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

RE: AUTHORIZATION FOR THE INTERIM VICE PRESIDENT OF CONTINUING EDUCATION TO SIGN ON THE ADULT EDUCATION ASSOCIATED STUDENT BODY ACCOUNT.

RESOLVED that Pablo Buckelew and the persons whose signature appear as AUTHORIZED SIGNATURES on the bank signature card are authorized with the designated number of signatures required to sign check or other instruments withdrawing funds on this account and to otherwise conduct transactions in connection with this account.

Further resolved, that this authorization shall remain in force until the Board gives the Bank written notice to the contrary.

PASSED AND ADOPTED by the Board of Trustees of the Santa Barbara Community College District this 14th day of September 2006 by the following vote:

Ayes: Dr. Alexander, Mr. Jurkowitz, Mrs. Powell, Mr. O'Neill

Noes: None

Absent: Dr. Dobbs, Ms. Livingston, Mr. Villegas

Concur: None

John Romo, Superintendent/President and Secretary/Clerk to the Board of Trustees

Item 3.1
09/14/06
Santa Barbara Community College

Long Range Capital Construction Priorities

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Santa Barbara Community College District

Long Range Capital Construction Priorities

August 28, 2006 Draft

Introduction

Santa Barbara City College is among the most admired and respected community colleges in the United States. The breadth of its programs, the quality of instruction, and the physical beauty of the campus all combine to make it an institution of higher learning without equal.

Preserving and enhancing the college's reputation for excellence takes constant vigilance and care. Programs are continually monitored, courses reviewed, and faculty and staff evaluated. Innovative, state-of-the-art programs are initiated to meet community needs and ensure that instructional content is current and of the highest quality.

Equally compelling is the need to preserve and enhance the college’s educational environment. As new technologies require changes in pedagogical methods, classroom spaces must adapt to meet those changes. As instructional settings are adversely affected by worn and outmoded infrastructure systems, new heating, plumbing and lighting systems must take their place. As new programs or increased demand for existing ones necessitate new facilities, construction is essential.

In today’s fast-changing world, cutting edge education cannot occur with obsolete resources. Students will and should demand the best from SBCC’s faculty, programs, courses and facilities. It is to this latter need that this report is addressed.

* * *

This is the first draft of a document describing the college’s highest priority capital construction needs over the next ten years. It is a working document that will be updated as costs, time frames, funding sources and other details become solidified.

Projects serving the Credit Program, the Non-Credit Program, and the District are grouped into three broad categories based on the programmatic goals the projects would advance. These categories are

- Accessibility and Protecting our Infrastructure
- Advancing Innovation and Excellence
- Future Expansion to Meet our Community’s Needs

Within each category, projects are listed in priority order. Ranking is based on numerous factors including immediate need (e.g., health, safety, accessibility, program demand); size of project; cost; planning required; and feasibility of obtaining funding.

Note: Monetary estimates are based on costs projected for mid-2008 unless otherwise noted.
I. CREDIT PROGRAM

ACCESSIBILITY & PROTECTING OUR INFRASTRUCTURE

DRAMA/MUSIC BUILDING MODERNIZATION (PHASE 1)

_The Need:_ Deteriorating classrooms, labs and offices, as well as internal building system inadequacies, make the modernization of this 1977 building a high priority project. Major work is also needed to bring the facility into ADA compliance and to meet building code requirements for health and safety. Additionally, the equipment in labs and classrooms is 30 years old, meaning that students are training on outdated tools that they will never use in real industry. It is imperative that students be learning computerized technologies and be training in laboratories that are state-of-the-art.

_Specifics:_ Work to be done includes abatement of existing hazardous building materials as needed; replacement of theater seating in the Garvin Theatre for ADA compliance; replacement and enhancement of utility systems including HVAC, data, power and fire alarm; installation of ramps, additional exits and other accessibility features to bring up to code; reconfiguration of classroom and lab layout as needed to meet accessibility requirements; replacement of audio visual and other recording equipment in labs; replacement of all classroom, lab, and group II (furniture) equipment throughout the building; replacement of all stage and acoustical equipment in both performance venues; replacement of elevators, including shaft and car; and replacement of floor, wall and ceiling finishes, casework, doors, and door hardware as needed.

_The project has been approved by the state System Office at $10.4 million (does not include contingency). Any cost beyond that will have to come from the District and/or local bond. The architect has been selected and construction is projected to begin in Summer 2008._

_Effects:_ The major infrastructure and badly needed functional improvements envisioned by this project will make the building ADA compliant, bring it up to current building code requirements and start restoration of the building to the "state-of-the-art" status necessary to insure that instruction is current and operations are efficient. A side result of addressing these issues is that the appearance, utility and comfort of classrooms will be enhanced and the theatres and other public areas will be more welcoming and accommodating.
LOMA ALTA PARKING STRUCTURE

The Need: Required by the Coastal Commission to be built before any other structures can be approved for construction on campus, a parking facility is also necessitated by the college's substantial growth since the last parking structure was built in 1992. Mitigation of transportation and parking demands are ongoing needs at the college.

Specifics: The project will be located adjacent to the Sports Pavilion on the southern portion of the site east of Loma Alta. The site is close to the bridge that links the two sides of the campus, but will not interrupt access across the bridge. The structure will have six levels, four below the bridge and two adjacent to the north side of the bridge. Two elevators and stairways will connect the parking levels to the bridge. The structure will be set back approximately 70 feet from the street, allowing ample room for landscape screening and for auto queuing into the structure. Primary entry and exit will be from Loma Alta. The structure will yield 468 spaces, with the net number of spaces gained at 452 (after deducting for lost existing spaces).

The IPP is under review by the state. Projected cost of the project is $11.5 million, of which $6.5 million will be covered by SBCC’s construction reserve with the balance to be taken from the Workers' Compensation reserve. Construction is projected to begin in Summer 2007.

Effects: Building this new parking structure will allow the college to go forward with its plans to for three other new structures on the main campus, i.e., the new SoMA Building (page 8), the Multidisciplinary/International Education Center (page 10) and the General Classroom Building (page 13). In addition, it will be a significant step in helping to alleviate traffic and parking congestion on the main campus.

PHYSICAL SCIENCE BUILDING: WEST WING SAFETY ADDITION/ALTERATION

The Need: Also necessary to resolve health and safety issues, the modernization of the West Wing of the Physical Sciences building was approved for state funding as a Category A (Life-Safety) project. Constructed in 1965, the building is currently beset by numerous problems including inadequate storage for hazardous materials, overcrowding of workspaces for both faculty and students, and inadequate ventilation in labs and storage areas. ADA accommodations are also needed to provide access to the educational space.

Specifics: Measures included in this project include the provision of adequate ventilation and storage space for hazardous materials; reconfiguration of student and staff work areas to eliminate overcrowding; installation of fume hoods and ventilation in labs and demonstration areas to meet current health and safety standards; and general upgrades to classrooms and labs.

The project has been approved for construction by the state System Office. The projected $4.8 million cost will come from state funding. KBZ Architects has been selected, working drawings have been completed, and groundbreaking is scheduled for January 2007.
**Effects:** This project will bring the building up to current standards and programmatic requirements for accessibility and fire/life safety.

**PRESS BOX REPLACEMENT/CONFERENCE ROOM**

**The Need:** Built in 1939, this dilapidated wooden structure has had no renovations. It is unsafe, provides no ADA access, and has none of the modern equipment (e.g., data cables; hookups for recording) that would allow it to serve its needed functions. A total renovation of the structure would serve an additional unrelated need—helping remedy the severe shortage of campus conference rooms. The availability of such rooms has been on a steady decline as they are converted to offices, a common occurrence when space is limited. Two separate but equally important needs make this project doubly compelling.

**Specifics:** The project will be a complete modernization of the press box to a conference/press center designed to provide the space and modern equipment necessary to film and record SBCC athletic practices, games and events, to provide a much needed conference space and to provide for an reception area above the stadium. ADA accessible seating will be included as well as two conference rooms.

*Projected cost of the project is $1.5 million of which $0.5 million has been raised through a challenge grant donation from Mr. Eli Luria.*

**Effects:** Completion of this project will bring the structure up to code and provide ADA seating for the stadium. Up-to-date equipment will allow the structure to function as a true press facility and will provide much-needed conference rooms for campus use. In addition, the space will be configured to capitalize on its location and provide for use for college and Foundation receptions.

**HUMANITIES BUILDING RENOVATION OR REPLACEMENT**

**The Need:** The Humanities Building's deterioration in many core infrastructure areas has been problematic for several years and is now reaching the critical stage. Constructed in 1975, the structure desperately needs replacement of utility systems, lab ventilation and exhaust equipment, the elevator, and classroom equipment, as well as installation of ramps, exits and other accessibility features to meet building code requirements.

**Specifics:** The project would include the replacement of ventilation and exhaust equipment in labs; reconfiguration of classroom and lab layout as needed to meet accessibility code requirements; abatement of existing hazardous building materials as needed; replacement and enhancement of utility systems including HVAC, data, power and fire alarm; installation of ramps, additional exits and other accessibility features to meet building code requirements; changes in the sculpture lab and outdoor areas needed to improve the safety and quality of these instructional
settings; improvements in the art laboratories to support changes in the technologies and processes used to create and teach art; renovation and expansion of the Atkinson Gallery; replacement of the elevator including exterior shaft and car; replacement of classroom and lab equipment and furniture as needed throughout the building; replacement of floor, wall and ceiling finishes; and replacement of casework, doors and door hardware as needed.

The IPP is under review by the state and state funding is a possibility through the next state bond after November 2006. Projected cost is $9.6 million (minimum) for basic renovation. Construction is projected for 2012-13.

Effects: In addition to correcting the serious shortcomings in this poorly designed and constructed building, renovation or replacement of this facility would allow the college to modernize its classrooms, art studio labs, and art gallery to better accommodate the changes in methods and technologies used in producing art—particularly the digital arts. It would also allow for the reconfiguration of classrooms and computer labs needed to meet the changing requirements of several computer disciplines (i.e., Computer Science, Computer Information Systems, Computer Applications & Office Management and Computer Network Engineering & Electronics).

PHYSICAL SCIENCE BUILDING: PS 101 RENOVATION

The Need: A large lecture hall built in 1968, Physical Science Room 101 needs substantial renovation to meet current standards for building accessibility and fire/life safety. Modernization is also necessary to meet current expectations for quality and suitability of the learning environment.

Specifics: This project would include the abatement of existing hazardous building materials as needed; the replacement of floor, wall and ceiling finishes; the reconfiguration and replacement of seating to meet accessibility code requirements; the replacement and installation of utility systems including HVAC, data, power and fire alarm; installation of ramps and other accessibility features to meet building code; and replacement of doors and door hardware as needed.

An IPP will be submitted to the state. The projected cost is $1.5 million and funding is possible through a future state bond.

Effects: This project would bring the building up to current standards for building accessibility and fire/life safety and improve the quality of the learning environment.

PHYSICAL SCIENCE BUILDING: EAST WING MODERNIZATION

The Need: After more than 30 years of use, the classrooms and labs in the East Wing of the Physical Science Building have become worn and dilapidated. Substantial renovation is necessary to comply with current standards for accessibility and fire/life safety, and to meet expectations for quality and suitability of the learning environment.
Specifics: The project would include abatement of existing hazardous building materials as needed; reconfiguration of classroom and lab layout as needed to meet accessibility code requirements; replacement of utility systems including HVAC, data, power and fire alarm; installation of ramps and other accessibility features to meet building code; replacement of ventilation and exhaust equipment in labs; replacement of classroom and lab equipment and furniture as needed throughout the building; replacement of floor, wall and ceiling finishes; replacement of casework, doors and door hardware as needed; and replacement of the elevator, including exterior shaft and car.

The Final Project Plan (FPP) for this project has been submitted to the state. Projected cost is $3.3 million. State funding will require passage of the November 2006 bond initiative. Working drawings are in process and construction is projected to begin in Summer 2008.

Effects: This project would bring the building up to current standards for building accessibility and fire/life safety and greatly improve the quality of the learning environment.

PHYSICAL EDUCATION/ATHLETICS RENOVATION

The Need: Renovations of La Playa Stadium, the Sports Pavilion and the athletic facilities at Pershing Park have been needed and discussed for years. The stadium, built in 1938, is in very bad condition. It fails to meet current seismic or ADA accessibility standards. Seating is extremely uncomfortable, the concrete is cracked and crumbling, and there are no railings on the steep stairways. It is not an appealing setting for attending athletic competitions, and safety is a major concern. The Sports Pavilion and Pershing Park similarly need modernization of old dilapidated structures, fixtures, and equipment in order to support the effective functioning of the athletics and PE programs. A new weight and training room is also greatly needed to relieve student demand on the Life Fitness Center during peak hours.

Specifics: The $2.3 million renovation of La Playa Stadium would include replacement of the artificial turf; replacement of track overlay and runways; replacement of all stadium seating; replacement of the portable bottom gate/ticket booth with a permanent facility; landscaping under the scoreboard; and a physical activity classroom. This facility could be located in the eastern end of La Playa Stadium near the scoreboard. The Sport Pavilion's ($3.17 million) renovation would entail replacement of the gym floor, gym bleachers, baskets, restrooms PE men's/women's lockers, coaches' and faculty lockers; expansion of the Men's Team Room and lockers; landscaping of the area around the Life Fitness Center; and expansion and relocation of the Equipment Room/Training Room. The Pershing Park project, estimated at $3.6 million, is for redesign of the park for collegiate softball and baseball teams and classes. The project would include relocation of the fields and batting cages; installation of new fencing, backstops, lighting, dugouts, seating, press boxes, concession stand, restrooms and scoreboard; hardscaping; and reworking of the landscaping and bikeway.
No state funding will be available. All funding will be from the District, Foundation and/or local bond. Total projected cost of these renovations is $--- million.

**Effects:** Modernization of these facilities would safeguard the health and safety of the college’s PE students and student-athletes, and accommodate changes in the types, breadth and conduct of today’s Physical Education and Athletics programs. Moreover, it is estimated that more than 50,000 individuals attend events at the stadium each year and another 15,000-25,000 use the track and interior field for recreational jogging and physical fitness activities. Having up-to-date, appropriate structures and equipment is important to help ensure the safety of these individuals. Additionally, more community members are likely to attend and support SBCC athletic events and take PE classes if facilities are modern, comfortable and convenient.

**MACDOUGALL ADMINISTRATION CENTER (MAC) MODERNIZATION**

**The Need:** Constructed in 1939, the administrative wing of the building was originally designed for industrial education. It has never undergone a comprehensive modernization or renovation, resulting in a disjointed and inefficient layout for office and classroom spaces. Additionally, the building falls short of current standards for building accessibility and fire/life safety.

**Specifics:** Building upgrades in this project would include abatement of existing hazardous building materials as needed; replacement of utility systems including HVAC, data, power and fire alarm; installation of ramps and other accessibility features to meet building code; reconfiguration of room layouts as needed to meet accessibility code requirements; replacement of floor, wall and ceiling finishes; replacement of casework, doors and door hardware as needed; replacement of the elevator, including exterior shaft and car; and replacement of all classroom and lab equipment and furniture as needed throughout the wing of the building. Also under consideration as part of this project are the relocations of general purpose classrooms, the Professional Development Center and the Information Technology offices from the second floor to one of the new or remodeled facilities in the Long Range Development Plan. This would allow for the expansion of nursing programs into the vacated space.

The IPP for this project is under review by the state. Projected cost is $7.7 million, all of which would need to be covered by the District and/or local bond. Staff will be working on this project as part of their planning for the SoMA Building Secondary Effects (see page 2). Construction is projected for 2010-2011.

**Effects:** Upgrades to the building would bring it up to current standards for building accessibility and fire/life safety and greatly improve the quality of work and learning environments. Relocations of several departments to other buildings would allow the college’s nursing programs to expand into the vacated space and accept a greater number of students. Expanding the number of nursing classrooms, the size of the Allied Health Nursing Lab, and the number of faculty/support staff offices, would help these programs stay apace of demand, at least until a new School of Health Technologies can be constructed on the Wake Center campus (see page 11).
ADVANCING INNOVATION & EXCELLENCE

SCHOOL OF MEDIA ARTS (SoMA) BUILDING

The Need: Santa Barbara continues to generate and attract new entertainment business and industry to the South Coast. In response, SoMA is fast becoming the finest digital media arts program in California, serving students seeking to enter careers in media and communications as well as professionals wanting to upgrade their skills and knowledge. An interdisciplinary curriculum is essential in studying media arts, yet the programs (multimedia, video production, graphic design, audio, digital photography, journalism, web design, film) are currently scattered throughout campus. A new SoMA building will position SBCC to take advantage of the opportunities presented by industry growth and allow for the integration of the SoMA disciplines through their consolidation in one physical space. Demand for these programs is high. Many have outgrown their current spaces or have dire need for more specialized environments or equipment. The new School of Media Arts Building will meet these various needs while engendering pride in this showcase community resource.

Specifics: The project will provide approximately 60,000 square feet of new space for SoMA and associated programs. Located on the east side of the Student Services building, the facility will feature a central courtyard with exterior seating and landscaping; two underground levels housing computer labs, recording studios and photography labs; a three-story classroom and office building enclosing the east side of the courtyard; a 100-seat lecture hall on the north side of the courtyard; and a terraced seating area on the south side that provides access and exterior lighting for the underground levels.

The project has been approved by the state at $28.8 million. State funding will require passage of the November 2006 bond initiative. Projected cost of the project is $45 million; thus, $10-15 million will need to be raised through a combination of a Foundation capital campaign and local bond. Coastal Commission approval is also necessary. Preliminary drawings have been completed, and funding has been approved to begin working drawings in Fall 2006. Groundbreaking is projected for Spring 2009.

Effects: The new building will be a state-of-the-art hub for digital media on the South Coast and the cornerstone for development of a prominent quadrant of the college’s main campus. In addition to achieving the beneficial consolidation of SoMA’s programs in a single facility, the building will provide a permanent location for the Faculty Resource Center (FRC) and will allow for the vacating and removal of several temporary buildings. It will also free up space in numerous buildings on campus that currently house SoMA programs (see SoMA Secondary Effects, below).
SoMA SECONDARY EFFECTS

The Need: Once the School of Media Arts Building is completed, classrooms and offices that have housed SoMA programs will be available to other programs that have either expanded and are in dire need of additional space or that are currently in ADA non-compliant or otherwise unsuitable instructional environments. The vacated spaces will be renovated and refurbished to meet the needs of the incoming programs.

Specifics: Facilities to be vacated when the SoMA building is completed include portions of the MacDougall Administration Center (Graphics and Photography lab, offices, classrooms); Campus Center (Journalism classroom, lab and offices); Humanities Building (television studio and offices); and certain temporary structures (current home of FRC, Security).

Consultation has begun at the department level regarding classroom and office reassignments. No approvals have yet been sought. Projected cost is unknown, but the funding source will be the District and/or local bond. Construction is projected for Fall 2011.

Effects: Increased space and better configurations of classrooms and offices will greatly benefit programs in need of expansion or more suitable instructional environments. Beneficial changes will include conversion of the Graphics and Photography Digital Imaging Lab in the Occupational Education wing of the MacDougall Administration Center (MAC) into classrooms to accommodate increased demand for the Automotive Service & Technology and Interior Design programs. It will also allow the automotive program to leave a non-ADA-accessible classroom it currently uses. Offices vacated on the first floor of the MAC will be used by faculty in health technologies and other programs who currently lack adequate office space. Two classrooms being vacated in the MAC (classes moved to the temporary building being vacated the FRC and Security) will be used to accommodate the need for additional classrooms for the nursing program. Vacated space in the Campus Center will be used to meet existing and projected needs for classrooms for the School of Culinary Arts and Hotel Management. And, vacated space in the Humanities Building will be converted to an art studio classroom/lab, allowing the Art Department to incorporate digital technologies into its curriculum.

CAMPUS CENTER RENOVATION & EXPANSION FOR THE SCHOOL OF CULINARY ARTS AND HOTEL MANAGEMENT (SoMA Secondary Effect)

The Need: SBCC’s School of Culinary Arts and Hotel Management has a reputation as one of the best culinary arts schools in the nation. Demand for the program is high. Renovation and expansion are necessary both to meet anticipated growth and to respond to the technological advances in this field. These steps are also necessary to bring the building up to current standards of accessibility and fire/life safety.

Specifics: The project will include renovation of the existing Campus Center building and the addition of approximately 3,000 square feet of new instructional space. A
Culinary Arts Center will be created to house the School of Culinary Arts and Hotel Management. Primary emphases will be the construction of a new central instructional space with individual cooking stations; modernization of the existing SCA/Campus Center kitchen and preparation areas to meet health and workplace standards; renovation of the current Channels newspaper lab and ESL classroom on the first floor to house culinary arts instruction; expansion of the existing Bake Shop; modernization of the Gourmet Dining Room and JSB Café facilities; and renovation of existing general classroom and office space.

An Initial Project Proposal (IPP) has been submitted to the state. Projected cost of the project is $10.2 million with funding sources being the District and/or local bond. Construction will begin in 2011, after completion of the SoMA Building.

Effects: Expansion and renovation of the spaces currently occupied by the School of Culinary Arts and Hotel Management programs will allow the college to accept more students in these programs and provide the instructional facilities necessary to better prepare students for productive careers in the hospitality industry. The project will also bring the Campus Center and SCA food preparation areas up to current standards for building accessibility and fire/life safety.

**DRAMA/MUSIC BUILDING RENOVATION AND EXPANSION (PHASE 2)**

**The Need:** State funding for Phase 1 modernization of the building (page 2) does not support badly needed expansion except where required for code compliance. Phase 2 expansion will include important student rehearsal and learning labs, as well as desperately needed storage. Phase 1 also does not address a number of key program support improvements and modernizations needed to bring the facility back to "state-of-the-art" status. These include the significant need for improvements to the technical systems in the Garvin and Jurkowitz Theatres, expansion and systems upgrade of the electronic music laboratory, upgrades to the departments' support infrastructure, and installation of instructional and performance support technology that will enable the departments to better serve current and future students.

**Specifics:** This project consists of approximately 12,642 square feet of new construction to provide needed laboratory and service space, including storage for the theatre. The expansion would be located on the north side of the Drama Music and Facilities & Operations buildings, adjacent to the West campus vehicular turnaround. This location provides excellent access to the building, does not block views, utilizes the college's limited campus acreage in an efficient manner and is consistent with plans for development of the West Campus.

The project has not yet been submitted to the state. Projected cost is $8.6 million, sources for which will be District funding and/or local bond. Construction is projected for 2013.

**Effects:** Expansion would enhance the important Music and Theatre Arts programs by providing student rehearsal space, learning labs and badly needed storage for the theatre. The project would also make numerous functional improvements, installations
and systems upgrades, thus enabling the Music and Theatre Arts programs to continue offering "state-of-the-art" instruction well into the future.

MULTIDISCIPLINARY/INTERNATIONAL EDUCATION CENTER

The Need: SBCC’s catalog underscores in numerous places the college’s commitment to preparing students to function in a global society and international economy:

Santa Barbara City College is committed to promoting international understanding and global responsibility. Part of that commitment is reflected through offering opportunities to study in foreign countries. [Study Abroad]

The need for skills in other languages is evident on a daily basis. The global community has reached a level of human relations where languages skills are required for communication in all aspects of life. [School of Modern Languages]

We live in a small world which grows smaller at an accelerated pace. Our mission is to enable students to understand how this global system continues to evolve and to provide the academic background which we believe will prepare them most effectively to cope with and be a part of a very different future. [Global Studies]

A Multidisciplinary/International Education Center would provide instructional and office space for the above and other programs that are central to the college’s commitment to foster inter-cultural and global understanding. Additional space would support the advancement and unique programmatic needs of each of these essential programs.

Specifics: The project would create approximately 32,000 square feet of instructional and office space for faculty and staff. Departments to be housed in the building would include Global Studies, Study Abroad, The School of Modern Languages, English as a Second Language, and possibly the Office of Student Life. The building will be located on the south side of the SoMA building, partially recessed into the existing hillside. The building’s design would complement the central courtyard created by the SoMA building and could potentially be connected to that building.

An IPP has been submitted to the state at a projected cost of $21 million. It is estimated (based on square footage and usage) that the state will fund $11 million of the cost. The balance will need to be covered by the District and/or a local bond. Construction is projected to begin in Spring 2012.

Effects: This building would allow for consolidation and expansion of essential International Education programs and will eliminate the need for approximately half of the portable classroom buildings on campus.
LEARNING RESOURCE CENTER (LRC)/LIBRARY RENOVATION

The Need: In the 17 years since the LRC/Library was completed, there have been dramatic changes in the methods for providing library services and supplemental instructional support to students. A reconfiguration of the existing space to provide additional computer labs and tutoring spaces and improved faculty study areas, is greatly needed to bring the facility up to date.

Specifics: The 52,300 square feet of existing space would undergo a major renovation to unify the library and LRC so as to facilitate greater sharing of resources and more efficient use of space. This reconfiguration would also provide for additional computer labs, tutoring spaces, and improved faculty study areas.

This project is in the very early stages of discussion and planning. It has not yet been submitted to the state, and the age of the building makes the project unlikely to receive state funding. Cost is TBD. Sources for funding would be the District and/or a local bond.

Effects: This renovation would bring the facility in alignment with the changes that have and will continue to take place in the methods used to provide students with information resources and supplemental instruction support services. It would also provide the space needed to allow for fuller implementation of the supplemental instruction component of the college’s Partnership for Student Success program.

SCHOOL OF HEALTH TECHNOLOGIES (AT WAKE CENTER)

The Need: There is a critical shortage of nurses in Santa Barbara and throughout the United States. Student demand is high for training in nursing and other health technologies fields and is expected only to increase. Due to existing space limitations, SBCC’s Associate Degree Nursing, Licensed Vocational Nursing, Certificated Nursing Assistant, Radiographic Technology, and Diagnostic Medical Sonography programs are unable to meet the increasing demand for these programs. While construction of an appropriate facility on the credit campus is not feasible, the Wake Center property offers an excellent location and sufficient space to build a new, state-of-the-art School of Health Technologies.

Specifics: This project is still in the very early stages of discussion. Affected departments are beginning discussions on this possibility. Cost is TBD, and funding would be from the District and/or a local bond.

Effects: With an even greater shortage of nurses and health technologists looming in the future, construction of a School of Health Technologies on the Wake Center campus would enable the college to expand its classrooms, learning lab, and faculty/support staff offices so as to meet the needs of, and increased demand for, its Health Technologies programs.
FUTURE EXPANSION TO MEET THE COMMUNITY'S NEEDS

GENERAL CLASSROOM BUILDING

The Need: New methods of providing effective instruction to students mean that the design of classrooms, computer labs and academic support areas must change as well. Effective education requires appropriate equipment, technologies and space configurations.

Specifics: This project would provide approximately 27,000 square feet of new space to house the Social Sciences and Communication departments. The project would enable the college to design classrooms, computer labs and academic support areas to accommodate current and anticipated methods of providing effective instruction to students in these disciplines. Classrooms and offices for other departments will be housed in the building as well.

The IPP for this project is under review at the state level. The projected cost of $14.6 million will need to be covered by the District and/or local bond. A projected construction date is TBD.

Effects: The new building would eliminate the need for approximately half of the portable classroom buildings currently located on campus. It would replace them with modern classrooms sized for current college instructional methods, including modern audiovisual and interactive computer equipment. The building would also provide sufficient office space for the college to relocate faculty and staff currently housed in the East Campus Office Complex (ECOC) temporary buildings. In addition, it would enable the college to remodel the facilities being vacated in the Interdisciplinary Center (IDC) and the Business/Communication (BC) building to allow for the implementation of more contemporary methods of instruction in those buildings.

NEW INSTRUCTIONAL BUILDING (AT WAKE CENTER)

The Need: Main campus build-out is on the horizon, making additional space for high-demand credit programs a scarce commodity. The Wake Center property in the Goleta Valley has sufficient acreage to house courses and programs that cannot be accommodated on the main campus. Additionally, much of the credit program’s anticipated enrollment growth is expected to take place in the portion of the District’s service area that is in close proximity to the Wake Center. There is a need to facilitate getting those students to the courses they need. Finally, the college lacks sufficient computer lab space on its main campus to offer the specialized courses requested by employers and their employees at times they can attend.

Specifics: The project includes the construction of a new 30,000 square foot classroom building adjacent to the Continuing Education facility. The building’s classrooms and computer labs would be used for credit courses in ESL, basic skills (English, math, reading, study skills/college success strategies) and core general education/transfer areas. Educational programs that could be housed in the structure
include the Cosmetology Academy, Professional Development Center, and a potential Higher Education Center to be formed in conjunction with CSUCI, UCSB, and a private four-year university.

An IPP has not yet been submitted to the state. Projected cost of the project is $9.0 million to be raised by the District and/or local bond. Construction is projected for 2013-14.

**Effects:** This facility would enable the college to offer credit courses and programs that are needed to meet existing student demand, but that cannot be accommodated on the main credit campus. Morning, afternoon and evening blocks of credit courses would be offered to better serve Goleta Valley residents and help alleviate traffic and parking congestion on the main campus. Additionally, offering credit courses on the Wake Center campus would make it easier for students taking Adult Education non-credit classes there to transition into the credit program. Finally, computer lab space included in the project would allow the college to offer the specialized computer courses needed by employees who work and/or live in the greater Goleta area.

II. CONTINUING EDUCATION PROGRAM

ACCESSIBILITY & PROTECTING OUR INFRASTRUCTURE

SCHOTT CENTER MODERNIZATION

**The Need:** This building was constructed in 1935 as an elementary school. While its design reflects a style typical of civic buildings of the time, modernization is vital to bring it up to the standards of buildings on the college’s main campus. Upgrades are also required to comply with ADA accessibility and fire/life safety standards. Demolition of a later-added wing is required, as it does not meet seismic code.

**Specifics:** The project would entail the complete modernization of most of the existing facility. Appearance would be improved to make it comparable to main campus buildings, and some of the current instructional labs would be enlarged. ADA accessibility and fire/life safety features would be installed. The wing consisting of Rooms 1-3 on the west side of the building along Bath Street would be demolished since it does not meet current seismic code.

The FPP for this project is currently under review at the state level. State funding may be available to cover some of the $9.1 million projected cost. Construction could begin in 2011-12 at the earliest.

**Effects:** This project would bring the building up to current standards for building accessibility and fire/life safety and greatly improve the quality of the learning environment.
SCHOTT CENTER: REPLACEMENT OF SHED BUILDINGS

The Need: Several dilapidated sheds stand on the northwest corner of the site. They are used for storage of art supplies and maintenance equipment. The structures are in poor condition, cannot be secured, and are beyond renovation. Once the sheds are demolished, replacement storage space will be needed. In addition, space is needed to house a kiln and other equipment for the college’s ceramics program and to accommodate growth in Adult Ed offerings.

Specifics: The project includes the removal and replacement of the crumbling sheds and construction of a new two-story classroom building, creating 2,600 square feet of much-needed classroom and storage space.

An IPP has not been submitted to the state. The projected cost of $1.2 million would come from the District and/or local bond. Construction is projected to begin in January 2010.

Effects: Expansion of the Schott Center through this project and the new building described below (page 16), would provide storage space essential to popular programs and campus maintenance, as well as much-needed space for growth in the core Adult Education curriculum areas. Growth is crucial for Adult Ed to continue to provide students with educational opportunities otherwise unavailable to them.

WAKE CENTER REPLACEMENT

The Need: Built in 1957, the age of this facility, its design as an elementary school, and the potential for hazardous materials in its construction, all make modernization an untenable solution. A new facility will allow for a state-of-the-art Adult Education center with an administrative building, classroom structure, auditorium, and much more. Specialized features will be possible, such as a childcare room to help parents who want to attend classes in ESL, Parent Education, and Adult High School/Basic Skills.

Specifics: The project would involve building a new Seimer O. Wake Center specifically designed for adult learners. The new center would be built on a part of the 9½ acre Wake property that is not currently occupied, after which the existing facility will be demolished. The new center would house the continuing education programs currently taught at the site as well as all their support services. The facility’s increased square footage would include classrooms for ESL, short-term vocational programs, and general instruction; specialized studio classrooms for arts and crafts instruction, media arts production, and cooking classes; computer labs; auditorium and lecture hall; playground and walking track; offices and administrative support areas; ancillary buildings for support services such as Facilities & Operations; a bookstore; a childcare room; an Emergency Operations Center; and the relocated San Marcos Parent-Child Workshop.
An IPP has not been submitted to the state. There is a possibility of some state funding for the project, but a local bond will be necessary to cover the balance. Projected cost is $20.1 million and construction will not begin until 2011 or 2012 at the earliest.

**Effects:** A new facility would provide the specialized features most necessary and desirable for delivering the high-quality adult education programs for which the college is renowned. In addition, by selecting the exact location on the property for the new center, the college would have the ability to relocate and expand other educational programs on the acreage and explore the potential for building housing, parking or other critically needed facilities in the future.

**SCHOTT CENTER: NEW BUILDING TO REPLACE TEMPORARY STRUCTURE**

**The Need:** Four temporary classrooms were installed at the Schott Center over 20 years ago. It is essential not only that these deteriorating structures be removed, but that a replacement facility be constructed to provide equivalent classroom, office and support space, as well as space to accommodate several rapidly expanding programs.

**Specifics:** The four temporary structures would be removed and replaced with a new two-story complex for classrooms, offices and support services. The complex would consist of two buildings flanking a central courtyard opening onto Bath Street. The project would create approximately 8,820 square feet of space. The additional square footage would consist primarily of classrooms to serve the Transition to Credit and ESL programs, along with other rapidly growing programs such as Health Education, Psychology, and Adult High School/Basic Skills.

*The IPP is under review at the state level. State funding is possible for the project, which is projected to cost $9.1 million. Construction will begin in 2011-12 at the earliest.*

**Effects:** The expansion of the Schott Center through this project would provide the needed space for growth in core Adult Education curriculum areas and provide numerous students with educational opportunities that would otherwise be unavailable.
III. DISTRICT-WIDE PROJECTS

ACCESSIBILITY & PROTECTING OUR INFRASTRUCTURE

UNFUNDED MAJOR MAINTENANCE PROJECTS

The Need: Money from the state for deferred maintenance has dwindled over the past several years. Previously up to $2 million a year was provided for ongoing maintenance. Now, districts are expected to fund these projects or look to local bonds.

Specifics: SBCC currently has unfunded maintenance projects totaling approximately $4 million. The 30-plus projects include infrastructure system replacements (e.g., chillers, heaters, lighting, etc.), floor and ceiling replacements, painting, sewer line work, bathroom renovations, and miscellaneous repairs and upgrades.

Limited state money is available for these projects. Primary sources of funding will be the District and/or local bond. Timing is TBD.

Effects: Protecting our infrastructure by making repairs in a timely manner helps guard against unnecessary destruction and decay of buildings and fixtures and allows use of the structures for their full projected lives.

AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

The Need: Santa Barbara City College must assure that all of its programs, activities and services are accessible to individuals with disabilities. Much progress has been made, but physical barriers still exist that impede full access. Solutions to achieve accessibility must continue as SBCC prepares to meet future community needs.

Specifics: SBCC's Barrier Identification Access Survey & Transition Plan provides priorities for barrier removal. Phase I barrier removal facilitates basic access to paths of travel and restrooms. Solutions include curb cuts, ramps, handrails, doors and entrances, toilets, fire alarms, elevators, signs and maps. Phase 2 provides further access to programs and services via solutions such as counters, furnishings, blackboards, telephones, audio systems, fire extinguishers and electrical switches. Estimated cost for remaining projects is $1.9 million. Timing is TBD.

Effects: Programs, services and activities offered by SBCC at all of its physical sites will be fully accessible to all students, including those with disabilities.
Santa Barbara City College

Parking and Transportation Mitigation Measures

August 31, 2006

Last year the President appointed a Parking/Transportation/Traffic Control Task Force to advise him on proposals to address campus traffic and congestion. This document is submitted to the Board to provide an update on actions and improvements that have been made to meet parking and traffic control demands, especially over the last year. Included are completed and ongoing projects.

Completed:

Bike

- Constructed on-campus bicycle paths and parking at several locations.
- Encouraged employee participation in Traffic Solutions’ Team Bike Challenge organizing 21 employees in 2005 and 42 employees in 2006, including 32 infrequent riders. In the second year alone college employees logged 710 bicycle rides for 4,556 miles. In 2005, Traffic Solutions data shows an increase of 26% for bicycle trips by all riders after the event and an increase of 289% by infrequent riders. Many have reported increasing their bicycle use since the Challenge ended and an SBCC employee bike union was formed to continue pushing for campus bike improvements.

Bus

- Constructed off-street passenger drop-off and pick-up points for bus transit and ride sharing.
- Worked with the MTD to increase the number and times of Line 15x buses with direct service to Isla Vista, and to develop the new Mesa Loop, (to go into effect later this year), to better serve the College population.
- Implemented a “SBCC Emergency Ride Home” voucher system to facilitate employee use of alternative transportation options which would allow local alternatives users to get home or to their cars at no cost to the employee.

Carpool/Vanpool

- Converted an additional 2.66% of on-campus parking (38 spaces), to carpool establishing a total of 18.66% of all on-campus parking spaces (328 spaces), as carpool use only.
- Began a Student Carpool Match Service available to students through their Campus Pipeline accounts.
• Began a Carpool Match Service for College employees coordinated by the SBCC Commuter Programs Coordinator.

• Created the administrative procedure and purchased the vans necessary to begin an SBCC Vanpool Program available to College employees and their family members to help get to campus at a subsidized cost.

Outreach/Transportation Awareness

• Consolidated existing campus web pages containing parking and transportation information, greatly enhanced the information on alternative transportation options, developed a Campus Transportation Map to help students get to the campus by many means of transportation, and provided links to existing county organizations which provide alternative transportation services. Information for students and staff can be found at www.sbcc.edu/commute.

• Organized an Alternative Transportation Week to give College students and employees information on current issues of alternative transportation, workshops on how to maintain their alternative forms of transportation, and access to the products needed to leave their cars at home.

Parking Infrastructure

• Identified and added 11 new parking spaces in Lot 2-C.

• Identified additional opportunities for 149 additional spaces of added surface parking. These include an addition in lot 4-E and a reconfiguration of Lot 1-B South, as well as Lot 1-B North and 2-B West.

• In Fall 2003, the College entered into an agreement with the City of Santa Barbara Waterfront Department to purchase 300 parking permits to be used anywhere within the waterfront area. The basis for this agreement is that the number of parking spaces within the waterfront is substantially underutilized during peak College demand periods, midday during the week of Fall and Spring semester. As of Fall 2006 all of these parking permits have been purchased at the equivalent price of a campus parking permit, with the College paying the difference for each.

Security

• Added 2 full time employees in order to provide 24/7 supervision of the campus.

Traffic Flow

• Tested a CalTrans message board to communicate parking information to students on their way to campus.
- Ordered and installed new signage to educate students and employees on the type of parking available and permitted in each campus lot.

- Ordered and installed 10 new pre-paid parking meters to help decrease traffic congestion at the East Campus kiosk in the first weeks of the semester and prevent the abuse of visitor parking through employing an enforceable system to monitor lot use.

Other

- Security has begun to operate two Night Shuttles serving both East and West Campus and carrying passengers to Pershing Park, and the lower student lots. Shuttles run every 20 minutes, increase campus safety through increasing security presence, and consequently decrease the competition for parking closer to classrooms allowing more students to confidently enroll in night classes.

- The College has hired a Commuter Programs Coordinator who is in regular contact with campus students, staff, and faculty and available for questions regarding alternative transportation service and product providers. This allows for the continual dispersal of up-to-date, relevant information to a variety of campus populations at all times throughout the year.

- Conducted a Commuter Alternatives Rewards (CAR) Program survey to identify potential measures to institutionalize and increase the use alternative forms of transportation by College employees.

- Offered 84 on-line courses offered to over 2,885 students in Spring 2005. The “Campus Pipeline” computer network available to all students allows them to correspond directly with faculty in lieu of on-campus office hours, and allows the exchange of course assignments and evaluations/grades without the need for either party to travel to or from campus.

Ongoing:

Bike

- Adding additional locations for campus bike parking especially on the West Campus.

- Utilizing the SBCC Employee Bike Union to push for bike/pedestrian improvements such as campus storage and shower facilities and bringing students into this group to provide the energy to highlight the benefits of such projects.

- In order to improve bike access and increase participation in this TDMP measure, SBCC has been working with the City of Santa Barbara to develop a Class I bike path (a path separated from car traffic) across the eastern campus edge, as proposed in the City of Santa Barbara Circulation Element. This proposed bike path, called the Lower Westside/Los Banos del Mar Multimodal Pathway, would connect Cabrillo Boulevard near Los Banos Pool to the Rancheria Street/Montecito Street intersection. The 10-foot wide path would include a signalized crossing at Cabrillo Boulevard. The path would link up with the existing bike path that continues from Pershing Park up to the East
Campus (see the SBCC campus map), allowing bicycling through downtown and the Westside neighborhood to the campus.

- Identified potential neighborhood coalition partners to advocate for safer streets and increased bike accessibility for the eventual city annexation of Cliff Drive. Narrowing lanes to include bike paths would both lower the speeds on Cliff Drive and create a safe route for bicyclists to access both East and West Campus.
- Develop shower and locker facilities for bicycle commuters in the existing gymnasium. Concurrently, a service could be instituted where individuals could drop off and pick up bicycles at the Security Offices on East Campus, providing a secure parking environment.

Bus

- Requiring all students (as a part of registration) to purchase a Metropolitan Transit District (MTD) bus pass that enables them to make unlimited trips not only to/from campus, but also around other parts of town as well. SBCC
- Cooperating and coordinating with MTD to identify and expand existing bus service and implement new bus lines. Also, collaborating to bring an identified “Transit SuperStop” to East Campus. The stop would include kiosks with real-time information on bus arrival, ticket vending machines, ATMs, murals and possibly a snack and drink vending area.
- Working with the VISTA Coastal Express and Traffic Solutions Clean Air Express to identify a strategy to bring regional bus stops closer to campus
- Reinstating the Security pick-up/drop-off for employees using regional mass transit options including bus and train.
- Developing a college procedure for a Campus Commuter Carshare Program to give vanpool and regional transit users increased accessibility while on campus.
- Working with Traffic Solutions to take advantage of the county’s existing “Emergency Ride Home” program to alleviate the fear of being stranded at work in an emergency situation facilitating the use of alternative transportation options.

Carpool/Vanpool

- Operating a carpool parking program enforced by parking management staff.
- Further developing the existing Campus Pipeline student Carpool Match Service to help connect student carpoolers by neighborhood and class schedule.
- Expanding the existing Carpool Match Service for College employees to provide more possibilities for prospective carpoolers.
- Working with Traffic Solutions to provide SBCC employees access to the countywide carpool database to create opportunities to carpool outside of the campus employee pool.
- Expected in September 2006, SBCC will begin its own Vanpool Program providing service and subsidized transportation costs to Ventura and Santa Maria.
• Increasing existing carpool spaces to 25% (440 spaces), of available on-campus parking in increments of 20 to 40 spaces at a time. Several possibilities for these increases have already been identified and will be brought to the various campus decision-making bodies.

Outreach/Transportation Awareness

• Providing multiple locations and events for students, staff, and faculty to get information on alternative transportation options.

• Providing electronic mail access to all students and information regarding class scheduling, syllabi, etc. (the “Campus Pipeline”) to facilitate electronic communication with faculty in order to minimize on-campus vehicle trips.

• Continued and expanded participation in ongoing and newly implemented alternative transportation programs will also help increase visibility and participation in such programs through word of mouth.

Parking Infrastructure

• Continuing to identify new surface parking and encourage the use of alternative lots such as Ledbetter. Expanded participation in ongoing and newly implemented alternative transportation programs will also help increase visibility and participation in such programs.

Traffic Flow

• Adding security presence during the first three weeks of school to help enforce parking rules and educate students and employees on existing lot designations. The lots included in this coverage are Lot 5-1 (lower level of the Parking Structure), Lot 4-D (outside of the BC Building), Lot 2-B (out front of the PE Building), Lot 1-A (near the Student Services Building), and Lot 1-B (upper East Campus staff parking).

Other

• Providing security pick-up and drop-off to and from campus for staff and faculty that utilize regional transportation options. In addition, if a ride is not available for any reason, staff and faculty can take a taxi and be reimbursed by the College.

• Participating in the Traffic Solutions alternative transportation program run by the Santa Barbara Association of Governments.

• Offering a wide selection of off-campus and remote-learning Internet courses.

• Expanding online offerings included in the new Banner system. Banner is expected to go into effect for the Fall 2007 semester and will likely be operable for the Summer 2007 session. Banner will allow students to register for classes via the internet, decreasing the necessity of trips to the campus during the “add period” immediately preceding and
typically lasting three weeks into the semester. Traffic congestion generated during the add period is generally much higher than throughout the remainder of the semester. The availability of online registration will dramatically reduce traffic congestion due to registration.
Evaluation of the Partnership for Student Success Initiatives

Gateway to Success

1. Successful student course completion rates in Gateway classes will be 3% higher in 2006-07 and 6% higher in 2007-08 compared to a comparable group of non-Gateway students. The college persistence rates of students who successfully complete a Gateway course will be at least 5% higher in each of the following three terms than those of a comparable group of non-Gateway students.

2. Successful course completion rates in Gateway basic skills classes (ESL, English Skills, English 100, and Math 107 or lower) will be 4% higher in 2006-2007 and 6% higher in 2007-2008 compared to the successful course completion rates in comparable non-Gateway basic skills classes.

3. The percentage of students enrolled in Gateway courses that are in academic good standing will be at least 8% higher in each of their first four semesters at the college compared to a comparable group of non-Gateway students. Five Gateway communities will be piloted/tested in Spring 2007 with the goal of offering 10 Gateway Learning Communities in Fall 2007.

4. There will be at least a 10% increase in the percentage of students that complete the courses in a Gateway learning community (all of the learning communities contain at least one basic skills course) who enroll in and complete the next course or courses in the English, English Skills and/or Math sequence compared to a comparable group of non-Gateway students.

Writing Lab Expansion

5. A minimum of 70% of the students who receive five or more visits of services provided in the Writing Lab will demonstrate improved writing skills in the competencies for which they received assistance. The evaluation of these students' improvement in writing skills will be based upon the information the faculty members teaching the courses for which students sought assistance provide on the SBCC Writing Lab Faculty Feedback Form.

6. The number of students that receive assistance in the Writing Learning Lab will increase by 15% in 2006-2007 and by 25% in 2007-2008 compared to the number served in the baseline year of 2005-2006.

Online Instructional Aids and Online Tutoring

7. The course completion rates in online classes will increase by a minimum of 5% in 2006-07 and a minimum of 8% in 2007-08 compared to the course completion rates in online courses that were offered in 2005-06.
Expanded Math Lab Hours and Staffing

8. A minimum of 70% of the students who receive five or more visits of services provided in the Math Tutoring Lab will demonstrate improved competencies in the areas of math for which they received assistance. The evaluation of these students’ improvement in math competencies will be based upon the information the faculty members teaching the courses for which students sought assistance in the math Tutoring Lab provide on the Math Tutoring Center faculty feedback form.

9. A minimum of 100 students per week will take advantage of the services offered in the Math Tutoring Lab on Saturdays.

10. The course completion rates in math classes in which ALEX is used will be at least 3% higher than those in comparable non-ALEX courses in 2006-07 and 5% higher in 2007-08.

Academic Achievement Zone for Student Athletes

11. As a result of their participation in the Academic Achievement Zone, the course completion rate and the college semester-to-semester persistence rates for student athletes will be at least 3% higher in 2006-07 and at least 6% higher in 2007-08 than they were for student athletes in 2005-06.

12. The percentage of student athletes entering the college in 2006-07 that maintain a GPA of 2.7 or higher in each of the first four semesters at the college will be at least 5% higher than the GPA achieved by student athletes who entered the college in 2005-06.

Overall Impact of the Partnership for Student Success (PSS) Program on Promoting Student Success

The PSS initiative is comprised of the following components:

1. Gateway to Success courses and learning communities
2. Online Instructional Aides and tutors
3. Academic Achievement Zone for student athletes
4. Expanded tutoring in the math lab
5. Increased opportunities for faculty professional development
6. Incorporation of the SLO into all instructional program and student support services
7. Expansion of sections of the College Success Course (PD 100)
8. Interventions for students who are returning to the college after being placed on academic disqualification and proactive efforts to intervene with students about to be placed on academic progress disqualification
9. Introduction of the MESA program
10. Expansion in the enforcement of course pre-and co-requisites.
It is expected that the overall impact of these combined initiatives will contribute to the following gains in student success at the college:

1. Overall college course completion rates will be increased by a minimum of 2% in 2006-07 and by a minimum of 3% in 2007-08 compared to those achieved in 2005-06.
2. College persistence rates over a four semester period will be at least 3% higher per term than those of students that enrolled in the college in 2005-06.
3. The percentage of students on academic good standing will be at least 5% higher by the end of 2006-07 and at least 8% higher by the end of 2007-08 compared to the percentage of students in academic good standing in 2005-06.
4. The percentage of students that complete a degree and/or transfer to a four year college/university will be at least 5% higher in Spring 2008 than in Spring 2006.
5. The course completion rates in basic skills courses will be at least 3% higher in 2006-07 and at least 5% higher in 2007-08 than they were in 2005-06.
6. The percentage of students in basic skills courses that enroll in the next course in the basic skills or college-level sequence in ESL, English and/or math will increase by a minimum of 3% in 2006-2007 and 6% in 2007-2008 compared to the percentage who did so in 2005-2006.
7. The semester-to-semester persistence rates of students that enrolled in a basic skills class during their first semester at the college will be at least 3% higher in each of the following three terms than they were for a comparable group of students who entered the college in 2005-2006 and enrolled in a basic skills course.

Proposed Implementation Plan for the Partnership for Student Success

1. 117 sections of Gateway courses will be offered in Fall 2006.
2. 140 sections of Gateway courses will be offered in Fall 2007.
3. 5 learning communities will be offered in Spring 2007.
4. The expanded Writing Center will open in Fall 2006.
5. The Math Labs will open with expanded hours and Saturdays beginning Fall 2006.
6. The Academic Achievement Zone for student athletes will be implemented in Fall 2006.
7. The expanded opportunities for faculty to participate in professional development activities designed to promote student success will be available in 2006-07.
8. SLOs will be incorporated into all courses and student support programs by Spring 2009. The percentage of course and student support programs that in which SLOs are incorporated into will increase by 20% per year beginning in Fall 2006.
9. 15 Gateway learning communities will be implemented in Fall 2007.
10. The Student Success Center will open in Spring 2007.
11. The Mesa program will be fully implemented in Fall 2007.
Opinion Research Proposal

Prepared for

Santa Barbara City College

by:

Evans/McDonough Company, Inc.

Project Manager:
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Evans/McDonough Company Incorporated (EMC) is a full service opinion research and strategic consulting firm serving a broad range of corporate, political and institutional clients. Founded in 1989, EMC's principals have been involved in thousands of public opinion studies, ranging from political and public policy strategy polls to extensive market share and customer satisfaction surveys.

EMC has surveyed extensively in nearly all fifty states, particularly in West Coast states, as well as in several foreign countries using phone, mail and personal interviews.

EMC has built its reputation as an innovative firm, providing accurate and in-depth market analysis. Our expertise in market research is based on academic training and real-life application. We know how to conduct research and how to make the data applicable to your strategic goals.

EMC has extensive experience in polling on public education funding efforts. We have worked with elementary, high school, unified and community college districts. We understand the unique importance of public education and are well-versed in the complexities of voter approved funding. We have helped districts decide whether or not they should go to the ballot with a tax or bond measure, as well as assisting in the timing, subject matter, and wording of the measure and the appropriate messages for public information campaigns.

Our opinion research will provide your district with the information needed to make important strategic decisions:

- What type of measure would most likely meet with success;
- The appropriate taxation level and timing for the measure;
- The type of projects that are most important to those who will vote;
- The themes and messages that will assist in reaching a successful outcome;
- Suggested areas for public education and community outreach.
Recent related clients include:

Allan Hancock Community College District
Antelope Valley Community College District
Cabrillo College District
Cambrian School District
Campbell School District
Hermosa Beach School District
Mill Valley School District
Monterey Community College District
Moreland School District
Mt. Diablo Unified School District
Orinda Union School District
Poway Unified School District
Riverside Community College District
Roseville Joint Union High School District
San Jose/Evergreen Community College District
San Ramon Unified School District
Saratoga School District
Southern Kern College District
Union School District
West Valley-Mission Community College District
PROJECT MANAGER

RUTH BERNSTEIN, a Principal of Evans/McDonough Company, has extensive experience in all aspects of survey research including questionnaire and sample design, moderation of focus groups, analysis of research results and implementation of findings. Ms. Bernstein has also designed communications plans, developed campaigns and managed day-to-day operations of successful public persuasion efforts.

Ms. Bernstein has designed and directed hundreds of research projects, both qualitative and quantitative, including focus groups, one-on-one interviews, intercepts and mail, fax and telephone surveys for political, corporate, government and non-profit clients. Specializing in a variety of public policy issues, Ms. Bernstein oversees studies regarding issues such as health care, education and politics. She has conducted extensive multilingual studies regarding health options for the underserved, she works with a number of school districts to assess community reactions to possible changes, and Ms. Bernstein manages polling for a number of Assembly, Congressional and initiative campaigns.

Ms. Bernstein manages research projects for clients such as the Mineta San Jose International Airport, the Riverside Community College District and the Monterey County Transportation Agency where her work has created research-driven communications and marketing campaigns. Ms. Bernstein also manages ongoing research for Santa Clara Valley Health and Hospital System where her research has provided important benchmarks and key messages that have aided this county facility in a crucial period of competition. As part of this work, Ms. Bernstein has managed patient satisfaction studies, multilingual focus groups, staff surveys, community surveys and physician studies.

Before joining EMC, Ms. Bernstein staffed and managed political campaigns in California and Arizona. Ms. Bernstein’s practical experience in fund raising, scheduling, field program management, direct mail and Get Out The Vote gives her the knowledge needed to help clients develop a general campaign plan that makes the best use of survey information.

Ms. Bernstein received her BA in Economics from Smith College.
PROJECT SPECIFICS AND COST

Given the scope of the information needed in preparation for a bond campaign in an area of this size, we suggest a baseline telephone survey of 500 randomly selected likely voters in the District. We anticipate an average interview length of approximately eighteen (18) minutes.

Additionally, we recommend budgeting for a possible tracking survey to be conducted prior to placing the measure on the ballot.

The cost of the surveys is determined by the length of the questionnaire, the screens employed, languages required and the number of interviews. Should these change the survey cost would need to be adjusted accordingly.

The cost of the surveys includes meetings with the client and presentation of the results. Also included is consulting with the District on effective use of survey results including campaign strategy and message development. At EMC we pride ourselves in not just providing data, but on working with our client to find the best use of the survey results. The only things not included in the costs quoted above are any shipping, telephone, color copies, travel or other expenses. All expenses will be kept to a minimum and no expense of more than $200 will be incurred without prior approval.

Cost Summary:

Baseline: 18 minute survey, 500 voters
Total cost: $25,000

Tracking: 15 minute survey, 400 voters
Total cost: $19,000
Qualifications for Opinion Research

Prepared for

Santa Barbara City College District

May 1, 2006

Submitted by:

Evans/McDonough Company, Inc.

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FIRM DESCRIPTION

Evans/McDonough Company Incorporated (EMC)

Evans/McDonough Company Incorporated (EMC) is a full service opinion research and strategic consulting firm serving a broad range of corporate, political and institutional clients. Founded in 1989, EMC's principals have been involved in thousands of public opinion studies, ranging from political and public policy strategy polls to extensive market share and customer satisfaction surveys.

EMC has surveyed extensively in nearly all fifty states, particularly in West Coast states, in a wide variety of languages as well as in several foreign countries using phone, mail and personal interviews.

EMC has built its reputation as an innovative firm, providing accurate and in-depth market analysis. Our expertise in market research is based on academic training and real-life application. We know how to conduct research and how to make the data applicable to your strategic goals.

On Time. On Budget.

EMC's research takes into account real world considerations -- communications options, budgets, and the traditions and character which define your company, product or organization. We work with you to define your goals and needs accurately and completely by giving careful attention to framing and focus.

EMC's estimated and proposed costs are based on actual bids and experience on similar projects. By providing our clients with these "real numbers" up front we are able to complete projects for exactly what our clients expected.

At EMC we take our client's needs seriously. We encourage up-front discussion regarding budget and scheduling requirements. We understand the unique timelines created by elections, Board decisions and corporate structures. We work to meet your time needs, not ours.
Experience That Works for You.

EMC offers a unique understanding of strategy gained from hundreds of demanding political and marketing battles. The latest techniques in research are combined with our thorough analysis to give you a strategic edge.

EMC professionals have:

- Years of hands on political and policy expertise throughout California;
- Extensive knowledge of regional problems, local issues and demographic diversity;
- Years of trend data and tracking experience;
- Unique sensitivity to operating in a public environment;
- Community college bond experience.

Reports and Analysis You Can Use.

EMC helps clients take the imperative step between research conducted and research applied, which differentiates usable and unusable opinion research.

At EMC, analysts selects the best statistical procedures for the issues at hand. We provide meaningful, useful analysis that employs proper statistical methodology as dictated by the needs of your project. We employ various visual formats (graphs, charts and tables) to deliver information and to demonstrate findings quickly and clearly.

*If your research does not help you make real-world decisions, it has failed to serve its purpose.*
EMC RELATED EXPERIENCE

EMC has conducted research on a variety of issue initiatives and tax measures which resulted in success on Election Day. We have worked with school districts, water districts, libraries, zoos, museums, community college districts and hospitals to accurately assess public opinion. We have helped design winning information campaigns and we have also assisted in making the tough decisions that the time is not right to go on the ballot.

General Obligation Bond clients include:

- Alameda Unified School District
- Allan Hancock Community College District
- Antelope Valley Community College District
- Cabrillo College District
- Cambrian School District
- Campbell School District
- Centralia School District
- City of Palo Alto
- City of Ontario
- Hermosa Beach City School District
- Lafayette School District
- Los Gatos Union School District
- Madera School District
- Mt. Diablo Unified School District
- Monterey Peninsula College District
- Moreland School District
- Poway Unified School District
- Puget Sound Regional Transit Authority
- Riverside Community College District
- Roseville Joint Union High School District
- San Francisco Public Libraries
- San Jose/Evergreen Community College District
- San Ramon Unified School District
- Saratoga Union School District
- Southern Kern Community College District
- Seattle Seahawks
- Stanislaus County Libraries
- The Seattle Zoo
- West Valley/Mission Community College District
Additionally, EMC has conducted polling for other related education and funding measures:

<table>
<thead>
<tr>
<th>District/Authority</th>
<th>Tax Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda County</td>
<td>Transportation Sales Tax/Health Care Sales Tax</td>
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<tr>
<td>Alameda Unified School District</td>
<td>Parcel Tax</td>
</tr>
<tr>
<td>Cabrillo School District</td>
<td>Parcel Tax</td>
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<tr>
<td>City of Richmond</td>
<td>Sales Tax</td>
</tr>
<tr>
<td>City of Santa Rosa</td>
<td>Public Safety Sales Tax</td>
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<tr>
<td>Contra Costa Transportation Authority</td>
<td>Transportation Sales Tax</td>
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<tr>
<td>Los Gatos Union School District</td>
<td>Parcel Tax</td>
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<tr>
<td>Mammoth Unified School District</td>
<td>Parcel Tax</td>
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<tr>
<td>Moreland School District</td>
<td>Parcel Tax</td>
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<tr>
<td>Orinda Union School District</td>
<td>Parcel Tax</td>
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<tr>
<td>Placer County Transportation Planning Agency</td>
<td>Transportation Sales Tax</td>
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<tr>
<td>San Mateo-Foster City School District</td>
<td>Parcel Tax</td>
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<tr>
<td>San Francisco County Transportation Authority</td>
<td>Sales Tax</td>
</tr>
<tr>
<td>Santa Clara County</td>
<td>Sales Tax</td>
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<tr>
<td>Santa Clara Valley Water District</td>
<td>Flood Protection Parcel Tax</td>
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<tr>
<td>Santa Cruz County (campaign)</td>
<td>Transportation Sales Tax</td>
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<tr>
<td>Town of San Anselmo</td>
<td>Parcel Tax</td>
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<tr>
<td>Transportation Agency of Monterey County</td>
<td>Transportation Sales Tax</td>
</tr>
<tr>
<td>Union School District</td>
<td>Parcel Tax</td>
</tr>
</tbody>
</table>

Our work will provide your district with the information needed to make important strategic decisions:

- What type of measure would most likely meet with success;
- The appropriate bond amount or taxation level, and timing for the measure;
- The type of projects that are most important to those who will vote;
- The themes and messages that will assist in reaching a successful outcome;
- Suggested areas for public education and community outreach.
REFERENCES

Riverside Community College District
Virginia MacDonald, Chief of Staff
virginia.macdonald@rcc.edu
4800 Magnolia Ave.
Riverside, CA 92506-1299

Bond election held and successful
951-222-8802

Allan Hancock College District
Dr. Jose Ortiz, President
jortiz@hancockcollege.edu
800 South College Drive
Santa Maria, CA 93454-6399

Preparing for June 2006 bond election
805-922-6966, x3223

San Ramon Valley Unified School District
Robert Kessler, Superintendent
rkessle@srvusd.k12.ca.us
Education Center
699 Orchard Drive
Danville, CA 94526

Bond and Parcel Tax Elections held and successful
925-552-2933

Transportation Agency of Monterey County
Debbie Hale, Deputy Executive Director
debbie@tamcmonterey.org
55-B Plaza Circle
Salinas, CA 93901-4410

Preparing for Sales Tax measure
831-775-4410

San Jose Unified School District
Don Igleias, Deputy Superintendent
Don_Iglesias@sjusd.k12.ca.us
855 Lenzen Avenue Room 325
San Jose, CA 95126

Preparing for Parcel Tax election
408-535-6190
PROJECT APPROACH & METHODOLOGY

Project Goal:

The purpose of this public opinion research project would be to provide Santa Barbara City College District with statistically valid data regarding the opinions of their voters that would aid in determining the feasibility of a General Obligation bond measure.

Overall Approach:

At EMC, our overall approach to a project like this falls into four general steps:

1. **Listen** to the needs of the District.
   - What are the desired projects
   - What is the identified level of need
   - How will the projects improve the quality of student education/student life
   - What issues may impact a bond election

2. **Conduct** a statistically valid survey
   - Write questionnaire in consultation with client and consultant
   - Draw a statically reliable sample of likely voters
   - Adhere to strict telephone calling standards
   - Analyze data using variety of techniques depending on results

3. **Present** results so they can be understood and used
   - PowerPoint with analysis and recommendations – more than just numbers
   - Written reports or executive summaries as needed
   - Easy to read cross-tabular results
   - Firm Principal involved in project and available to present and discuss results
   - Extensive experience presenting in public board meetings
4. Assist in development of measure
   - Recommendations that can be used in the real world
   - Ballot question wording
   - Ballot arguments
   - Overall themes for public information
   - Timing of the measure
September 07, 2006

LEAGUE ALERT

PROPOSITION 1D

As you may recall, AB 127 (Núñez) passed the legislature, was signed by the Governor, and charted by the Secretary of State on May of this year. The Governor's press release indicated that this legislation is "the Strategic Growth Plan education proposal which authorizes the placement of a $10.4 billion general obligation bond to fund K-12 and Higher Education on the November 2006 ballot."

Soon after, the Secretary of State released a series of propositions addressing California's investment on infrastructure, including Proposition 1D (formerly known as AB 127) that qualified for the November 7, 2006 General Election Ballot. Proposition 1D is a general obligation bond that would:

- Enact the $10.4 billion Kindergarten-University Public Education Facilities Bond Act of 2006, of which $7.3 billion would be for K-12 facilities and $3.1 billion for higher education facilities including $1.5 billion for the community colleges;
- Require each building constructed, reconstructed, modified, or expanded on or after July 1, 2006, on a community college campus to be built according to either the Field Act or the California Building Standards Code.

The CEOCCC and CCCT boards have adopted a support for Proposition 1D. The League strongly encourages community college districts and organizations to adopt a resolution in support of Proposition 1D. Attached you will find the sample resolution developed and provided by the League for districts and organizations to use. Please mail, email, or fax a copy of your resolution(s) to my attention: Danna Pacheco. Thank you!

Danna Pacheco
Community College League
1121 L St., Ste. 805
Sacramento, CA 95814
(916) 441-0353
(916) 441-0378 fax
Proposition 1D

The Kindergarten-University Public Education Facilities Bond Act of 2006

Whereas, California’s K-12 schools, community colleges, and public universities face tremendous needs in classroom construction, restoration and earthquake retrofitting; and

Whereas, more than 2.4 million students are enrolled in California’s public higher education system, which includes the University of California, the California State University, and the California Community Colleges; and

Whereas, the Kindergarten-University Public Education Facilities Bond Act of 2006 will help prepare students for the workplace of the 21st century and high-skilled, high-wage jobs; and

Whereas, more than $35 billion per year is contributed to the state's economy through California's three higher education systems, and there is a direct correlation between California's future economic and cultural prosperity and the availability of educational opportunities for its citizens through community colleges and other higher education institutions; and

Whereas, the total unmet facilities needs for the community college system have been estimated at approximately $18.1 billion to fund needed new facilities and upgrade existing buildings to meet enrollment growth and provide students access to new technologies; and

Whereas, the Kindergarten-University Public Education Facilities Bond Act of 2006 would provide $3.1 billion for public higher education facilities including $1.5 billion over the next two years for the California Community Colleges for building projects to serve the educational needs of the system's 1.6 million students; and

Whereas, California's historical policy of access to higher education for all eligible students is threatened, and

Whereas, passage of the Kindergarten-University Public Education Facilities Bond Act of 2006 would provide the ______________District with funds to ________________; and

Whereas, the _______ District believes that every effort should be made to inform voters about the impact of passage of the Kindergarten-University Public Education Facilities Bond Act of 2006 on local residents and students and their community college(s); now

Therefore, be it resolved that the Board of Trustees of the ______________ District supports the Kindergarten-University Public Education Facilities Bond Act of 2006 and encourages students and voters to become aware of the pros and cons of passage of the Kindergarten-University Public Education Facilities Bond Act of 2006 and the impact of its passage upon ____________ College(s).
PRESS RELEASE

05/20/2006 GAAS:334:06 FOR IMMEDIATE RELEASE

Schwarzenegger Signs $10.4 Billion Education Infrastructure Bond Component of Strategic Growth Plan

Gov. Schwarzenegger today signed AB 127, authored by Assemblymember Fabian Nunez (D - Los Angeles), the Strategic Growth Plan education proposal which authorizes the placement of a $10.4 billion general obligation bond to fund K-12 and Higher Education on the November 2006 ballot.

"Our children deserve to go to safe, modern and uncrowded schools," said Governor Schwarzenegger at a bill signing ceremony at Breed Street Elementary School in Los Angeles. "The education bond will finance desperately needed infrastructure projects throughout California’s education system. This bond and the entire Strategic Growth Plan are examples of the great things can happen when Democrats and Republicans work together."

With the Governor’s signature, the bond will be placed on the November ballot. Last week, he signed a $4.5 billion levee bond, $20 billion transportation bond and the $2.85 billion housing bond. Including the $10.4 billion for education, the Strategic Growth Plan will place a total of $37.3 billion on the ballot for voters to consider.

Highlights include:

-Career Technical Education: Provides $500 million in supplemental grants for facilities.
  - This is the first time in state history that funding for Career Technical Education is included in a state bond.
  - Funding will be applied to new facility construction and reconfiguration.

-Charter Schools: Provides $500 million for facilities.
  - This is the largest state bond funding for charter school facilities in California history.
  - The bond’s requirements limit the reduction of school district eligibility when new charter facility construction is authorized, and requires school districts to consider existing surplus facilities in accordance with current law.

-Overcrowded Schools: Authorizes the State Allocation Board to make grants to overcrowded schools.
  - The bond is expected to fully fund all projects in the pipeline in 2006-2008 bond cycle, accommodating the anticipated rise in student population over this timeframe.
  - Grants would be available to replace a portion of portable classrooms at overcrowded schools with new hard construction permanent facilities.
  - Overcrowded is defined as having a pupil density equal to or greater than 175% of the current guidelines.

-Seismic Safety: Creates a new seismic safety program with up to $200 million made available to those schools identified as having the highest risk for potential seismic damage.

Higher Education: Provides $3.087 billion to public college and university facilities.

- $1.580 billion for the University of California and California State University systems
- $1.5 billion for California Community Colleges. This is the highest bond allocation to community colleges in state history.

**K-12 Allocation**
Program / Total Funding

New Construction - $1.9 billion

Modernization - $3.3 billion

Career Technical - $500 million

Charter Schools - $500 million

Overcrowded Portables - $1 billion

Small Schools - $200 million*

Seismic Safety - $200 million*

Green Schools - $100 million

Joint Use Facilities - $29 million

Total ($ in billions) - $7.329

*Amounts for small schools and seismic safety are not added to totals, but are set-aside within the new construction and modernization amounts

**Higher Education Allocation**

- Institution Total Funding
- University of California - $890 million
- California State University - $690 million
- Community Colleges - $1.5 billion
- Total ($ in billions) - $3.087

For Los Angeles County, the bond proposal represents more than $3 billion for new construction and modernization of elementary schools, middle schools and high schools, at more than 50 different sites around the area.