intended to enable students to participate in the regular classes offered by the College may include, but need not be limited to: special registration, assessment for academic planning or placement, notetakers, interpreters, readers, mobility aides, equipment loan, special test-taking arrangements, and special parking.

2. Support Services and Programs — Support services and programs for students with disabilities are in addition to the regular services and programs provided to all students: are directly related to the educational limitations of the verified disabilities of the students to be served; are directly related to the students' participation in the educational process; promote the maximum independence and integration of students with disabilities; and support participation of students with disabilities in educational activities consistent with the mission of the community colleges as set forth in Education Code Section 66701.

Support Services enable students with disabilities to participate in regular activities, programs and classes offered by the college. They may include, but need not be limited to, access to adaptive educational equipment, job development, job placement, liaison with campus and community agencies, registration assistance, special parking, test-taking accommodations, assessment to verify specific disabilities, specific disability-related counseling, interpreters, on-campus mobility assistance, notetakers, readers, and transcription.

Support Programs comprise specialized instruction and tutoring designed to teach strategies that compensate for the educational limitations of students with disabilities in regular college classes.

3. Participation — Participation by a student in any program or supportive service shall not preclude participation in any other service or program which may be offered by the College.

Participation in any aspect of the supportive services and programs shall be voluntary. A student shall not continue participation in services or programs beyond the time when such services and programs meet the educational needs of the individual or beyond the time when such services and programs facilitate measurable progress (Title 5, Section 56002).

3. Participation — Participation by students with disabilities in the Disabled Student Programs and Services (DSPS) Department shall be entirely voluntary.
Participation in any support services or programs shall not preclude a student with a disability from also participating in any other course, program, or activity offered by the college.

Students with disabilities participating in any support service or program shall comply with the student code of conduct adopted by the College; be responsible in their use of services and adhere to written service provision policies adopted by the College; and meet academic standards established by the College.

4. Student Records - The Disabled Student Program and Services program keeps records on each student in the program. These records include assessment results, individual education plans (IEP), and work samples. These records are for use within the program only and will be released to outside sources only upon written consent of the student.

4. Student Records - All records maintained by College personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other College requirements for handling of student records.

The DSPS department keeps records on each student enrolled in DSPS. These records include medical or psychological verification of disability, assessment results, and Student Educational Contracts (SEC). The SEC specifies those disability-related services and programs, identified and agreed upon by both the student and DSPS professional staff, that meet the student’s specific educational needs, and support the Student Educational Plan (SEP). Student records developed by the College will measure the student’s progress toward his/her stated educational goal. These records include transcripts, semester grade reports, progress probation records, disqualification records, instructors’ progress reports, or counseling records.

**Proposed new policies: 3321.3, 3321.4, and 3321.5**

3321.3 The following policy will be adhered to in order to determine accommodation requirements and academic adjustments for students with disabilities (§ 104.44 of 34 Code of Federal Regulations implementing Section 504 of 1973 Rehabilitation Act):

1. Students with verified disabilities who wish to use academic adjustments or accommodations including auxiliary aides or personal service aides are responsible for identifying themselves to the appropriate instructors or program providers.
2. Instructors and program providers will be encouraged to refer students with disabilities to meet with a DSPS Specialist for verification of disabilities and help in determining reasonable accommodations. If the student declines to participate in DSPS, he or she will be encouraged to meet with the SBCC ADA/504 Coordinator. If the student declines to follow the procedure of meeting with a Disabilities Specialist or the ADA Coordinator, the instructor may provide, but is not required to provide, the requested accommodations. The student and instructor or program provider will make a reasonable effort to find an informal, timely resolution.

3. The DSPS Specialists, ADA/504 Coordinator, instructor, or program provider will require the student to provide documentation verifying disability, if the disability is not physically observable. If the student refuses to provide requested documentation of disability, the instructor may provide, but is not required to provide, the requested accommodation. The student and instructor or program provider will make a reasonable effort to find an informal, timely resolution.

4. When no informal resolution is found within ten (10) instructional days and the accommodation is not allowed, the student may seek resolution by using the College Student Grievance Policy (3235).

3321.4 The following policy will be adhered to in order to provide aides for students with disabilities:

1. Instructors and program providers will refer all aides working with students with disabilities to meet with a DSPS Specialist or the ADA/504 Coordinator in order to become board authorized (auxiliary aides funded through DSPS, or personal service aides funded through other organizations or private funding sources). Only aides who are recommended for board approval will be allowed in the classroom.

2. All personal service aides and auxiliary aides working with students with disabilities must receive an orientation from a DSPS specialist or the ADA/504 Coordinator. The orientation will include an explanation of the aide’s role and responsibilities in the classroom, such as a review of the College Code of Conduct policies, the Academic Honesty policies, and strategies for conducting himself or herself in such a way that allows the instructor to be sure that the student and not the aide is doing the work. Only aides who receive an SBCC orientation will be allowed in the classroom.

3. SBCC will allow in-class personal service aides and auxiliary aides who have been recommended for board approval by SBCC. SBCC does not pay for personal service aides for students. SBCC will pay for auxiliary aides for students.
3321.5 The following policy will be adhered to in order to provide test-taking accommodations for students with disabilities:

1. During test-taking the student must be the one whose knowledge and skills are being tested. DSPS specialists or the ADA/504 Coordinator will assist with determining which test-taking accommodations might be reasonable.

2. Faculty will be informed that they may refer students with disabilities to DSPS for all test-taking accommodations. The DSPS test proctor is available to provide accommodations such as extended time, alternative text, or any other reasonable accommodations that do not result in a fundamental alteration of the test.

Updated 12/16/98
Proposal for Additional Liberal Studies A.A. Track/Emphasis

To create two tracks for the Liberal Studies Major A.A. degree:
1) Liberal Studies - General A.A. (remains the same)
2) Liberal Studies - Transfer A.A. NEW

Criteria for new "Liberal Studies - Transfer" degree:

Completion of all of the following:

1. 60 CSU or UC transferable units;

2. English 110, and 111 or 111HR or Phil. 111 (110);

3. One transferable college course in mathematical concepts or quantitative reasoning.

4. General Education pattern from one of the following:
   a. IGETC
   b. CSU
   c. UC or CSU campus-based pattern

5. SBCC General Education Area E "Institutional Requirements"

6. Minimum 2.0 overall GPA

LR Updated 11/19/98
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# Santa Barbara Community College

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### Santa Barbara Community College

#### Purchase Order Report 1/18/99

<table>
<thead>
<tr>
<th>Purchase Order Number</th>
<th>Vendor</th>
<th>General District Funds</th>
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### Santa Barbara Community College

#### Purchase Order Report  1/18/99

<table>
<thead>
<tr>
<th>Purchase Order Number</th>
<th>Vendor</th>
<th>General District Funds</th>
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RECOMMEND APPROVAL OF THE FOLLOWING WARRANTS:

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<td><strong>TOTAL</strong></td>
<td><strong>753 Checks</strong></td>
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Detail available in accounting office A-130.
Foundation for SBCC
New Gift Report
6 Months ending Dec. 31, 1998 with 1997 Compared

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<td><strong>$1,421,407.85</strong></td>
<td><strong>$2,323,994.14</strong></td>
<td><strong>$1,031,142.95</strong></td>
<td><strong>$1,854,955.90</strong></td>
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**Type**

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<td>$1,031,142.95</td>
<td>$1,854,955.90</td>
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**Purpose**

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<td>$2,323,994.14</td>
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<td>$1,854,955.90</td>
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**Write Downs:**

Pedotti writedown (60,000.00)

* - This number reflects the value of deferred gifts at the time of recordation, not their present value.
Some of these gifts may not qualify to be included in the audited financial statements.
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<td>Ann Fryslie, William Cordero, Connie Hayes, Cindy Salazar</td>
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<td>Cal Soap Fingerprinting</td>
<td>District Categorical Monies</td>
<td>Bill Cordero, Kathleen McIntosh, Cindy Salazar</td>
<td>To secure checks to Santa Barbara Bank and Trust for fingerprint processing money orders.</td>
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<td>Special Trusts 79-01-9315</td>
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<td>Test Applicants</td>
<td>Gayle Baker, Carol Diamond, Mindy Mass</td>
<td>Purchase tests and cover expenses.</td>
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1/19/99
1998-1999
Equipment and Service Agreement
for Provision of
Administrative and Business
Data Processing Services

This Agreement is entered into by and between the Santa Barbara County Education Office, hereafter called "County," and the SANTA BARBARA COMMUNITY COLLEGE DISTRICT, hereinafter called "District," for the purpose of providing appropriate data processing equipment to support administrative and business data processing services provided by the County.

WHEREAS, The County Board of Education has authorized implementation of administrative and business data processing services using equipment supplied by the County to participating school districts of Santa Barbara County; and

WHEREAS, County has procured equipment and apparatus for the conduct of administrative and business data processing services; and

WHEREAS, District has indicated its willingness to subscribe to administrative and business data processing services, and its willingness to reimburse County for certain administrative costs of rendering such services,

NOW THEREFORE, IT IS MUTUALLY UNDERSTOOD AND AGREED by and between the parties hereto as follows:

1. **EQUIPMENT AND SERVICES.**

   County agrees to furnish and install in spaces located in and designated by District the required equipment and apparatus described in Schedule A attached hereto and specifically incorporated herein. County further agrees to provide, by means of service contracts or other agreements, the maintenance, upkeep and repair of equipment and apparatus described in attached Schedule A.

2. **TERMS.**

   This Agreement shall commence July 1, 1998 and continue until June 30, 1999.
3. **MAINTENANCE AND UPKEEP.**

*County* agrees to provide all maintenance and upkeep of the installed equipment and apparatus and such repairs as are incidental to normal usage. Normally, these services will be available between the hours of 8:00 A.M. and 5:00 P.M., Monday through Friday, excluding holidays. If it should be determined to be more economical or suitable to do so, equipment may, at the election of *County*, be replaced rather than repaired. Installed equipment will not be relocated without the expressed written approval of *County*, and maintenance, upkeep, and repairs will be accomplished upon the equipment only at the location where originally installed unless relocation was so authorized. Any costs incurred to move phone lines at the request of the *District* will be billed back to the *District*.

4. **INSURANCE AND INDEMNITY.**

*District* agrees to extend its liability and property damage insurance to cover the equipment furnished pursuant to this *Agreement*, including coverage for damage to property or injury to persons using, repairing, or servicing said equipment. Insofar as it is legally able to do, *District* further agrees to indemnify *County* and to hold *County* free and harmless from all claims, liability or damage as a result of activities of *District* with respect to the said equipment.

5. **PROTECTION OF EQUIPMENT.**

*District* agrees to protect the equipment subject to this *Agreement* against abuse or misuse and to that end will provide adequate supervision and security at all times.

6. **ADMINISTRATIVE COST OF OPERATION.**

In consideration for the furnishing of the equipment, apparatus and services described above, *District* agrees to pay designated variable administrative costs required to provide such services including, but not limited to, utility costs.
7. **PAYMENTS.**

_District_ agrees to pay to the _County_ the sum set forth in _Schedule A_ attached hereto upon commencement of the administrative and business data processing services in one payment due in March. The amount due under this _Agreement_ shall be transferred by the _County_ from appropriate funds of the _District_ to the County School Service Fund.

8. **TERMINATION.**

Upon termination of this _Agreement_, _District_ agrees to return the equipment to _County_ or to such agencies as _County_ may direct in the same condition as when received, normal wear and tear excepted. Repairs or restoration of _District's_ premises necessitated as a result of removal and return of the equipment shall be at the sole expense of _District_.

# Equipment and Service Agreement
## Data Processing Services

### SANTA BARBARA COMMUNITY COLLEGE DISTRICT
**1998-1999**

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**SANTA BARBARA COUNTY EDUCATION OFFICE**

By: [Signature]  
Authorized Agent  
Date: 12/11/98

**SANTA BARBARA COMMUNITY COLLEGE DISTRICT**

By: [Signature]  
Authorized Agent  
Date: [Signature]  
01/28/99
Final Proposal to prepare a Program
ENVIRONMENTAL IMPACT REPORT (EIR)

Santa Barbara Community College
Long-Range Development Plan Amendments

January 19, 1999

Submitted to:
Santa Barbara Community College

Submitted by:
Science Applications International Corporation
Environmental Programs Division
816 State Street, Suite 500
Santa Barbara, California 93101
SAIC Ref. 01-0236-71-0990-139
1. INTRODUCTION

Science Applications International Corporation (SAIC) is pleased to submit this revised proposal to prepare a focused programmatic environmental impact report (EIR) for the proposed amendments to the Santa Barbara Community College Long Range Development Plan (LRDP). The completed EIR will comply with the California Environmental Quality Act (CEQA) and will be an objective statement of the proposed project's environmental consequences. The Program EIR will objectively address existing conditions, and project-specific and cumulative environmental impacts, mitigation measures, and project alternatives on a programmatic level.

SAIC is located in Santa Barbara, providing for close coordination with the Business Services department of City College (the College) that will be required for preparation of this EIR.

1.1 Understanding of the Project

The College proposes a five- to ten-year construction plan that will require the preparation of a Programmatic EIR and amendments to the current LRDP. The College anticipates an approximate growth in the student enrollment of 2 to 3 percent annually over the 5- to 10- year time frame. Eight major construction projects would take place within the 5-year period from 1999-2003, and a number of smaller modifications would occur within the next ten years. The eight major projects are summarized below:

- **Physical Sciences Building Renovation:** A minor interior remodel (1,280 square feet [s.f.]) would improve lab facilities and provide handicapped access.

- **Life-Science Geology Building Remodel:** Structural improvements to the existing building will improve building safety and 1,500 s.f. of bathroom area will be added.

- **Classroom/International/ESL:** A new structure (14,295 s.f.) including classrooms, office space, a meeting room and study area will replace temporary facilities to meet increased demands on the International and ESL curricula.
• **Multidisciplinary/High Tech Center:** A new structure (16,128 s.f.) will consist primarily of classrooms to meet expanding needs of several curricula.

• **Instructional Technology/Classrooms:** A new structure (24,437) to house the Multimedia Arts and Technology, Computer-Assisted Design, Journalism, and Information Resources Programs will alleviate existing pressure on these departments and include offices, labs, technology and distance learning areas, meeting and conference rooms, and gallery space.

• **Gymnasium Remodel:** An interior remodel of 3,600 s.f. and addition of 3,825 s.f. of classrooms will improve handicapped access and eliminate scheduling conflicts at this facility.

• **Gymnasium Addition:** An addition to the existing facility of 14,203 s.f. will include primarily gymnasium space and meeting room. The facility will meet needs of student and community and women’s physical education programs.

• **Parking Structure:** A parking structure may be identified as a mitigation measure to address any residual impacts on transportation resulting from increased enrollment, faculty, and staff projections. The EIR analysis of the potential parking structure locations will be limited to parking and circulation issues only.

### 1.2 EIR Issue Areas

The EIR will discuss all environmental resources potentially impacted by the proposed project as required by CEQA. The following issues listed in the EIR Request for Proposal (RFP) will be highlighted:

- Housing and Socioeconomics
- Plans and Policies
- Transportation/Circulation
- Public Services
- Archaeological Resources
- Noise
- Aesthetics/Visual Resources
- Air Quality
These analyses would maximize use of existing information, including the existing LRDP EIR and other College environmental documentation, and propose programmatic measures to address development. SAIC will also address in the EIR those issues areas considered to be adverse, but less than significant, as required under CEQA Section 15126. These include biological resources, land use, fire protection, recreation issues, risk of upset/hazardous materials, and paleontological resources that are expected to be less than significant.

A legally defensible discussion of alternatives to the proposed project will also be presented.

1.3 The SAIC Team

SAIC staff will manage preparation of the EIR, and will be responsible for the majority of primary environmental issue area analyses. These environmental specialists have extensive local experience with a variety of jurisdictions and issue areas. Key staff member qualifications are presented in Section 3 and their resumes are provided in Appendix A.
5. COST SUMMARY

The following section presents SAIC's best estimates of the costs required to implement the tasks outlined in this proposal and presents administrative information on this program.

5.1 Cost Estimate

SAIC's administrative, cost, and contractual information is contained in this section. We propose to prepare an EIR for the LRDP Amendments on a time-and-materials basis, for a not-to-exceed cost of $66,961, plus $2,410 for the Air Quality Modeling Option. Our proposed costs are itemized by task in Exhibit 1.

5.2 Corporate Information

Science Applications International Corporation (SAIC) was incorporated in the State of Delaware. Our federal tax identification number is 95-3630868.

5.3 Statement of Offer

SAIC's proposal is valid for a period of sixty (60) days from January 19, 1999. Thereafter, minor adjustments in price and/or staffing may be required.

This project will be performed on a time-and-materials basis at the negotiated not-to-exceed cost, based upon our proposed Technical Approach and our knowledge of the effort at this time. Should the scope of work change, or the schedule deviate substantially, then SAIC will be entitled to an equitable adjustment in cost and/or schedule.

SAIC's cost estimates are based on a performance period of 22 weeks, with a start date of 19 January 1999.

SAIC's representative authorized to negotiate and contractually bind the company is:

Samuel Berouty, Contracts Manager
Science Applications International Corporation
816 State Street, Suite 500
Santa Barbara, CA 93101
(805) 966-0811, fax (805) 963-2431
### EXHIBIT 1 - COST-ELEMENT BREAKDOWN

**SCIENCE APPLICATIONS INTERNATIONAL CORPORATION**
**ENERGY & ENVIRONMENT GROUP**
**Santa Barbara City College LRDP EIR**
**01-0236-71-0990-139 (R1)**

#### DIRECT LABOR

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Start Date: 01-15-99 End Date: 07-15-99 Mid-Point: 04-15-99

SAIC PROPRIETARY INFORMATION: This document contains proprietary information of Science Applications International Corporation (SAIC).

*May not be used, reproduced, or disclosed without the prior written approval of SAIC.*
January 20, 1999

Stephen Stanley
Stanley & Associates
1135 Greenwood Boulevard S.W.
Issaquah, WA 98027

SCOPE OF WORK FOR THE TRAFFIC AND PARKING STUDY FOR THE SANTA BARBARA CITY COLLEGE LRDP AMENDMENT EIR

Pursuant to your request, Associated Transportation Engineers (ATE) is pleased to submit this scope of work for the Santa Barbara City College (SBCC) Long Range Development Plan (LRDP) Amendments EIR.

As is the case with many university and college projects which are located in urban settings, the potential impacts of the SBCC LRDP Amendments on the surrounding land uses will be of key importance for the EIR traffic analyses. Potential traffic impacts to the regional Congestion Management Program transportation system must also be addressed. The provision of adequate on-campus parking is equally important. Vehicular access and circulation required for expanded parking facilities will need to be addressed to ensure that adequate capacity is provided at the campus entrances. The development of a comprehensive alternative transportation system for the campus to serve students and staff is an additional key element of the traffic and parking analysis.

ATE proposes to complete the traffic and parking analyses in accordance with the standards established by the City of Santa Barbara and the Congestion Management Program. Existing traffic and parking conditions within and adjacent to the campus will be quantified based on current traffic count and parking survey data. Existing transportation and parking deficiencies will be identified based on this data. Trip generation and parking demand estimates will be quantified for the proposed LRDP Amendments, and trip distribution parameters will be developed based on student and staff demographic data. Project-generated impacts will be determined based on City impact criteria. A discussion of access and circulation needs in the vicinity of expanded parking facilities will be provided, as well as an analysis of overall campus parking needs. Feasible mitigation measures will be recommended for potential traffic and parking impacts, including roadway and intersection modifications, alternative transportation strategies, and enhanced parking resources.
Scope of Work

Associated Transportation Engineers proposes to furnish the traffic engineering and related technical services necessary to complete the required traffic and parking studies. The specific services to be provided are outlined in the follows tasks.

Traffic Study

1. Attend meeting and finalize EIR scope of work with City and College staff.

2. Assemble existing data related to the study and determine traffic inventory needs.

3. Inventory existing streets, intersections, traffic controls, pedestrian, bicycle and transit facilities the study area.

4. Obtain daily traffic volumes for roadway segments in the study area from existing sources and new counts. Any new counts required will be collected between February 16th and February 18th, 1999. The following roadway segments will be included in the study:
   - Cliff Drive
   - Loma Alta Drive
   - Shoreline Drive
   - Castillo Street

5. Obtain A.M. and P.M. peak hour turning movement count data at study-area intersections. New counts will be conducted were no existing data is available during the school year. The traffic count data will be collected between February 16th and February 18th, 1999. The following intersections that were recommended by City staff will be included in the study:
   - Cliff/Loma Alta
   - Castillo/Montecito
   - Castillo/U.S. 101 SB Ramps
   - Bath/Haley
   - Carrillo/U.S. 101 SB Ramps
   - Carrillo/San Andres
   - Garden/Cabrillo
   - Loma Alta/Shoreline
   - Castillo/Cabrillo/Shoreline
   - Castillo/Haley/U.S. 101 NB Ramps
   - Montecito/Rancheria
   - Carrillo/U.S. 101 NB Ramps
   - Garden/U.S. 101 SB Ramps
   - Cabrillo/State

6. Analyze the operation of existing roadways and intersections in the study-area and identify deficiencies. Level of service will be calculated using the Highway capacity Manual, pursuant to City policy.

7. Forecast future traffic conditions for the study-area roadway segments and intersections. This analysis will be based on a list of projects provided by City staff, regional traffic model information, or other applicable data.
Note: Since the LRDP amendments would be developed over an extended period of time, future traffic conditions will be developed to serve as a baseline for determining potential project-generated impacts.

8. Determine daily, A.M. and P.M. peak hour trip generation estimates for the project based on information presented in the Institute of Transportation Engineers Trip Generation Report (6th Edition) and traffic count data collected at SBCC. The traffic count data will be collected between February 16th and February 18th, 1999.

9. Distribute and assign project-generated daily, A.M. and P.M. peak hour traffic onto the adjacent street system based upon distribution and assignment patterns developed from existing traffic volume data and student demographic data.

10. Calculate Baseline and Baseline + Project levels of service and determine project-generated impacts.

11. Review vehicle, bicycle and pedestrian circulation and infrastructure relative to Cliff Drive, Montecito, Castillo and Loma Alta in the vicinity of the campus.

12. Describe and evaluate existing and future transit service and the super ticket program. This analysis will review the existing modal split of students, faculty and staff. Mode split data will be derived from surveys of students and staff.

13. Evaluate access and circulation issues for three potential parking structure sites. Review interface of parking structure sites with vehicular, pedestrian and bicycle flows. Recommended access and circulation improvements as required.

14. Develop a Transportation Demand Management (TDM) Plan designed to encourage student, faculty and staff use of alternative means of transportation. The plan will discuss monitoring to determine levels of participation in the alternative travel modes.

15. Recommend mitigation measures for all identified project-generated traffic impacts, including roadway and intersection improvements, pedestrian and bicycle facility modifications, and provisions for alternative travel modes.

16. Discuss potential construction impacts and recommend mitigation measures to manage traffic while campus construction is occurring.

17. Determine potential impacts to the Congestion Management Program facilities in the area.

18. Determine consistency with the City’s Circulation Element.
Parking Study

1. Inventory existing parking supplies present on campus as well as the shared City/SBCC lots adjacent to the campus. The on-site parking supply will be divided into campus sub-areas to provide an indication of parking demands by area.

2. Obtain parking occupancy data for the existing campus supply. Occupancy studies will be conducted by ATE for two days in the middle of the week. The approximate times of the weekday occupancy studies will be from 8:00 A.M. to 7:30 P.M. The parking occupancy data will be collected between February 16th and February 18th.

3. Utilizing the information collected in Tasks #1 & 2, quantify existing parking conditions and identify deficiencies.

4. Calculate hourly parking demands associated with the uses proposed in the LRDP Amendments based on parking demand rates obtained from the SBCC study, studies of other universities, as well as data presented in the Institute of Transportation Engineers Parking Generation Report.

5. Forecast future parking demands for SBCC. Determine the adequacy of the proposed parking facilities which will be on the campus.

6. Develop a Parking Demand Management Plan designed to encourage student, faculty and staff use of alternative means of transportation. The plan will discuss monitoring to determine levels of participation the use of alternative travel modes.

7. Recommend parking improvement measures, as necessary. This will include a discussion of the possible location and shared use of the proposed parking areas and provisions for alternative travel modes. Based on projected success levels of the transportation and parking management programs, determine if construction of an additional parking structure is required on campus. If required, recommend best location for structure based on the traffic and circulation analyses completed for the three alternative sites.

Administration

1. Attend 3 project meetings.

2. Prepare and submit three bound copies, one unbound copy and one diskette copy of the draft Traffic and Parking Study to Stanley & Associates.

3. Respond to comments made upon review of the Administrative and Public Draft EIR documents. The response to comments budget will be limited to 20 hours and $1,000.00. Work required beyond this budget amount will be completed on a time-and-materials basis when authorized by Stanley & Associates.
Data Requirements

1. Current SBCC activity levels (on-campus students, faculty and staff).

2. Summary of existing parking facilities, if available, showing the number of spaces in each parking area by use (student, faculty, staff).

3. Number of parking spaces removed as part of the LRDP Amendments.

4. Description of any planned street system and/or access modifications.

5. Summary of existing transit service and super ticket program (number of students, faculty and staff participating).

6. Summary of existing modal split of students, faculty and staff. (Does SBCC participate in the Santa Barbara Association of Government’s Transportation Demand Management program?)

Schedule and Fees

ATE can begin work on the study upon written authorization to proceed. The traffic and parking analyses will be completed within 45 to 60 working days after receipt of authorization. Our fee for the study is $17,820.00. This fee assumes collection of 5 roadway counts, 14 intersection counts, and 2 days of parking occupancy data. Work required in addition to that outlined in the above scope of work will be undertaken on a time-and-materials basis at the rates shown in the attached fee schedule when authorized in writing by Stanley & Associates. Payment will be due within 30 days after submittal of invoices.
The current scope of work and cost estimate include no public hearings. Should hearings require our attendance, the estimated cost of each hearing is $600.00. Please call if you have any questions or need additional information.

Associated Transportation Engineers

Scott A. Schell, AICP
Vice President

DLD/SAS

enclosure

cc: Dr. Hanson, SBCC
The Santa Barbara Community College District, herein referred to as the District, and Caldwell Architects, hereinafter referred to as the Architect, hereby agree as follows:

1. The Architect will provide professional services as outlined in the proposal of November 23, 1998; amended as per Betty Banville's letter of January 6, 1999.

2. In consideration for services, the District shall compensate the Architect as an independent contractor for a total fee of $43,500.

3. The Architect will act under the direction of the Facilities Director and will be responsible to the District.

4. The Architect, in addition to performing such work as described herein, will keep records, make reports, perform inspections, investigations and observations described in the proposal.

5. The Architect will not be considered a regular or permanent employee of the District, and shall be entitled to only those benefits and considerations provided for hereunder. It is agreed that under the terms of this agreement the Consultant shall serve in the capacity of a consultant, and his services shall be as independent contractor under the authority of Government Code Section 53060.

6. Either party to this contract reserves the right to cancel this contract for any reason upon written notice of ten (10) working days.

7. All benefits to the Architect listed herein shall be forfeited by him if this agreement is terminated by either party.

8. This agreement may be amended or renewed by mutual agreement of both parties.

9. Requests for payments for services shall be submitted once a month on a standard invoice form specifying dates, hours, and rates. The invoice will be submitted to Mr. Alexander Pittmon, Director of Facilities, and approved by Dr. Charles Hanson, Vice President of Business Services, and paid within fourteen (14) working days.

10. The term of this agreement shall be for the period from February 1, 1999, through October 31, 1999, unless sooner terminated as indicated in Section 6 above.

Charles L. Hanson  Date  James R. McElwain, Vice President  Date
Vice President of Business Services  Caldwell Architects
Santa Barbara Community College District  3107 Washington Blvd
CLH:ba  Marina del Rey  CA  90292
[MSWord:Contracts:Caldwell]

Item 5.1-k
01/28/99
Fee Proposal for the selection and specification of furniture in Advanced Technologies and Nursing Technology and for the coordination of equipment selected by faculty.

Following is a summary of the expected tasks to be completed for the above mentioned areas:

- furniture specification
- coded floor plan for use by installation crew
- verify that the equipment selected by faculty will fit within the layout and is compatible with the furniture selected
- color selection
- meet with faculty to finalize furniture layout
- prepare cost estimate
- installation coordination and supervision

TOTAL 200 HOURS @ $60 per hour
TOTAL $12,000

If additional hours are required, the College will be billed on an hourly basis. KBZ will notify the college if additional hours are required over and above the 200 hours quoted.

Please note that the above does not include working with existing inventory.

Faculty offices will utilize furniture from existing surplus stock. Faculty will work directly with Purchasing in planning furniture for their offices.
January 7, 1999

TO:   Chief Business Officers  
      Facilities Planners

FROM: Frederick E. Harris, Administrator  
      Facilities Planning & Administration

SUBJECT: 1998-99 Architectural Barrier Removal Program

SYNOPSIS: The trailer bill (SB 1564) for the 1998-99 fiscal year provides that funds not needed to backfill property tax deficiencies may be used for scheduled maintenance, hazardous substance removal, seismic retrofit, and architectural barrier removal projects. No funds were needed for property tax backfill and funds already have been distributed for all other program projects. The remaining $13.8 million from SB 1564 has been set aside as the state’s 50% matching funds to address approximately $109 million of backlog projects approved by the Board of Governors for Phase I ADA projects (see attached list and criteria).

The trailer bill language states that: “For architectural barrier removal projects, the amount of match shall be equivalent to one dollar ($1) for every one dollar ($1) of state funds provided.” Based on a one-to-one match scenario, the community college system will be able to address $27.7 million of projects for ADA during the 1998-99 fiscal year at 64 different campuses. The remaining $81.3 million of carryover ADA projects will be addressed in the next time funds become available.

In an effort to provide for the greatest good with the limited funds available, and after consultation with our Facilities Task Force and Disabled Student Programs and Services Unit, it was decided to distribute the $13.8 million among the 64 sites with approved ADA projects. At this time, the maximum amount of the state’s allocation has been calculated to be $225,903. Attachment A represents the ADA projects previously approved by the BOG for Phase I, basic access needs. Realizing that the scope of these projects may have changed since 1995 when most of these projects were approved by the BOG and funds are insufficient to fully fund these projects as submitted, districts will have some flexibility in addressing their highest priority basic access needs on campus as long as they are defined in Attachment B.

Funds will be redistributed to other colleges with matching funds once the Chancellor’s Office learns which districts cannot commit to all or a portion of their projects on the list.

ACTION/DATE REQUESTED: Attached are forms to be used to initiate grants for the 1998-99 Architectural Barrier Removal Program. Please review the attached final allocation list and sign and return the certification of matching funds (Attachment C) to the Chancellor’s Office by January 31st to be eligible for funding.

CONTACT: Please contact Jim Rogaski at (916) 324-9794 or Dale Clevenger at (916) 327-5772, if you have any questions.

FH:DC

Attachments

cc:   Jim Rogaski  
      Cheryl Larry  
      Patrick Lenz  
      Catherine Campisi
AMENDMENT

Inflation/FT&C Change

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

DATE: July 1, 1998

CONTRACT NUMBER: GCAM-8011

PROJECT NUMBER: 42-6929-00-03079-8

PROGRAM TYPE: Campus with Match

CONTRACTOR'S NAME: SANTA BARBARA COMMUNITY COLLEGE DISTRICT

This agreement with the State of California dated July 1, 1998 designated as number GCAM-8011 shall be amended in the following particulars but no others:

The Maximum Rate per child day of enrollment payable pursuant to the provisions of this agreement shall be amended by deleting reference to $23.63 and inserting $24.39 in place thereof.

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to $169,209 and inserting $174,612 in place thereof.

The Maximum State Funds available shall be amended by deleting reference to $126,908 and inserting $130,966 in place thereof.

The Maximum Match available shall be amended by deleting reference to $42,301 and inserting $43,646 in place thereof.

The 1998/99 Funding Terms and Conditions (FT&C) shall be amended in accordance with the attached 1998/99 amended FT&C Language which by this reference is incorporated herein.

SERVICE REQUIREMENTS

Minimum Ohild Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 7,160.8 and inserting 7,159.0 in place thereof.

Minimum Days of Operation (MDO) Requirement shall be 176 (no change).

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA

BY (AUTHORIZED SIGNATURE)

CONTRACTOR

BY (AUTHORIZED SIGNATURE)

PRINTED NAME OF PERSON SIGNING

Donna Salaj

PRINTED NAME AND TITLE OF PERSON SIGNING

Vice President, Business Services

ADDRESS

Manager Contracts Office

PROGRAM/CATEGORY (CODE AND TITLE)

Child Development Programs

AMOUNT ENCUMBERED BY THIS DOCUMENT

$ 4,058

PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT

$ 126,908

TOTAL AMOUNT ENCUMBERED TO DATE

$ 130,966

FUND TITLE

General

Transfer to SSF

OPTIONAL USE

03079-6929

30.10

ITEM

6100-196-0001 (b)

CHAPTER

324

STATUTE

1998

FISCAL YEAR

1998/99

OBJECT OF EXPENDITURE (CCDE AND TITLE)

702

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

SIGNATURE OF ACCOUNTING OFFICER

T.B.A. NO.

B.R. NO.

DATE

Item 5.1-o

Page 1 of 2

01/29/99
1998/99 General Center Care (GCTR) Changes to the Funding Terms & Conditions (FT&C)

Section II.I Payments to Family Child Care Providers (pp. 4-5) shall be corrected as follows:

I. Payments to Family Child Care Providers

Contractors who operate through family child care homes shall pay each non-employee family child care provider the same rate(s) the provider charges nonsubsidized families.

For non-employee family child care providers that do not serve nonsubsidized children, the contractor shall pay a rate that is within 1.5 standard deviations of the mean market rate for family child care homes as established by the most recent survey of the local resource and referral agency: "Regional Market Rate Survey of California Child Care Providers."

Program Requirements, Section I. Definitions (pp. 26-27) shall be amended as follows:

"Total countable income" means income that does not include the following: (1) earnings of a child under age eighteen (18) years; (2) loans, grants, and scholarships obtained under conditions that preclude their use for current living costs; (3) grants or loans to students for educational purposes made or insured by a state or federal agency; (4) allowances received for uniforms or other work required clothing, food and shelter and (5) business expenses for self-employed family members and (6) income of a recipient of federal supplemental security income benefits pursuant to Title XVI of the Federal Social Security Act (42 USC Sec. 1381 et seq.) And state supplemental program benefits pursuant to Title XVI of the Federal Social Security Act and Chapter 3 (commencing with Section 12000) of part 3 of Division 9 of the Welfare and Institutions Code.

Program Requirements, Section VI. Confidentiality of Records (p. 37) shall be amended as follows:

VI. CONFIDENTIALITY OF RECORDS

The use or disclosure of all information pertaining to the child and his/her family shall be restricted to purposes directly connected with the administration of the program. The contractor shall permit the review of the basic data file by the child's parent(s) or parent's authorized representative, upon request and at reasonable times and places.

*The contractor shall share information necessary for the administration of the child care and CalWORKs programs for the time period for which the person receives child care.*
13 (Thirteen) Month Contract

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: SANTA BARBARA COMMUNITY COLLEGE DISTRICT

DATE: November 1, 1998

CONTRACT NUMBER: GRPM-8082
PROGRAM TYPE: Renovation and Repair
PROJECT NUMBER: 42-6929-00-03225-8

By signing this Agreement and returning it to the State, you are agreeing to use the funds identified below for the purpose of renovation and repair to existing child care facilities in accordance with the attached APPLICATION and any modifications noted on the "notification letter" (if applicable) which by this reference are incorporated herein.

Funding of this contract is contingent upon appropriation and availability of funds. The period for which expenditures may be made with these funds shall be from November 1, 1998 through December 31, 1999. These funds shall not be used for any purpose considered nonreimbursable pursuant to the 1998-99 Funding Terms and Conditions (FT&C) and Title 5, California Code of Regulations.

Expenditure of these funds shall be reported to the Education Finance Division (EFD) on form EFD/CD 9529 no later than July 20, 2000. For non-local educational agencies, expenditures made through June 30, 1999 shall be included in your 1998/99 audit due November 15, 1999. Expenditures made between July 1, 1999 and December 31, 1999 shall be included in the 1999/00 audit due November 15, 2000.

The total amount payable pursuant to this agreement shall not exceed $34,000.

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

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<td>Donna Salaj</td>
<td>Vice President, Business Services</td>
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**Manager Contracts Office**

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**Program/Category (Code and Title)**

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**Department of General Services use only**

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Item 5.1-p

01/20/99
EL INSTITUTO INTERNACIONAL DE IDIOMAS
WITH
SANTA BARBARA CITY COLLEGE
AGREEMENT
FOR
SUMMER INTENSIVE SPANISH LANGUAGE STUDY IN
MARBELLA, SPAIN
SUMMER, 1999

WHEREAS, SANTA BARBARA COMMUNITY COLLEGE DISTRICT (hereinafter referred to as "District") requested a proposal for Intensive Spanish Language study in MARBELLA, SPAIN, and
WHEREAS, THE INTERNATIONAL LANGUAGE SCHOOL, legally known as INSTITUTO INTERNACIONAL DE IDIOMAS DE SAN PEDRO Y MARBELLA (hereinafter referred to as "EL INSTITUTO") submitted an acceptable bid, District and EL INSTITUTO hereby agree to the following:

1. DATES OF THIS AGREEMENT. This agreement shall be in effect from Friday, June 25, 1999 to Saturday, July 24, 1999.

2. OPERATION OF THE PROGRAM. Jointly, District and EL INSTITUTO shall develop and operate the Summer Spanish Language Program in Marbella with responsibilities assigned as follows:

   The program begins in Málaga and ends in Madrid.

   Students are required to make all arrangements for transportation to and from Málaga and from Madrid if not traveling with group.

   District has no responsibility for students on the termination of the program, July 24, 1999.

3. DISTRICT:

   District shall select program director.

   District shall select and evaluate students for the program.

   District shall counsel students, determine class level, and register students for the most appropriate Spanish language class.

   District shall conduct pre-departure briefings for students.

   District shall, through the Program Director, monitor the progress of students and evaluate the students for the awarding of SBCC credit at the termination of the program.

4. EL INSTITUTO:

   For a per student comprehensive program fee of 208,000 Spanish pesetas [= approximately $1,450], EL INSTITUTO agrees to the following:

   EL INSTITUTO shall provide all language instruction for a period of four weeks during the period June 28, 1997 through July 23, 1999. It is mutually agreed that this instruction will be: three hours per day (limit of ten students per class) during the program period unless modified by the SBCC Program Director in mutual agreement with EL INSTITUTO.

   EL INSTITUTO shall provide round-trip bus transportation to and from the airports in Málaga [on June 25] and Madrid [on July 24]. Or, the INSTITUTO may arrange for flights from Málaga to Madrid when the program ends.

   EL INSTITUTO shall arrange for home stays for students with a Spanish family to include board and room. The maximum number of students per home is 4, 2 preferred. The foregoing to include three meals per day, lodging and laundry service.
EL INSTITUTO shall reserve an apartment for SBCC program director and shall pay for program director's transportation, lodging, lunches, and entrances on all program excursions and field trips. Cost (rent) of the apartment to be paid by District.

EL INSTITUTO agrees to arrange field excursions to areas of cultural or historic interest. Field trips include excursions to the following destinations:

- **PUEBLOS BLANCOS-SIERRA DE GRAZALEMA-RONDA** (with visits to El Tajo, La Alameda, La Plaza de Toros, and the historic center of the city)
- **SEVILLA** (with visits to the Reales Alcázares, La Catedral y La Giralda, La Torre del Oro, El Parque de Maria Luisa y El Barrio de Santa Cruz)
- **GRANADA** (with visits to La Alhambra, El Palacio de Carlos V, La Alcaiceria, La Capilla de los Reyes Católicos, La Catedral)
- **MADRID** (trip to include round-trip air transportation to and from Madrid, two nights stay at a three star hotel in Madrid (with visits to El Museo del Prado, El Palacio Real, La Plaza Mayor and panoramic tour of the city)
- **SEGOVIA** (with visits to El Acueducto, El Alcázar, Mesón Cándido and panoramic tour of the city)

Field trips include transportation, 6 lunches, and entrance fees, where applicable. EL INSTITUTO shall provide bilingual Spanish/English tour guides for the excursions to Granada, Seville, as well as for the visit to the Prado Museum. In addition to the above mentioned, the excursion to Madrid includes lodging for two nights and a hotel in central location.

5. **ITEMS NOT INCLUDED.** Passport fees, visa fees, foreign airport taxes, porterage, personal expenses, books, SBCC fees, and all other items not listed.

**TOTAL PROGRAM COST PER STUDENT** is 208,000 pesetas (= approximately $1450). Program cost to include all of the items listed above.

6. **NO MODIFICATION OF AGREEMENT.** This Agreement constitutes the full and complete understanding of the parties on the subject hereof, and supersedes all prior understanding or agreements on that subject. No oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.

7. **NOTICES.** All notices required to be served upon EL INSTITUTO shall be served by registered or certified mail, return receipt requested, to:

Julio Morales Jimenez  
General Director  
El Instituto Internacional de Idiomas  
Los Almendros 5/A  
E-29600 Marbella, Spain

All notices served upon SBCC shall be served by registered or certified mail, return receipt requested, to:

Ms. Carola Smith  
Director, Study Abroad  
Santa Barbara City College  
721 Cliff Drive  
Santa Barbara, CA 93109
Centers for Academic Programs Abroad (CAPA)

Proposal For
Contract with
Santa Barbara City College

Fall Semester in Cambridge, England 1999

Dates: September 9, 1999 to December 10, 1999

I. CAPA IN ENGLAND

A. Local Staff and Program Assistance:
CAPA maintains full time staff in both Cambridge and London. CAPA’s England Headquarters are located in the Royal Borough of Kensington and Chelsea in West London close to Gloucester Road and Earl’s Court Tube stations.

The Center is managed by the Executive Director assisted by the CAPA housing coordinator, travel coordinator, program coordinators and administrative staff. All CAPA Center staff are there to provide support for faculty and students. CAPA London is open Monday to Friday.

The CAPA London office will provide program supervision and support for the duration of the program. CAPA staff will visit the program regularly and will facilitate all faculty program-related requests.

CAPA’s Local Organizer lives and works in Cambridge. The Local Organizer will coordinate homestay placements and supervise relations between families and students.

CAPA’s facilities are located in Cambridge at historic colleges that are members of the Cambridge University system. This provides program participants the best possible experience for studying in Cambridge. The central location facilitates interaction with local students and community members.

B. Classroom Facilities at the University Centre, Cambridge:
The University Centre was built in 1967 to provide a social meeting place for members of the university. It has an ideal location just minutes from the city center and provides beautiful views overlooking the river Cam.

One classroom at the University Centre large enough for a maximum of 30 students will be available Monday to Thursday, 9:00 am to 3:00 pm. Faculty to have access to the following audio/visual equipment: television, universal VCR and an overhead projector.
C. Faculty Office:
The group leader will have access to office space with a desk, chairs and typewriter and telephone. Photocopy and fax services will be located locally and these costs, plus call charges, are not included. This office will be shared with other CAPA programs in Cambridge during the program dates.

II. STUDENT SERVICES:

A. Assistance on Arrival:
CAPA London Center Staff will meet the group on arrival at London Airport. The group will be transported by private coach to a meeting point in Cambridge. Homestay participants will be met at this meeting point by their host family.

On board the coach from the airport to Cambridge, each student will receive a welcome memo and "CAPA Landing Gear" pack. This pack contains first night information on telephoning home, changing money, safety and emergency numbers.

B. Host-Culture Orientation:
CAPA London Center staff will conduct a Host-Culture orientation meeting usually on the day after arrival. This is a two hour seminar on practical issues relating to the program site and living in Britain. The following topics will be covered: banking, travel, social and cultural aspects of residing in the United Kingdom, as well as health and safety, access to doctors, hospitals and specialized care units. This orientation will be followed by a walking tour of Cambridge.

C. Group Events:
CAPA will host an arrival reception for all participants and faculty.
CAPA will host a farewell party for all participants and faculty.

D. Independent Travel:
CAPA will offer a series of discounted excursions for students to join. A schedule of these optional trips will be provided to students at the beginning of the program. Excursions will be primarily to major European capitals, most often for three days and two nights and will include transportation, accommodations and some meals.

E. E-mail Access and Accounts for Students:
CAPA will provide information to all students on how to open an account at a local cyber cafe located near the classroom.

F. Library Services:
CAPA will arrange for library privileges for all students at the local public library in Cambridge located at Lion’s Yard.

G. International Student Identity Card:
Each student will receive an ISIC at the airport. Students should bring passport size photos with them to affix to their cards.
H. Work Abroad Option:
CAPA will provide all students with information to obtain a work permit prior to departure from the USA. This work permit (The Blue Card) is available through BUNAC for a fee of $250 and allows students to work legally in Britain for a duration of six months from the day of arrival (CAPA airline tickets are also valid for a stay of up to six months).

Participating students will attend an orientation in London to learn how to find a job and complete necessary paperwork.

III. ACADEMIC PROGRAM

The College will supply faculty members as appropriate to carry out the core academic program for its students. Full control of the academic program, including, but not limited to enrollment requirements, procedures, administration and granting of credit will be vested in The College and its designated representatives.

A. Spring Break:
There will be a one week fall break during which time students will have the opportunity to travel independently. No meals or housing will be provided from after breakfast on Friday, October 15, 1999 until before dinner on Sunday, October 26, 1999.

IV. FLIGHTS

Round-trip air transportation: Los Angeles / London / Los Angeles
Depart: Thursday, September 09, 1999
Return: Friday, December 10, 1999

Air transportation will not be booked prior to receipt of a signed contract. Once the contract is signed, dates are subject to change until the air is booked and confirmed with the airline.

Participants may extend their stay overseas provided that their Special Flight Request form is received by CAPA no fewer than 60 days prior to departure from the USA and do not change gateways. All such requests are subject to availability in an appropriate class of service and the main body of the group cannot fall below ten passengers.

V. TRAVEL & TRANSPORTATION ABROAD

CAPA will provide the following transfers and excursions.

A. Airport Transfers:
Airport transfers on arrival and departure including luggage vans if necessary. Participants traveling separately from the group must make their own transfer arrangements.

B. Group Excursions:
1. Full day to London. This excursion includes a tour escort, a full day coach, a half day city sightseeing tour of central London with a private motorcoach and Blue Badge guide. Sights will include the Houses of Parliament, Tower Bridge, Buckingham Palace and the West End. Although no entrances are included, there will be opportunities to stop and
take photos. Also included is a guided tour of the Globe Theatre.

2. Three days, two nights to Stratford. This excursion includes a tour escort, a touring coach for three days, accommodations in a 3 star hotel with students in multi-bedded rooms and faculty in singles, continental breakfast, entrances to Warwick Castle, Anne Hathaway's Cottage and Shakespeare's birthplace, one theatre performance at the RSC or Swan theaters of UKL 20 per participant.


If 30 or more students enroll in the program, the following excursion will also be provided: Three days, two nights to Bath with stops in Salisbury and Stonehenge. This excursion includes a tour escort, a touring coach for three days, accommodations in a 3 star hotel with students in multi-bedded rooms and faculty in singles, continental breakfast, a local guide in Bath and entrances to the Roman Baths, Stonehenge and Salisbury Cathedral.

VI. ACCOMMODATIONS AND MEALS

Homestay Families: CAPA works directly with our own host families in England. Families are carefully screened, interviewed, visited and evaluated on a selective basis. By maintaining control of this aspect of your program, we can offer your students the best homestay environment and also have the most control over managing any issues between families and students.

A. Accommodations:
Students will be housed with a British family in a private bedroom that includes the following items: a bed with weekly change of linen, a wardrobe, a chest of drawers, a desk and chair and a lamp. Bathrooms will be shared with the family. Students should bring their own towels, a telephone card and be prepared to do their own laundry. Homes will be within 4 miles of the course center.

The Local Housing Coordinator will place all students with a suitable family based on housing forms which students must fill out and return to CAPA by 60 days prior to departure. The Housing Coordinator will also be available during the semester to assist with all faculty and student housing needs including student moves and family/student negotiations.

A host family orientation will be conducted before the arrival of the students to prepare families for life with their student.

B. Meals:
Daily continental breakfast and dinner will be provided by the host family in Cambridge.

VII. FACULTY SERVICES

The following items are included at no charge to the instructor(s):

1. Accommodations in a furnished one-bedroom apartment while in Cambridge located within 3 miles of the city centre. All finder's fees, council taxes and phone hook up charges are included. Utilities including phone line rental and phone calls are not included and will be deducted from the instructor's deposit. The faculty will be billed for
any utilities costs exceeding the deposit. Faculty should bring towels with them. This flat will come equipped with a television and VCR.

2. Round-trip air transportation (Note: instructors may change their return date at no additional cost provided the request for the change is received in writing no later than 60 days prior to departure from the U.S.)

3. All land transportation

4. World Travelers Insurance for program dates

5. Office space and other services listed above.

VIII. PRE-DEPARTURE SERVICES

A. Program Specialist:
A CAPA Program Specialist will assist with all aspects of this program including on-campus publicity, recruitment, payment processing and student forms.

B. Brochure:
CAPA will produce 1000 customized brochures for your program. Brochures will include: program fees, list of inclusions, excursions, course information, faculty biographies, destination information, student application and terms and conditions. Brochures will be mail ready.

C. Recruitment & Publicity Materials:
CAPA will provide a recruitment kit containing materials to help faculty publicize the program and recruit students. The kit includes: posters, CAPA Timeline, recruitment activities checklist, sample ads and announcements, meeting flyers, CAPA Faculty Handbook, question & answer pamphlets and CAPA Group Leader Application.

D. Pre-Departure Orientation:
CAPA will provide a comprehensive pre-departure orientation package covering travel details, information on accommodation, finances, local area and housing descriptions, culture shock and adjustment to the host culture.

E. Student Enrollment Packet:
When students enroll in your program, CAPA will mail a Student Enrollment Packet directly to their address. This will include insurance information, special flight request form, instructions for applying for & using financial aid, housing application, a question & answer pamphlet and an invoice.

IX. INSURANCE

A. Students and Faculty:
World Student Insurance Policy is included for all participants and faculty. It includes basic accident, sickness, trip cancellation, trip delay, trip interruption and baggage loss. Insurance is valid only for the program dates and exclusions/restrictions apply as stated in the brochure sent to students in their enrollment packet.

Supplemental insurance is also available directly from the Insurance provider. Each student will receive information about supplemental insurance with their enrollment material.
B. Professional Liability Insurance:
CAPA is covered by a policy issued by Scolnick Insurance, providing coverage for bodily injury, personal injury, property damage, and professional errors and omissions with a $5,000,000 (Five Million) aggregate limit.

X. PROGRAM FEES

Based on:

25-29 participants and 1 instructor: $4,999.00*
30-34 participants and 1 instructor: $4,999.00*

Cultural Fund:
CAPA will distribute a cultural fund approximately 7 days prior to departure based on the final number of enrollments. Use of this fund will be at sole discretion of the college.
- If 25 -29 students enroll, the cultural fund will be $150 per student.
- If 30 or more students enroll, the cultural fund will be $200 per student.

*A $75 deduction is available to all students who submit their application and deposit 6 months prior to departure. (Please see section XII for details.)

Land only reduction: $562.00

“Land Only” is based on students providing their own airfare. There must be at least ten participants traveling together in both directions in order to keep the group rate.

XI. STUDENT PAYMENT SCHEDULE

A. CAPA Early Enrollment Incentive:
All students will be eligible for a discount for early enrollment. Students who mail their application and deposit to CAPA at least six months prior to departure (determined by postmark) will receive a discount of $75 from their final payment. The incentive and the deadline will be advertised in the program brochure.

B. Payment Schedule for Program Fees:
A $250 non-refundable deposit is due with the initial application. An additional payment of 50% of the outstanding balance is due 90 days prior to departure. The final full balance is due 60 days prior to departure.

C. Deferred Payments for Financial Aid Recipients:
Students on Financial Aid may be eligible for a deferred payment schedule. Any student who completes and submits the CAPA Financial Aid Disbursement Form prior to the final payment deadline will receive a deferral of up to 70% of program fees for 30 days. Students should refer to Section 3 of the Agreement and Release form.
XII. TERMS AND CONDITIONS

A. Confirmation of Services:
This document is a proposal until both parties have signed and agreed to the terms herein, at which point it becomes a contract. CAPA reserves the right to alter the program dates at any time if the airlines cannot confirm seats in an appropriate class of service on the dates requested.

B. Deadline Dates:
CAPA and the College agree to review the number of enrollments at 90 days prior to departure. If enrollments are lower than projected, CAPA will present options as to how to reprice or modify the program. Such changes must be agreed upon at least 70 days prior to departure. If minimum enrollment has not been achieved by 70 days before departure, and no plan has been agreed upon to extend the deadline, either party may cancel the program. If a program is canceled at this stage due to low enrollment, all participants are entitled to a full refund.

I have read and agree to the stated deadline dates of this contract. Please initial:_______.

C. Program Fees:
Program costs are subject to confirmation upon return of signed contract. Prices for this program are based on air fares, land costs, U.S. and foreign taxes, a specific minimum number of participants and other costs in effect on the date of this proposal and are subject to change at any time until the proposal has been signed by both parties. In the event that a program is repriced due to lower than expected enrollments, as advertised in the program brochure, all participants will be required to pay the adjusted program fee.

D. Seller of Travel:
CAPA is in compliance with Article 2.6, California Sellers of Travel.

E. Controlling Law:
This Agreement is governed by the Laws of the State of California.

F. Modification:
This Agreement constitutes the full and complete understanding of the parties on the subject hereof and supersedes all prior understanding or agreements on that subject. No modification or amendment of any provision of this Agreement will be effective unless it is made in writing and signed by an officer of CAPA.
XIII. AGREEMENT

Please indicate acceptance of this proposal by signing and returning two copies of this document to CAPA. Upon receipt, CAPA will confirm all reservations and services and then return a fully executed copy for your records.

Santa Barbara City College                        CAPA

By_________________________________________   By_________________________________________

Title_______________________________________   Title_______________________________________

Date_______________________________________   Date_______________________________________

11/2/98
Terms of Contract
between
Santa Barbara City College
and the
Center for Academic Programs Abroad (CAPA)

a. Scope of the Agreement. This agreement shall be interpreted under the laws of the State of California, United States of America, and shall inure to the benefit of the parties hereto, their successors, or assigns. Time shall be of the essence in each term and provision of the Agreement. Any changes, additions, or deletions must be in writing and signed by all the parties hereto or their respective successors in interest.

b. No Assignment/Time or Essence/Heirs and Assigns. This Agreement is for the particular services of CAPA and shall not be assignable by CAPA in whole or in part without the prior written consent of District. Time is of the essence on the performance of each and every provision of this Agreement. The provisions of this Agreement shall extend to and be binding upon and inure to the benefit of the heirs, executors, administrators, successors, and assigns of the respective parties hereto or of any third party beneficiaries of this agreement.

c. Indemnification. CAPA shall protect, hold harmless, indemnify, and defend District (including its trustees, officers, and employees) from any and all liability as defined in this Paragraph. For purposes of this Agreement, liability means any and all claims, demands, losses, causes of action, suits or judgments of any and every kind including reasonable attorneys' fees), ("Claims") that any person (Semester Abroad participants or Travel Contractor's employees), or such person's heirs, executors, against the District, arising out of or in connection with Travel Contractor's activities under this Agreement which give rise to personal injury, accident, illness or death, or any loss or damage to property, or any other claim by any program participant including but not limited to Claims based on Travel Contractor's failure or refusal to perform in accordance with this Agreement that results from any cause other than the sole negligence of the District.

d. No Modification of Agreement. This Agreement constitutes the full and complete understanding of the parties on the subject, hereof, and supersedes all prior understanding or agreements on that subject. No oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto. No prior or contemporaneous agreements representation or understanding between Travel Contractor and any Travel Instructor/Presentor/ Guide for any Education Tour/Field Studies trip that are not set forth herein shall be binding upon the District. No waiver, modification or amendment of any provision of this Agreement shall be effective unless it is in writing and signed by a person duly authorized to so sign by the party against whom enforcement of such waiver, amendment or modification is sought in a document that specifically refers to this Agreement.

e. Controlling Law. This agreement is made in California and its terms and conditions shall be construed in accordance with the laws of the State of California, excluding that body of law applicable to conflicts of law. Travel Contractor warrants and agrees that any suit brought by District or any Study Abroad participant against Travel Contractor based upon this Agreement may be
brought in any California court of competent jurisdiction as to the amount of such claim.

f. Notices. All notices required to be served upon Contractor shall be served by registered or certified mail, return receipt requested, to:

    Centers for Academic Programs Abroad
    2021 Business Center Drive, Suite No. 209
    Irvine, CA 92612

All notices served upon SBCC shall be served by registered or certified mail, return receipt requested, to:

    Ms. Carola Smith
    Santa Barbara City College
    721 Cliff Drive
    Santa Barbara, CA 93109

IN WITNESS WHEREOF, the parties listed below have executed this Agreement:

SANTA BARBARA CITY COLLEGE

Title: ____________________________
Date: ____________________________

CENTERS FOR ACADEMIC PROGRAMS ABROAD (CAPA)

Title: ____________________________
Date: ____________________________
THE CENTER FOR BILINGUAL MULTICULTURAL STUDIES

With

SANTA BARBARA CITY COLLEGE

AGREEMENT

for

SUMMER INTENSIVE SPANISH LANGUAGE STUDY IN
CUERNAVACA, MORELOS, MEXICO
SUMMER, 1999

WHEREAS, SANTA BARBARA COMMUNITY COLLEGE DISTRICT (hereinafter referred to as "District") requested a proposal for Intensive Spanish Language study in Cuernavaca, Mexico, and

WHEREAS, THE CENTER FOR BILINGUAL MULTICULTURAL STUDIES, legally known as Centro de Estudios Linguísticos y Multiculturales, S.C. (hereinafter referred to as "EL CENTRO") submitted an acceptable bid, District and EL CENTRO hereby agree to the following:

1. DATES OF THIS AGREEMENT. This agreement shall be in effect from Friday, June 25, 1999, to Saturday, July 24, 1999.

2. OPERATION OF THE PROGRAM. Jointly, District and EL CENTRO shall develop and operate the Summer Spanish Language Program in Cuernavaca with responsibilities assigned as follows:

   The program begins and ends in Mexico City.

   Students are required to make all arrangements for transportation to and from Mexico City if not traveling with group.

   District has no responsibility for students on the termination of the program July 24, 1999.

3. DISTRICT:

   District shall select program director.

   District shall select and evaluate students for the program.

   District shall counsel students, determine class level, and register students for the most appropriate Spanish language class.

   District shall conduct pre-departure briefings for students.

   District shall, through the Program Director, monitor the progress of students and evaluate the students for the awarding of SBCC credit at the termination of the program.

4. EL CENTRO:

   For a per student registration fee of $100 US and a per student tuition fee of $170 US per week EL CENTRO agrees to the following (All $100 registration fees will be returned to District for SBCC program budget):

   EL CENTRO shall provide all language instruction for a period of four weeks during the period June 28, 1999 through July 23, 1999. It is mutually agreed that this instruction will be: three hours per day of grammar (limit of five students per class), and three hours per day with options provided during those three hours, five days per week, during the program period unless modified by the SBCC Program Director in mutual agreement with EL CENTRO.
EL CENTRO shall provide round trip bus transportation between Mexico City and Cuernavaca on June 25 and July 24, 1999. The cost is $200 per trip per bus.

EL CENTRO shall arrange for homestays for students with a Mexican family to include board and room. Plan Superior A shall be $22 per day per student. The maximum number of students per home is 4, 2 preferred. The foregoing to include three meals per day and lodging. These costs are not included in the tuition fee or the registration fee and must be paid by the student as part of the total program cost.

EL CENTRO shall provide housing for SBCC program director equivalent to $22 per day.

EL CENTRO agrees to arrange field excursions to areas of cultural or historic interest to include the following destinations:

- One-day trip to Taxco
- One-day trip to the Pyramids at Teotihuacan (with English/Spanish bilingual guide)
- One-day trip to the Museum of Anthropology (with English/Spanish bilingual guide).
- Three-day, two-night trip to Acapulco

Field trips include transportation and entrance fees, where applicable. Meals not included. The total cost of these excursions is $174 and is in addition to the registration or tuition fee and must be paid by the student.

5. ITEMS NOT INCLUDED. Airfare, passport fees, visa fees, foreign airport taxes, porterage, personal expenses, books, SBCC fees, and all other items not listed.

TOTAL PROGRAM COST PER STUDENT: $1,592.00 excluding bus Mexico City-Cuernavaca (with $100 per student returned to District).

Cost Breakdown:
Registration: $100
Room & Board $638 (29 nights)
Excursions: $174
Tuition: $680 (4 weeks x $170/wk)
Transportation: $200 per trip x 2 trips = $400

6. NO MODIFICATION OF AGREEMENT. This Agreement constitutes the full and complete understanding of the parties on the subject, hereof, and supersedes all prior understanding or agreements on that subject. No oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.

7. NOTICES. All notices required to be served upon EL CENTRO shall be served by registered or certified mail, return receipt requested, to:

- Ing. Javier Espinosa
  General Director
  The Center for Bilingual Multicultural Studies
  Apartado Postal 1520
  Cuernavaca, Morelos 62000
  Mexico

All notices served upon SBCC shall be served by registered or certified mail, return receipt requested, to:

- Ms. Carola Smith
  Director, Study Abroad
  Santa Barbara City College
  721 Cliff Drive
  Santa Barbara, CA 93109
January 12, 1999

Mr. C. Hanson
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-2394

Customer ID: 18804

Dear Mr. Hanson:

Thank you for choosing Access Graphics as your full-service computer distributor. Based on the financial information provided to us, we are initially able to offer Santa Barbara City College our credit card program. All purchases will need to be paid by credit card or prepaid by check or wire transfer. We look forward to Santa Barbara City College purchasing a wide variety of products and services from Access Graphics.

The mission of our Financial Services Department is to create the best financing solutions for you. As your business continues to grow with us, I will periodically review your credit situation and your financial statements, if provided, to insure we meet your company’s growing financial needs.

Access Graphics offers a variety of flexible financing alternatives such as assignment of proceeds, inventory flooring, receivables financing, escrow agreements, demo and end-user leasing. Please contact me directly or visit Access Graphics’ web site at www.access.com for more information regarding our financing options.

I will be the primary Financial Services representative for your account and I look forward to working with you. If you have any questions, please feel free to contact me at (303) 545-1045.

Sincerely,

Al Lopez
Financial Services Senior Account Manager

AL:srb
cc: File
Access Graphics

Terms & Conditions

Resellers may apply for 30 day terms by submitting a completed credit application and providing current financial statements. Open account status will be granted to qualified Resellers upon approval of credit application, receipt of Reseller’s Tax Certificate, and the signed Terms & Conditions. Reseller is liable for all sales tax assessed resulting from shipments made to states where Access Graphics is registered and Reseller does not have evidence of a valid resale certificate.

The amount of open credit granted to a Reseller will depend upon credit history and current financial position. Access Graphics reserves the right to change the amount of open credit granted to a Reseller at Access Graphics’ discretion, without prior notice.

Resellers with past due balances may be put on a ‘Shipping Hold’ status until the account is brought current. Past due balances are subject to 18 percent interest per annum. Access Graphics may, at its discretion, engage third parties to assist in the collection of past due accounts. Reseller expressly agrees to be liable to Access Graphics for all costs of collection of Reseller’s past due accounts, including attorney fees.

Access Graphics offers a variety of financing programs to suit the Reseller’s financing needs. For more information on these options, please call your Access Graphics Financial Services account manager at 1-800-795-4888.

APPLICABLE LAW

These Terms & Conditions shall be governed by the laws of the State of Colorado without regard to its choice of law rules. Any dispute between Access Graphics and the Reseller arising out of or relating to these Terms & Conditions which cannot be resolved by the parties within 15 days after the earliest date upon which one party notified the other of its desire to attempt to resolve the dispute, shall be resolved by binding arbitration by a single arbitrator through the Judicial Arbitrator Group, or its successor, held in Denver, Colorado. The decision of the arbitrator shall be final and binding on the parties.

PRICING

All prices are F.O.B. shipping points and are subject to change without notice. Freight and insurance will be added to all invoices.

PROGRAMS

All of Access Graphics’ programs (e.g., Proof of Concept, Evaluation, Loaners, Consignment, Re-Manufactured Product Purchase, and Upgrades) may have their own separate Terms & Conditions. For any purchases made under these programs, the Reseller agrees to be bound by the terms and conditions of the applicable program.

PURCHASE ORDERS

All Purchase Orders, Change Orders, and Cancellations must be in writing from the Reseller. Reseller agrees to be expressly liable for all changes to purchase orders or cancellations which were made without written instructions to Access Graphics, and under which Access Graphics shipped according to the original purchase order. Any changes to these or Access Graphics’s standard Terms & Conditions, or changes from Access Graphics’ regular pricing, shall be enforceable against Access Graphics only if such changes are agreed to in writing by Access Graphics.

SHIPMENTS

Freight will be charged to each invoice based upon weight, content, and type of shipment. Risk of loss on all shipments shall become that of the buyer upon delivery to a common carrier or licensed trucker, which shall constitute delivery to the buyer. All shipments will be insured by Access Graphics and billed to the Reseller unless the Reseller provides written evidence of their own insurance to Access Graphics.

It is the responsibility of the buyer to note and report to the shipper all product damaged in transit at the time of receipt, regardless of where the product was received.

Title to the product will transfer to the Reseller from Access Graphics at time of shipment.

RETURNED CHECKS

A twenty dollar fee will be charged for all returned checks. No exceptions. Returned checks must be replaced by wire transfer to Access Graphics within two business days.

RETURNS/STOCK BALANCING

Access Graphics offers programs for returns/stock balancing. Each product line is subject to different return/stock balancing terms and conditions. When eligible, return authorizations must be obtained prior to 90 days from date of original invoice. To obtain a current return/stock balancing policy by product line please contact Access Graphics’ Return Merchandise Authorization (RMA) Department at 1-800-793-2064 or visit our Web site.

Worldwide Channel Integration
Access Graphics, Inc.
439 Pearl Street
Boulder, CO 80302
1-503-793-5933
www.accessg.com
Item 5.1-7 Page 2 of 3
01/28/99
To qualify for any return/stock balancing program, the product must be:
- Unopened
- Current product
- In salable condition to be determined at Access Graphics' discretion
- With all original contents and packing materials
- Shipped with freight prepaid
- Labeled with the assigned RMA number
- Received by Access Graphics within 30 days of the issuance of the RMA

NOTE:
- All returns must have Access Graphics' RMA label clearly visible on the box. Please do not write on boxes.
- RMA numbers are valid for 30 days from date of issuance.
- Product will be credited back at current price or purchased price, whichever is lower.
- Any product shipped to Access Graphics opened and used will be returned to Reseller at Reseller's expense and the RMA number will be canceled.
- Integrated product is considered to be an open box. Therefore, it cannot be returned.
- All credits will be applied to Reseller's Access Graphics Account.

WARRANTY RETURNS
Access Graphics passes through to the Reseller and the end user the product warranties provided by the manufacturer. The warranties expressly set forth in the manufacturer's literature are in lieu of all the other warranties by Access Graphics. Access Graphics hereby disclaims and buyer hereby waives all other warranties, expressed or implied, including but not limited to, implied warranties of merchantability and fitness for a particular purpose. Access Graphics is not responsible for consequential or incidental damages. No other warranties are provided.

DEFECTIVE/DEAD ON ARRIVAL (DOA) POLICY
Return procedures for defective/DOA products will vary by manufacturer. Please call Technical Support to report defective/DOA product. Access Graphics' policy is to replace or credit the product at the manufacturer's expense within five business days from receipt date of the damaged goods to report the damage. Access Graphics must place a freight claim with the carrier and fax Access Graphics a copy of the claim at (303) 442-7415 within 14 calendar days of receipt. Access Graphics will cross ship a new product if needed. Credit on the original product will be issued when Access Graphics receives the signed copy of the claim and the product has been received by Access Graphics' warehouse or by the manufacturer.

CHANGE NOTICE
All Access Graphics prices, products, services, and policies are subject to change without prior notice.

I hereby acknowledge that we have received and reviewed the Terms & Conditions of Access Graphics, Inc. and agree to be bound by them.

Firm's Name: Santa Barbara City College
Date: January 11, 1999

** Authorized Signature
(1st CEO, CCO, President, etc.)
Print Name: G. Hanson
Title: Vice President, Business Services

PLEASE FAX A COPY OF YOUR STATE TAX #

Access Graphics
FAX 805.963.7222
PHONE 805.963.6363

ATTN: MARILYN LANE FAX 303-546-3040
PHONE 303-545-1040
December 24, 1998

Ms. Judy Walters
Vice Chancellor, Policy Analysis and MIS
Chancellor's Office
1107 Ninth Street
Sacramento, CA 95814-3607


Dear Judy:

Enclosed is the background material which discusses the process used by Santa Barbara City College to determine how Partnership for Excellence funds would be spent, and the outline of expenditures for 1998-1999 and 1999-2000. The 1999-2000 expenditures represent the ongoing commitment of these funds. Because the funds were received late in 1998, there are one-time expenditures for this first year. These one-time 1998-99 expenditures will support student achievement by enhancing key areas of the College.

In going through this process and developing the expenditures, there was a great sense of gratification that our institution had this capacity to enhance our ability to serve our students. We are excited by the improvements that will result and are confident that positive results will be achieved.

On behalf of everyone at Santa Barbara City College, a sincere thank you to all those in the Chancellor's Office who worked so hard to obtain Partnership for Excellence funding.

Sincerely yours,

署名

Peter R. MacDougall
President

PRM:mr

cc: Chancellor Tom Nussbaum
CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

♦ Describe the local decision making process for determining how the Partnership funds would be spent:

The process followed at Santa Barbara City College was one that had substantial involvement of the College community. The correspondence attached demonstrates the seriousness with which the allocation of Partnership for Excellence funds was approached and the thoroughness of the deliberative process is determining how the funds would be used to increase the effectiveness of Santa Barbara City College.

In summary, four teams were formed to examine current practices at SBCC, review the "best practices" being applied in other institutions, identify the gaps in present SBCC's modes of operating, and recommend funding to close the gaps and thereby increase the effectiveness of SBCC in these target areas. All teams consisted of administration, faculty, classified staff, and students. For almost all teams, faculty was represented by twice the ratio of any group.

The College Cabinet reviewed all of the team recommendations and developed a package which was sent to the College Planning Council (CPC). The CPC reviewed the recommendations as did the Academic Senate. A final review session of the recommended allocations of Partnership for Excellence Funds was held with the College President and the CPC. The recommendations were also reviewed with the Educational Policies Subcommittee of the Board of Trustees and will be taken to the January 1999 Board of Trustees meeting.

♦ Indicate whether or not you have developed District-specific goals. If so, what are they?

Santa Barbara City College has had a report, Annual Assessment of Institutional Effectiveness. Though the report was not published last year because of loss of research capability, we will use the baseline goals for all of the areas established for the Partnership for Excellence and assess improvement of the College along those lines. A copy of the report outlining the specific goals is available upon request.

♦ Discuss any differences in the use of funds for the 1998-99 year versus how the funds will be used in subsequent years.

Obviously, not receiving word that the Partnership for Excellence Fund was approved until well after the academic year was underway and wanting to pursue a very thorough comprehensive process to determine how the funds will be used, funds in 1998-99 will be used differently than they will in subsequent years. The report outlines how the funds have been allocated to each of the goal areas and how general college support will be obtained to better achieve those goals.

In 1998-99, because appropriation of the funds for the specific activities will not take place until into the spring semester, one-time funds will be allocated for technology equipment acquisition, general equipment purchase, and other one-time investments. Funds for spring will be applied in accordance with the team recommendations and as recommended by the College Planning Council (CPC) and Board of Trustees to enhance the College’s ability to achieve the goals outlined.
## Partnership for Excellence (1998-99)

District Reporting Form

**Santa Barbara Community College**  
District

**Peter R. MacDougall**  
CEO Signature

**D. Pickering**  
Name of person completing the form

**Superintendent/President**  
Title

### Summary of Activities

Activities toward these goals funded with Partnership Dollars.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>EXAMPLE OF POSSIBLE ACTIVITIES</th>
<th>PLANNED EXPENDITURES 1998-99</th>
<th>ESTIMATED EXPENDITURES 1999-00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TRANSFER</strong></td>
<td>Revitalizing the Transfer Center</td>
<td>$60,000 for the Transfer Center (1.0 FTE)</td>
<td>$100,000 for the Transfer Center (1.0 FTE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$5,000 to hire Degree Audit Technician (.5)</td>
<td>$10,000 to hire Degree Audit Technician (.5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$13,000 to hire Articulation Clerk (.5)</td>
<td>$26,000 to hire Articulation Clerk (.5)</td>
</tr>
<tr>
<td><strong>STUDENT SUCCESS/BASIC SKILLS</strong></td>
<td>Increase number of tutors and readers</td>
<td>$35,000 for tutors &amp; aides</td>
<td>$70,000 for tutors &amp; aides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$30,000 for College Achievement Program</td>
<td>$48,015 for College Achievement Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$10,000 for Readers</td>
<td>$20,000 for Readers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$15,000 for open LRC on Saturdays</td>
<td>$30,000 to open the LRC on Saturdays</td>
</tr>
<tr>
<td></td>
<td>Enhance Staff Development and student success course development</td>
<td>$15,000 for Travel &amp; Conference</td>
<td>$20,000 for Faculty Travel &amp; Conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$10,000 for Student Success Course Development</td>
<td>$10,000 for Student Success Course Implementation</td>
</tr>
<tr>
<td><strong>DEGREES &amp; CERTIFICATES</strong></td>
<td>Increase the number of Tutors and Instructional Aides</td>
<td>$23,755 for 1.0 FTE LTA Business Lab</td>
<td>$45,755 for 1.0 FTE LTA Business Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$10,291 for .5 FTE LTA CNNE Lab</td>
<td>$20,291 for .5 FTE LTA CNNE Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$6,412 for Health Tech Lab Director</td>
<td>$11,412 for Health Tech Lab Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$24,947 for DAC Tutors/ Instructional Aides</td>
<td>$49,947 for DAC Tutors/ Instructional Aides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$55,000 for DAC 2.0 FTE ICLCs</td>
<td>$95,534 for DAC 2.0 FTE ICLCs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$10,000 for support for Occupational Ed Dean</td>
<td>$10,000 for support for Occupational Ed Dean</td>
</tr>
<tr>
<td></td>
<td>Support for developing alternative delivery of instruction and accessibility</td>
<td>$25,000 for Instructional support staff for FRC (1.0 FTE)</td>
<td>$50,000 for Instructional support staff for FRC (1.0 FTE)</td>
</tr>
</tbody>
</table>
### Goals

<table>
<thead>
<tr>
<th>Example of Possible Activities</th>
<th>Planned Expenditures 1998-99</th>
<th>Estimated Expenditures 1999-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information Technology Support for Provision of Instructional Services</td>
<td>$15,000 for disabled access to on-line instruction; L. Vasquez (40 FTE) $40,000 for Network Services Administrator (1.0 FTE) $30,000 for IRD Technical Support Specialist (1.0 FTE) $68,750 (one time) 1.0 FTE Inst. Tech Specialist $2,000 (one time) Supplies $500 (one time) printing and duplicating $2,400 (one time) Staff Program Development $2,500 for Staff Development</td>
<td>$30,000 for disabled access L. Vasquez (40 FTE) $80,000 for Network Services Administrator (1.0 FTE) $60,000 for IRD Technical Support Specialist (1.0 FTE)</td>
</tr>
<tr>
<td>Evaluation &amp; Development of non-credit tech course offerings &amp; support of instruction</td>
<td>Increase the support for school relations and student advancement $20,000 for 1.0 FTE Student Personnel asst. $60,000 (one time) Web-Based Degree Audit System $7,500 for College Reps</td>
<td>$2,500 for Staff Development $41,536 for 1.0 FTE Student Personnel asst. $6,000 for Degree Audit Administration $7,500 for College Reps $130,000 support for enhancing the effectiveness of hourly faculty</td>
</tr>
<tr>
<td>Instructional Improvement</td>
<td>Instructional Research $55,000 to Enhance Institutional Research Capacity (1.0 FTE) $40,000 for Institutional Research Assistant (1.0 FTE)</td>
<td>$95,000 to Enhance Institutional Research Capacity (1.0 FTE) $60,000 for Institutional Research Assistant (1.0 FTE)</td>
</tr>
<tr>
<td>COLLEGE WIDE SUPPORT OF PARTNERSHIP GOALS</td>
<td>Develop Marketing Plan to accomplish strategies $70,000 for Marketing Plan $10,000 for Housing of Hourly Staff $20,000 for Support costs</td>
<td>$67,650 for Marketing Plan $10,000 for Housing of Hourly Staff $45,000 for Support costs</td>
</tr>
<tr>
<td>General</td>
<td>For instructional equipment and enhancements of the classroom environment $200,000 for technology equipment $118,015 for general equipment purchase $142,070 for other one-time investments, classroom, improvements, etc.</td>
<td></td>
</tr>
</tbody>
</table>

Annual Dollar Amount Received By District: $1,252,140
THIS AGREEMENT, entered into by and between County of Santa Barbara, hereinafter referred to as "COMPANY", and SANTA BARBARA CITY COLLEGE DISTRICT, hereinafter referred to as "COLLEGE" confirms the arrangements the parties have made for training as described below:

1. DESCRIPTION: "Report Proposal and Technical Writing" and "Business Writing"

2. SCHEDULE:  
   1999: January 6, January 13, March 2, March 11, March 23, and March 31, 1999  
   All classes meet from 8:30 a.m. - 4:30 p.m.

3. CLASS LOCATION: January 6, 1999 - Lompoc, CA  
   January 13, 1999 - Santa Barbara, CA  
   March 2, 1999 - Santa Barbara, CA  
   March 11, 1999 - Lompoc, CA  
   March 23, 1999 - "Business Writing" - Santa Barbara, CA  
   March 31, 1999 - "Business Writing" - Lompoc, CA

4. INSTRUCTOR: Margaret Cole-Broughton. All materials used in the classes are copywrited by the instructor.

5. CONSIDERATION: The training that is the subject of this agreement shall be for the exclusive benefit of the COMPANY, shall be open to its designees only, and the COLLEGE shall not receive any State support for the training. In consideration of the instructional and related services provided by the COLLEGE, COMPANY agrees to pay the COLLEGE an amount determined as follows: $125.00 an hour, for each hour of instruction, plus $100 for materials.

6. CANCELLATION: The COMPANY and COLLEGE retain the right to terminate this Agreement for any reason with a 30-day written notice to the other party. All costs incurred to the date of notification of termination are immediately due and payable.

7. NOTICES: Any notice or correspondence required by this agreement shall be delivered personally or by United States mail as follows:
6.1 Correspondence to the COLLEGE:

Dr. Barbra Schantz Louis
Dean, Continuing Education
Wake Center
300 N. Turnpike, Road
Santa Barbara, CA 93111-1931

6.2 Correspondence to COMPANY:

Name: William S. Chiat
Director of Organizational Effectiveness

Address: County of Santa Barbara
Office of the County Administrator
105 E. Anapamu Street, Ste. 406
Santa Barbara, CA 93101-2065

8. ADDITIONAL TERMS: Payment is due within 10 days from the
date of invoice. Invoices will be billed monthly for services rendered.

9. To become effective, this agreement must be signed and
returned to the COLLEGE.

Company Name: County of Santa Barbara

By: Mr. William S. Chiat  Date: ________________
(Principal name)
Director of Organizational Effectiveness
(Title)

SANTA BARBARA COMMUNITY COLLEGE DISTRICT:

By: Charles Hanson, Vice President  Date: ________________
Business Services
SANTA BARBARA COMMUNITY COLLEGE
721 Cliff Drive
Santa Barbara, CA 93109

Board Approval Date:

Contracted Instruction Agreement
TRA SERVICES AGREEMENT

Agreement No: 1009-01

THIS AGREEMENT is by and between National Computer Systems, Inc. ("NCS"), a corporation of the state of Minnesota, having an office at 2510 North Dodge Street, Iowa City, IA 52245, and the Santa Barbara City College ("Institution"), located at 721 Cliff Drive, Santa Barbara, CA 93109-0581, to provide the Institution a service for the outsourcing of 1998 reporting responsibilities under the TaxPayer Relief Act of 1997 (the "TRA Services").

WHEREAS, the Santa Barbara City College has an estimated enrollment of 15,000 students;

WHEREAS, NCS wishes to provide TRA Reporting Services to the Santa Barbara City College to assist them in complying with the reporting requirements of the Taxpayer Relief Act of 1997 (TRA);

NOW, THEREFORE, in consideration of the covenants and agreements contained herein, and subject to the terms and conditions contained herein, including any revisions or supplements thereto issued and agreed to by NCS and the Institution, all of which are incorporated herein and made an integral part by this reference, the parties hereto agree as follows:

1. NCS Responsibilities:

1.1 NCS agrees to provide the Institution TRA Services for calendar year 1998 to assist postsecondary institutions in reporting required student enrollment information to the IRS. This information will be used by the IRS to verify that taxpayers are qualified to receive tax benefits for themselves and family members, provided they are paying higher education costs.

- NCS will receive student data from the Institution either directly or through the National Student Loan Clearinghouse (NSLC)
- NCS shall print and mail a 1098-T form to each student whose required data is received by NCS
- NCS shall submit 1098-T records to the IRS and upon request, provide a copy of the data to the Institution

1.2 Based upon the Institution’s direction, NCS will obtain student demographic and enrollment data from one of two sources:
  a) Direct from the Institution or its agency
  b) From the National Student Loan Clearinghouse (NSLC). To be able to obtain data from the NSLC, the Institution needs to complete an authorization form (Exhibit A “Letter of Instruction”) and return it to NCS.
1.3 NCS offers the following TRA Optional Services at the prices specified in Exhibit B:
   - Load student data records to an NCS TRA web site where records will be available for review, update, or correction by the student or the Institution
   - Printing and mailing corrections and reprints of 1098-T's
   - Customer Service
   - Customized Services (products) as described in Exhibit B

2. The Institution’s Responsibilities:

2.1 The Institution agrees to provide NCS an electronic listing containing the student demographic and enrollment data residing in its database of all students who attended the Institution during the calendar year 1998. The listing shall contain the data elements and be in such format as agreed upon by duly authorized representatives of NCS and the Institution.

OR

2.2 The Institution will provide to NCS a completed authorization form, which allows NCS to obtain student data from NSLC.

3. Payment/Invoicing.

3.1 In consideration of the services provided by NCS to the Institution, the Institution agrees to pay NCS at the prices established in Exhibit B.

3.2 Fees will be payable to NCS within thirty (30) calendar days of receipt of the invoice.

3.3 Upon completion of each deliverable identified in Exhibit B, NCS shall submit original invoices to:

   Jane Craven
   Santa Barbara City College
   721 Cliff Drive
   Santa Barbara, CA 93109-2394
   (805)965-0581

3.4 The Institution warrants that it is able and willing to pay for the services provided by NCS in accordance with this Agreement.

4. Term of Agreement and Termination.

4.1 The term of this Agreement shall commence on the stated Effective Date and shall continue in effect until September 30, 1999, unless terminated earlier by either party.

4.2 Termination for Cause - By written notice to the other, either NCS or the Institution may terminate this Agreement in the event of any material breach of this Agreement
by giving thirty (30) days written notice thereof; provided that this Agreement will not terminate at the end of said thirty (30) days notice if the party in breach has cured such breach.

4.3 Termination for Convenience – Either party may terminate this Agreement without cause by giving the other party at least ninety (90) days prior written notice of such termination. In such case, the Institution will pay NCS for all fees due up to the effective date of termination in accordance with the schedule of payments described in Section 2.

5. Additional Terms.

5.1 Notices – Wherever one party is required or permitted to give notice to the other pursuant to this Agreement, such notice shall be deemed given when delivered in hand, via overnight courier, or upon delivery by first-class United States mail, postage prepaid, and addressed as follows:

In the case of NCS:

National Computer Systems  
Attn: Mary Westbrook  
2510 North Dodge Street  
Iowa City, IA 52245

In the case of the Institution:

Jane Craven  
Santa Barbara City College  
721 Cliff Drive  
Santa Barbara, CA 93109-2394

Either party may from time to time change its designated recipient or address for notification purposes by giving the other party written notice of the new designated recipient or address and the date upon which it will become effective.

5.2 Severability – If, and only to the extent that, any provision of this Agreement is declared or found to be illegal, unenforceable or void by a court or agency of competent jurisdiction, then both parties shall be relieved of all obligations arising under such provision, it being the intent and agreement of the parties that this Agreement shall be deemed amended by modifying such provision to the extend necessary to make it legal and enforceable while preserving its intent. If that is not possible, another provision that is legal and enforceable and achieves the same objective shall be substituted. If the remainder of this Agreement is not affected by such declaration or finding and is capable of substantial performance, then the remainder shall be enforced to the extent permitted by law.
5.3 Entire Agreement – This Agreement, including any exhibits and documents referred to in this Agreement or attached hereto, each of which is incorporated herein, constitutes the entire and exclusive statement of the agreement between the parties with respect to its subject matter and there are no oral or written representations, understanding or agreements relating to this Agreement which are not fully expressed herein. Except as otherwise set forth herein, the parties agree that any other terms or conditions included in any forms utilized or exchanged by the parties shall not be incorporated herein or be binding unless expressly agreed upon in writing by authorized representatives of the parties.

5.4 Changes in Scope - Any changes outside the services stated will be separately priced and agreed to in writing by both parties prior to performance and will serve as an Amendment to this Agreement and be subject to its terms and conditions.

5.5 Relationship - Each party shall act as an independent contractor. No agency, partnership, joint venture, or other joint relationship is created by this Agreement or any reference to the parties operating as a "team" or as "team members."

5.6 Limited Warranty - NCS represents and warrants that it will employ reasonable efforts to perform the services specified in this Agreement in a diligent and workmanlike manner. If any deliverable furnished by NCS to you contains any error or inaccuracy caused by NCS, NCS will correct such error or inaccuracy, at no additional cost. This will be your exclusive remedy under this Agreement. THE FOREGOING WARRANTY IS EXCLUSIVE AND IN LIEU OF ALL OTHER WARRANTIES WHETHER EXPRESS OR IMPLIED, INCLUDING THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

5.7 LIABILITY – THE INSTITUTION AGREES THAT NOTWITHSTANDING THE FORM IN WHICH ANY LEGAL OR EQUITABLE ACTION MAY BE BROUGHT BY THE INSTITUTION AGAINST NCS, THE NCS LIABILITY, IF ANY, ARISING OUT OF OR IN ANY WAY RELATING TO ITS PERFORMANCE OF THE SERVICES PROVIDED HEREIN, INCLUDING ERRORS OF DESIGN OR ERRORS OF NCS PERSONNEL, SHALL BE LIMITED TO DIRECT MONEY DAMAGES IN AMOUNTS NOT TO EXCEED 50% OF COST FOR THE SERVICES WHICH ARE UNDER DISPUTE. NCS SHALL NOT BE LIABLE FOR ANY PENALTIES IMPOSED BY THE IRS AGAINST THE INSTITUTION UNLESS THE INSTITUTION CAN DEMONSTRATE THAT THE PENALTY WAS IMPOSED AS A DIRECT RESULT OF ACTION OR INACTION BY NCS. NCS SHALL NOT BE LIABLE FOR SPECIAL, CONSEQUENTIAL, INCIDENTAL, OR INDIRECT DAMAGES, OR EXEMPLARY DAMAGES, OR LOST PROFITS OR SAVINGS. FURTHERMORE, NO ACTION, REGARDLESS OF FORM, ARISING FROM THIS AGREEMENT MAY BE BROUGHT BY EITHER PARTY MORE THAN ONE (1) YEAR AFTER THE CAUSE OF ACTION HAS OCCURRED, EXCEPT THAT AN ACTION FOR NON-PAYMENT MAY BE BROUGHT WITHIN ONE (1) YEAR OF THE DATE OF THE LAST PAYMENT.
5.8 Safeguards and Security – NCS will use reasonable efforts to provide for the security of all information received from the Institution upon receipt of such data. NCS will use the student demographic and enrollment data provided to it by the Institution or NSLC solely for the purpose of providing the 1998 TRA Services. NCS agrees not to share such data provided to NCS direct from the Institution or directed by the Institution, with any third party other than those required under the Taxpayer Relief Act of 1997. Classified information as used below, shall be any information, regardless of its physical form or characteristics, that is owned by, produced by or for, or under the control of the United States Government, and determined pursuant to Executive Order 12356, April 2, 1982, or prior orders to require protection against unauthorized disclosure. NCS will comply with the Privacy Act requirements upon receipt of such “classified information” from the Institution. Prior to receipt by NCS, the Institution shall assume all responsibility and liability arising from requirements of the Privacy Act.

5.9 Confidentiality - NCS agrees that data the Institution provides to NCS which is labeled as confidential, and the management reports or data tapes prepared by NCS, shall be protected by NCS as confidential information from unauthorized use or disclosure in the same manner as NCS protects its own valuable, confidential information. This section, however, shall not be applicable to any information which, through no fault or negligence of NCS is publicly known, is lawfully available from a third party without restriction, is developed by NCS, or is disclosed without restriction by the Institution to any third party. The application of this section shall survive termination of the Agreement.

6.0 Materials - Except as otherwise specified, all materials, programs, methods, systems, surveys, and forms created or used by NCS in the performance of services under this Agreement shall be and remain the property of NCS.

6.1 Records Retention - NCS will destroy the data upon completion of the provision of services, unless an agreement has been reached with the Institution to retain, and/or return the data to the Institution.

6.2 Force Majeure - NCS shall not be liable for failure to perform or for delays in performance due to causes which are beyond its reasonable control; and in the event of such delay the date of delivery or time for completion will be extended by a period of time reasonably necessary to overcome the effect of any such delay.

6.3 The Institution is solely responsible for the accuracy and completeness of all information provided to NCS by the Institution or it’s agent. If any inaccuracy is identified, the Institution will promptly correct such data. The Institution will hold NCS harmless against any claim based upon inaccurate data provide by the Institution or it’s agent. NCS disclaims any and all liability associated therewith.
6.4 Neither party may assign any of its obligations under this Agreement to any third party without the consent of the other party.

6.5 General Failure by a party to enforce its rights on one occasion shall not operate as a waiver of said rights or any other rights on any other occasion. This Agreement shall be construed in accordance with and governed by the laws of the State of Minnesota.

IN WITNESS WHEREOF, NCS and the Institution have caused this Agreement to be signed and delivered by its duly authorized representative as of the last date shown below.

NCS:

NATIONAL COMPUTER SYSTEMS

By: [Signature]

Name: [Print Name]

Title: [Print Title]

Date: 12-1-98

The Institution:

SANTA BARBARA CITY COLLEGE

By: [Signature]

Name: Jane Craven

Title: Asst. Dean, Admissions

Date: 12/8/98
EXHIBIT B (Page 1 of 2)

SERVICE/PRICE AGREEMENT

Agreement No: 1009-01

A. Standard Service/Price Structure:

1. Institution will provide data file of predetermined demographic and enrollment information to NCS at an agreed-upon date, in the NCS specified format. The Institution understands that additional charges will incur if information is not provided in the desired NCS format.

2. Institution may elect to provide financial data to NCS. The institution understands that accepting and processing this data is an optional service provided by NCS and may incur additional charges. The Institution understands that additional charges will incur if information is not provided in the desired NCS format.

3. An Institution opting to provide data through the National Student Loan Clearinghouse will complete a Letter of Instruction authorizing the Clearinghouse to release data to NCS.

4. NCS will print and mail a 1098-T for each student for which data is received by an agreed upon date before February 1, 1999.

5. NCS can include up to 6 lines of customized text per Institution on each 1098-T to communicate campus-specific information to students.

6. NCS will enclose a standard one-page 1098-T information sheet with each 1098-T mailed.

7. NCS will electronically report all 1098-T files to the IRS by March 1, 1999.

8. NCS will provide an electronic archive file to the Institution of all records reported to the IRS. An institution may request a tape or CD-ROM of this data at an additional charge.

B. Standard Services/Price Structure:

- $0.55 per student record for 1098-T printing and mailing
- $0.25 additional charge per student record provided by the Clearinghouse up to a maximum of $4,000 per transmission
- $950 one-time set-up fee for Clearinghouse-originated enrollment and demographic data
- $950 one-time set-up fee for Institution-provided enrollment and demographic data generated from SCT software

WAIVED $1,650 one-time set-up fee for Institution-provided data (includes enrollment and demographic data plus summary financial data provided in the same file)

- $1,000 one-time set-up fee for Institution-provided detailed financial data (not included with enrollment and demographic data)
EXHIBIT B (Page 2 of 2)

SERVICE/PRICE AGREEMENT

Agreement No: 1009-01

C. Surcharges:
   • Additional charge for non-compliant file format will be determined by NCS after
     receipt of the file and promptly communicated to the Institution.
   • $44 for tape, cartridge, or CD-ROM archive
   • Additional charge, to be determined at a later time, to cover handling and mailing
     of each 1098-T to a foreign address.

D. Comprehensive Service/Price Structure

1. Includes all standard services.
2. NCS will load all 1098-T data to a secure, access-controlled Web site maintained by
   NCS. NCS will issue a PIN to each student that will permit the student to access his/her
   own record, make corrections to selected data elements on it, and, if desired by the
   Institution, request a reprint of the 1098-T by mail. NCS will provide secure access to the
   Institution granting it the ability to correct any record at its Institution and request that
   NCS reprint and mail a 1098-T.
3. NCS will provide toll-free customer service.

E. Comprehensive Service/Price Structure

☐ Web Service (includes correction capabilities for student and institution)
   $ .25 per original 1098-T mailed

☐ Corrections, Reprints, and Collection of Taxpayer Information
   -$ .55 for each reprinted and mailed 1098-T
   -additional charge for data received through NSLC:
     $ .25 per record received up to a maximum of $4,000 per transmission

☐ Customer Service
   $ .75 per original 1098-T mailed

F. Optional Services:

☐ Detailed printing of financial data
   $.20 per original 1098-T mailed

☐ Copy of IRS file provided to customer on CD
   $44.00
January 15, 1999

Dr. Charles L. Hanson  
Vice President/Business Manager  
Santa Barbara City College  
721 Cliff Drive  
Santa Barbara, CA 93109-2394  

Subject: Proposal for Five Year Construction Plan & Initial Project Proposals  

Dear Dr. Hanson:  

Per my conversation with Alex Pittmon, I am proceeding with updating the Initial Project Proposals that were submitted in July 1998. The only changes will be to update the costs per the new Chancellor’s Office guidelines. At the same time, I will prepare the District’s Five Year Construction Plan. I will forward the required number of copies to you prior to the required submission date of February 1, 1999.  

I will bill you at my hourly rate ($125/hr) as before and the total cost will not exceed $2,500.00.  

Sincerely,  

GRILLIAS · PIRC · ROSIER · ALVES  

[Signature]  

Peter A. Grillias, S.E.  
PAG:dcq  

cc: Alex Pittmon
WAKE CENTER WOOD DAMAGE & REPLACEMENT

CHANGE ORDER #01, BID #500

1. Replacement of existing 4" x ½" CDX around perimeter (dry rot/termite damage) and spot repair as needed:
   
   780' x $4.50 = $3,510.00

2. Replacement of twelve (12) sheets of 4' x 8' Structural 1:

   12 sheets x 32 sq.ft. - 3½ sq.ft. x $3.50 = $1,394.00

3. Kitchen wood work (dry rot/termite damage), north eave:

   Remove two (2) layers of 2 x 4s and replace.
   Remove fascia board and replace.
   Install new plywood

   One (1) man 44 hrs. x $60.00 = $2,640.00
   Material
   - 476.00
   $3,116.00

4. "A" & "B" Buildings:

   "A" Building, 40' new 2" x 4" facia

   "B" Building, 20' new 2" x 4" facia
   20' new 1" x 6" facia

   New 3/4" plywood repairs to existing

   Labor 8 hrs x $60.00 = $480.00
   Material
   - $150.00
   $630.00

$3,660.00 TOTAL DUE

TOTAL P.02

Item 5.1-x
01/28/99
ONE-TIME-ONLY Instructional Materials

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

DATE:    July 1, 1998

CONTRACT NUMBER:    GIMS-8602
PROGRAM TYPE:    General Child Care
PROJECT NUMBER:    42-6929-00-03224-8

CONTRACTOR'S NAME:    SANTA BARBARA COMMUNITY COLLEGE DISTRICT

By signing this agreement and returning it to the State, you are agreeing to use the funds identified below for the purchase of materials and supplies for the child development program. These funds shall not be used for any purpose considered nonreimbursable pursuant to the 1998-99 Funding Terms and Conditions (FT&C) and Title 5, California Code of Regulations.

Funding of this contract is contingent upon appropriation and availability of funds. The period for which expenditures may be made with these funds shall be from July 1, 1998 through June 30, 1999. Expenditures of these funds shall be reported to the Education Finance Division (EFD) on form EFD/CD 9529 no later than July 20, 1999. For non-local educational agencies, expenditures made between July 1, 1998 through June 30, 1999 shall be included in your 1998/99 audit due November 15, 1999.

The total amount payable pursuant to this agreement shall not exceed $1,613.

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

STATE OF CALIFORNIA

BY (AUTHORIZED SIGNATURE)

PRINTED NAME OF PERSON SIGNING
Donna Salaj

TITLE
Manager Contracts Office

AMOUNT ENCUMBERED BY THIS DOCUMENT
$1,613

PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT

$0

TOTAL AMOUNT ENCUMBERED TO DATE
$1,613

PROGRAM CATEGORY (CODE AND TITLE)
Child Development Programs

FUND TITLE
General

OBJECT OF EXPENDITURE (CODE AND TITLE)

Chapter 6100-198-0001

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

SIGNATURE OF ACCOUNTING OFFICER

T.B.A. NO.

B.R. NO.

DATE

00/00

01/23/99

Item 5.1-z
RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

RE: ESTABLISHING A 1999-00 FISCAL YEAR NON-RESIDENT TUITION FEE
PURSUANT TO EDUCATION CODE SECTIONS 76140 AND 76141

WHEREAS, Education Code Section 76140 states that a non-resident fee shall be set by the govern-
erng board of each community college district not later than February first of each year, and

WHEREAS, Education Code Section 76141 now authorizes the Board of Trustees to establish a
separate non-resident fee for non-resident students who are both citizens and residents of a
foreign country, and

WHEREAS, it is the intent of the Board of Trustees of the Santa Barbara Community College
District's Board of Trustees to require payment of the prescribed fee for all non-resident
students except those who are full-time employees of the Santa Barbara Community
College District and for the spouses and children of full-time employees of the District;

NOW, THEREFORE, BE IT RESOLVED that the Santa Barbara Community College District's
Board of Trustees, pursuant to Education Code Sections 76140 and 76141, hereby
establishes for the 1999-00 fiscal year a per-unit non-resident tuition fee of $125.00 and a
per-unit non-resident fee of $140.00 for non-resident students who are both citizens and
residents of a foreign country.

PASSED AND ADOPTED by the Board of Trustees of the Santa Barbara Community College
District this 28th day of January, 1999, by the following vote:

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

Noes: None

Absent: None

Concur: Mr. Ferguson

[Signature]
Dr. Peter R. MacDougall
Superintendent/President and
Secretary/Clerk to the Board of Trustees
### NONRESIDENT TUITION FEE WORKSHEET (ECS 76140)
1999-00

<table>
<thead>
<tr>
<th></th>
<th>Statewide (Col. 1)</th>
<th>District (Col. 2)</th>
<th>For Districts with 10% or More Noncredit FTES (Col. 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Expense of Education for Base Year</td>
<td>$3,438,506,148</td>
<td>$39,887,077</td>
<td>$34,642,926</td>
</tr>
<tr>
<td>B. Annual Attendance FTES</td>
<td>958,977</td>
<td>12,802</td>
<td>10,661</td>
</tr>
<tr>
<td>C. Expense of Education per FTES (A + B)</td>
<td>$3,586</td>
<td>$3,116</td>
<td>$3,250</td>
</tr>
<tr>
<td>D. USCP Factor (2 years)</td>
<td>x 1.047</td>
<td>x 1.047</td>
<td>x 1.047</td>
</tr>
<tr>
<td>E. Cost per FTES for Tuition Year (C x D)</td>
<td>$3,754</td>
<td>$3,264</td>
<td>$3,402</td>
</tr>
<tr>
<td>F. Per Unit Nonresident Tuition Fee:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester-System Colleges (E + 30) and/or Quarter-System Colleges (E + 45)</td>
<td>$125</td>
<td>$109</td>
<td>$113</td>
</tr>
</tbody>
</table>

**NOTE:**
For purposes of computing nonresident tuition only, all student contact hours of attendance in credit and noncredit courses, including all those generated by nonresident students and apprentices, are to be included in determining the "FTES" used in computing Expense of Education figure per FTES. Round tuition fee to the nearest dollar.

A district may use columns 1 or 2 to determine nonresident tuition. Column 3 is an option only for use by a district with ten percent (10%) or more noncredit FTES (see ECS 76140(e)).

---

The district governing board at its **January 28, 1999** meeting, adopted a nonresident tuition fee of $125 per semester unit and/or $125 per quarter unit. Basis for adoption is:

(Circle One)  
1. Statewide basis, per column 1;  
2. District basis, per column 2;  
3. District basis with 10% or more noncredit FTES, per column 3;  
4. No more than contiguous district (identify district)  
5. No more than district basis (Col. 2 or 3); no less than statewide basis (Col. 1).

For districts exercising option of ECS 76141(a), compute additional charge for capital outlay for foreign students as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Capital Outlay for 1997-98</td>
<td>$5,884,342</td>
</tr>
<tr>
<td>b. FTES for 1997-98</td>
<td>$12,802</td>
</tr>
<tr>
<td>c. Foreign Student Charge (line a + line b)</td>
<td>$460</td>
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<tr>
<td>d. Amount per Semester Unit (line c + 30) and/or</td>
<td>$15</td>
</tr>
<tr>
<td>e. Amount per Quarter Unit (line c + 45)</td>
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</tr>
</tbody>
</table>

Upon adoption of fee, please submit a copy of this report to:

**California Community Colleges**  
Fiscal and Business Services Unit  
1107 Ninth Street, Suite 500  
Sacramento, CA 95814-3607

**David L. Pickering**  
Contact Person  
(805) 965-0581 extension 2442

**Santa Barbara**  
Community College District  

**69294**  
District Code Number

---

110/NTF Wksht. [1999-00] (Rev. 12/09/98, ER/ Jac)
RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

WHEREAS, additional revenue not included in the 1998-1999 Adopted Budget has been received and needs to be appropriated, and

WHEREAS, under the provisions of Education Code Sections 85200 and 85210, such action may be taken by written resolution of the governing board;

NOW, THEREFORE, BE IT RESOLVED, that the County Superintendent of Schools and County Auditor be authorized and directed to increase the revenue and budgeted expenditures as shown below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Fund</th>
<th>Object</th>
<th>Amount</th>
<th>Fund</th>
<th>Object</th>
<th>Amount</th>
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<tbody>
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<td>Cal-Soap Grant</td>
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<td>8192</td>
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<td>Customized Training</td>
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Marine Diving  
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Non-Credit Matriculation  
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Matriculation  
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FEMA Reimbursement  
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**PASSED AND ADOPTED BY THE** Board of Trustees of the Santa Barbara Community College District on the 28th day of January, 1999, by the following vote:

**Ayes:**  
Dr. Alexander, Dr. Dobbs, Ms. Livingston, Mr. Luria, Mr. O'Neill  
Mrs. Powell, Mr. Villegas

**Noes:**  
None

**Absent:**  
None

**Concur:**  
Mr. Ferguson

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Dr. Peter MacDougall  
Superintendent/President and Secretary/  
Clerk to the Board of Trustees
RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

WHEREAS, the Santa Barbara Community College District Board of
Trustees adopted on August 27, 1998 its budget for the fiscal year, and

WHEREAS, categorical revenue account codes need to be modified to conform
to the Chancellor’s Office Budget and Accounting Manual, and

WHEREAS, routine budget transfers between major objects have been requested
by department chairs to better meet changing fiscal needs,

NOW, THEREFORE, BE IT RESOLVED that budget transfers be made resulting
in the net effect as shown:

To cover unrestricted expenses:

<table>
<thead>
<tr>
<th>FUND</th>
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To cover restricted expenses:

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PASSED AND ADOPTED BY THE Board of Trustees of the Santa Barbara
Community College District this 28th day of January, 1999 by the
following vote:

Ayes: Dr. Alexander, Dr. Dobbs, Mr. Livingston, Mr. Luria, Mr. O'Neill,
Mrs. Powell, Mr. Villegas

Noes: None

Absent: None

Concur: Mr. Ferguson

Dr. Peter MacDougall
Superintendent/President and Secretary
Clerk to the Board of Trustees

Item 5.2-c
01/29/99
EMERGENCY RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

RE: AWARD OF CONTRACT WITHOUT BIDDING AND ADVERTISING

The Board of Trustees, at a meeting held January 28, 1999, pursuant to the Public Contract Codes 20113 and 20654, unanimously resolved, by vote of members present, and constituting a quorum, that an emergency existed wherein certain repairs, alterations, work, or improvements were necessary to permit the continuation of existing college classes, or to avoid danger to life or property, as described in detail below:

During the remodeling of the Administration Building, it was discovered on December 1, 1998, that a section of the ceiling cement plaster contained friable asbestos, a known hazardous material. The friable asbestos posed an immediate health danger to students, staff, and the public, and, therefore, needed to be removed without delay. Going through the normal bid process would have taken up to eight weeks to advertise, award a bid, and commence work. To ensure maximum safety for students, staff, and the public, and to satisfy local health, safety, and Federal Environmental Protection act regulations, emergency removal of the friable asbestos began the night of December 3, 1998.

The Board of Trustees, therefore, with the approval of the County Superintendent, declares an emergency existed at that time and authorizes the District Vice President of Business Services to enter into a contract to do friable asbestos abatement and any other necessary work local and State agencies may require to avoid an unsafe environment for staff, faculty, and students.

The estimated cost is $25,644. This resolution does not set aside any bonding or security otherwise required by law.

Passed and adopted January 28, 1999, by the following vote:

Ayes: Dr. Alexander, Dr. Dobbs, Ms. Livingston, Mr. Luria, Mr. O'Neill, Mrs. Powell, Mr. Villegas
Noes: None
Absent: None
Concur: Mr. Ferguson

Santa Barbara Community College District
Certified by:

Peter R. MacDougall, Superintendent/President
and Secretary/Clerk to the Board of Trustees

Date: 1/28/99

Santa Barbara County Education Office
Approved by:

William J. Cirone, Superintendent

Date: 

Item 5.2-d
01/28/99
SANTA BARBARA COMMUNITY COLLEGE DISTRICT
Telecommunications And Technology Infrastructure Program

1998-99 Telecommunications Expenditure Plan
Adopted January 28, 1999

In compliance with the requirements of the 1998-99 State Budget Act, the Board of Trustees of the Santa Barbara Community College District adopts the following Expenditure Plan for the use of State Telecommunications Funds allocated to the district in the 1998-99 fiscal year.

Area 1. Acquisition and installation of equipment, lease of communications lines, software, and other associated costs with connecting to the California State University / California Community Colleges telecommunications wide area network (4CNet).

The district will expend the $21,000 of its allocation for continuing the T-1 connection to the 4CNet as required by Budget Act language. This provides a second T-1 level connection to the Internet, as the District will continue its T-1 connection through the regional Software Consortium service in alliance with AT&T and GTE. This service, currently costing $500 / month. The District also hosts a separate Internet T-1 connection from GTE for student, faculty, and staff remote access to the Internet and E-Mail. This line, provided by GTE as part of an overall agreement supporting SBCC remote Internet access and E-Mail, carries SBCC remote traffic access to the SBCC World Wide Web Server. The use of multiple Internet Service Providers (ISPs) will require the District to upgrade its routing capabilities to support the BGP-4 standard. The District will also implement firewall, dynamic IP addressing, domain name services, and proxy server strategies to support multiple ISPs.

The district has request a December 1999 implementation date for its second T-1 connection to 4CNet for video-conferencing, as we are currently using only 5-10 percent of the bandwidth of our first T-1 connection to 4CNet.

Area 2. Video conferencing equipment.

The district will expend the $10,000 of its allocation for this purpose of maintaining and operating the state-mandated video conferencing equipment. The district plans to utilize this equipment for video conferencing purposes beginning in December of 1999, once the 4CNet can support video conferencing traffic for the state-wide network. In the interim, we will continue to use ISDN connections to support state teleconferencing initiatives. The primary benefit for this required configuration will be to save travel time and costs for statewide meetings. The system could also be useful for faculty and staff training from the centralized training site funded by the State. Instructional uses of video conferencing are still under development, but tend to focus more on desktop video conferencing capabilities that will be an integral part of desktop computers in the two to three year timeframe.

Area 3. Acquisition of analog and digital satellite downlink equipment.

The district will expend the $10,000 allocated from previous years for this purpose to upgrade the district's two satellite downlink receivers to digital capabilities using the new MPEG-II standard. This will be accomplished through a board upgrade on one device and the purchase of a new receiver for the older satellite dish. The district will also be wiring and termination of the receiver on the Administration building as part of a major remodel of the Administration Building for instructional purposes. The District will evaluate implementing new PC software for the remote control of the downlink dishes from a centralized point as part of a project to merge the staffing and facilities of Computer Support and Media Services.

Area 4. Library automation.

College Library and Learning Support Services network communications needs are described in the Academic Affairs Instructional Technology Three Year Plan developed by the Instructional Technology Committee. We will expend our $82,000 allocation to upgrade our Library automation system and to improve access to student computers in these areas this year. The Library Director and Director of

Item 6.1
Page 1 of 2
01/29/99
Institutional Technology will lead the development and implementation of the Library and Learning Resources Technology Plan.

**Area 5.** Faculty and staff development in technology.

The district will expend its $70,849 allocation for faculty and staff technology development. Faculty training initiatives will focus on preparing SBCC faculty for developing multiple models for a wide range of Web-enabled instruction. Support will be provided for summer instructional projects and training institutes, as well as Fall 1999 flex day training on instructional technology. Classified staff training initiatives include the purchase of Web-based and CBT training materials for office automation software and in supporting the training of classified staff in instructional and administrative areas on Web development and maintenance. These initiative conform to staff development initiatives identified in the College Plan, the district Technology Plan, the Instructional Technology Plan, the Human Resources Development Plan, and the Flex Calendar Plan.

**Area 6.** Local telecommunications planning and the development and expansion of local area networks, including satellite systems and components, that facilitate voice, video, and data transmission both within and between buildings.

The district will expend $350,000 this year in the upgrade of its campus backbone to Gigabit Ethernet technology and to implement switching technology throughout the campus network infrastructure. This project will replace the existing 100 MB Ethernet campus backbone and distribute switched 10/100 MB to individual buildings and class laboratories.

**Area 7.** Planning and development of district-wide area networks for interconnecting multiple campuses and off-campus centers within a district.

The district will continue the following WAN connections to allow for network and Internet access for the District’s Continuing Education centers, Computers In Our Future Center, Citizenship Center, and local educational institutions. These services are provided through local GTE frame relay circuits.

**T1 Service**
Santa Barbara City College

**384 KB Service**
Alice F. Schott Center
Selma O. Wake Center
Children’s Center

Providing increased Internet access for instructional and administrative uses within the Continuing Education division will be a key focus for 1998-99 activities in this area. The District will continue to exchange of electronic transcripts with UCSB and Cal Poly SLO, and initiate electronic transcript exchange with local feeder high schools and CSU Northridge.

**Area 8.** Development, implementation, and/or evaluation of local technology applications that are intended to improve student learning and instructional services, student services, and administrative services.

The District will support the implementation of new technology initiatives through its structured process of Project Redesign. Currently thirty technology projects are being implemented by the College through its Database Conversion Project to restructure all administrative systems of the College, including Student Support Services. In addition, the College is implementing six major instructional redesign initiatives, including Web-based instructional delivery. The College will expend $300,000 in these Redesign initiatives during the year.

In addition, a number of instructional technology and administrative initiatives have been identified for 1998-99 implementation through the Instructional Technology Committee’s *Academic Affairs Instructional Technology Three Year Plan* and rankings by the District Technology Committee. The District Technology Committee will allocate resources for computer renewal ($600,000), telecommunications infrastructure renewal ($70,000) and new technology initiatives ($250,000) to be funded from Lottery revenues, State Instructional Equipment Replacement funds, end of year balances, grants, and other revenue sources.
In compliance with the requirements of the 1998-99 Budget Act the Board of Trustees of the Santa Barbara Community College District adopts the following Expenditure Plan for the use of State Telecommunications Funds allocated to the district in the 1997-98 fiscal year for technology training.

Goals and Objectives for Technology Training. Santa Barbara City College’s 1996-99 College Plan contains the following goal and objectives related to technology training.

Learning and Instruction Goals. Create an environment for faculty and support staff to develop their ability to apply instructional methods based on effective principles of learning. Re-conceptualize instructional methods to utilize the potential of technology fully to promote student learning.

Objectives. Develop a comprehensive Instructional Professional Development Plan for contract faculty and long-term adjunct faculty. Involve sixty percent of the contract faculty in one or more professional development activities designed to increase their ability to apply instructional methods based on sound principles of learning. Identify resources and training needed to implement the new instructional initiatives. Identify resources and training needed to implement the re-conceptualized courses.

Institutional Support Goal. Develop and implement strategies to ensure the effective use of technology and resources to support the work of the College, particularly as that work is being redefined through Project Redesign.

Objective. Develop and implement a comprehensive technology training program responsive to departments.

Planning Process. Technology training initiatives have been developed from a variety of college planning activities involving instructional, student service, and administrative redesign activities. A brief description of these planning processes is provided below.

The district will expend its $ 70,849 allocation for faculty and staff technology development. Faculty training initiatives will focus on preparing SBCC faculty for developing multiple models for a wide range of Web-enabled instruction. Support will be provided for summer instructional projects and training institutes, as well as Fall 1999 flex day training on instructional technology. Classified staff training initiatives include the purchase of Web-based and CBT training materials for office automation software and in supporting the training of classified staff in instructional and administrative areas on Web development and maintenance. These initiatives conform with staff development initiatives identified in the College Plan, the district Technology Plan, the Instructional Technology Plan, the Human Resources Development Plan, and the Flex Calendar Plan.

1996-99 College Plan. This document presents the strategic directions for the College over a three year period. The technology training goals and objectives indicated above from this document are being implemented through the work of individual Vice Presidents and their departments to provide technology training and development activities through the Faculty Resource Center and the classified Staff Resource Center.

Technology Vision and Directions 1995-2000. This document provides a statement of the desired technology environment envisioned by the College in the year 2000, and strategic objectives to reach that technology vision. The creation of the Faculty Resource Center and Staff Resource Center was a direct result of the Technology Vision and Directions planning document. This document identifies the need to provide self-paced technology training material to College faculty and staff.
Faculty Enrichment Committee. This committee works to plan faculty training opportunities through the Fall and Spring Inservice Education programs. Technology training has been a key component of these training opportunities for the past several years. In addition, this committee provides for the planning and award of Faculty Enrichment Grants to individuals. Many of these grant awards are focused on improving the teaching and learning process through the application of technology.

Flex Day Planning Committee. The 1998-99 academic year calendar was the first time that the College employs “flex days” as a part of its faculty and staff development program. The planning committee for the use of flex days is including technology training for faculty as a major component of this year’s scheduled activities. A key focus is in providing training for faculty on the use of tools and templates for rapid development of web page materials.

Sabbatical Leave Committee. The work of the sabbatical leave committee is guided by the College Plan goals and objectives concerning the development of alternative teaching and learning strategies. Many of the recent sabbatical leave projects have focused on faculty development of technology mediated instructional materials for use in the classroom, campus computer labs, or over the Internet.

Instructional Redesign Teams. More than ten instructional redesign projects have been undertaken in the last three years through funding by the College and grant from the Fund for Improvement of Post-Secondary Education. These redesign projects have changed fundamentally the design and delivery of instruction in specific departments, and all have relied to a large extent on the application of technology to achieve instructional redesign.

Student Services Redesign Teams. Counselors and other Student Services staff have been active in redefining the methods for student access and use of information to support their educational goals. In addition, many of the existing processes for student inter-action with the College have been redesigned to allow for more “self help” services to allow more independence and flexibility to students in how they interact with College administrative processes and services. These redesign initiatives are now being implemented through the development, training, and implementation of new student systems for the College.

Administrative Services Redesign Teams. College Business Services, Human Resources, and Administrative Services have been redesigned for the more effective operation and service. These redesign initiatives are being undertaken through the implementation and training of Oracle Finance and Human Resource applications by the College.

Faculty Resource Center. The Faculty Resource Center has now been in place at the College for three years, and continues to focus its resources on the training and development of faculty on the application of technology to improve the instructional process. This is achieved by departmental planning and training activities, as well as individualized training and support for faculty in the design, development, and implementation of technology mediated instruction. The Faculty Resource Center provides summer institute training for faculty in concentrated training and development sessions focused on the development of new instructional materials. The center is also responsible for the development and training of faculty on the use of templates and tools for the construction of faculty and course web pages. In addition, the center provides technology equipment and support staff to allow faculty access to specialized equipment needed in the development of instructional materials.

Staff Resource Center. The Staff Resource Center was established in the 1997-98 academic year to provide training and support to College faculty and staff. A central focus of this center is to provide self-paced training on office automation software used by the College through the use of computer based training (CBT) and web-based training materials. The staff of the center also work with individual campus departments in developing training activities designed to improve the application of technology within the department. The center provides training for classified staff web developers and maintainers. In addition, the center provides training and support for the implementation of new administrative systems software by the college.