On October 8, 2010, the college was informed that the legislature has finally approved a state budget for 2010-11. Because the state did not have a budget up to this point, SBCC has not received any payment from the state for this fiscal year. The only payment SBCC received from the state in July 2010 was the delayed payment owed to the college for last fiscal year 2009-10. Without the reserves the entire college has worked hard to secure, the college would not have been able to function all these months without borrowing.

The budget that was just approved last week adds more delays in the payments from the state to the existing deferrals that started being part of the budget in 2008-09 and have continued. At this time, college staff is analyzing the implications of this budget for our college. This item presents.

The last two years have been unprecedented and this academic year brings more unique fiscal challenges that the college has never had to face before at this level of magnitude. During these times of unprecedented fiscal stress, the college is making every effort to make decisions in the best interest of our students, our college as a whole and the community we serve. These decisions have been made and will continue to be made through the college's normal consultation processes.

The key points of the approved budget for 2010-11 are:

- The new deferrals are:
  - Apportionment: $21.5 million increased deferral each month from January-June 2011, to be repaid July 2011.
  - Categorical: The increased $25 million for economic development and the $35 million categorical backfill will be paid in July 2011.

The League and Chancellor's Office are discussing the best way to guide colleges on the expenditure of these categorical funds, as it is the first time we have had "programmatic" increases in one year with the funding deferred to the subsequent year.

The budget bills are posted:
SB 870 - Main budget bill:
-- community colleges begin on page 630
SB 850 - Education trailer bill:
From: Scott Lay <scotiay@cceleague.org>
To: <serban@sbcc.edu>
Date: 10/8/2010 7:38 AM
Subject: Day 100 - Finally, a budget.

October 8, 2010

Dear Andreea,

Good morning. After an all-night session that started at 11 a.m. yesterday, the State Senate approved the final bills sent to it by the Assembly to complete work on the 2011-12 state budget. The budget plan for community colleges is the same as outlined in Wednesday’s e-mail, with $206 million of new funds:

- 2.21% enrollment growth ($126 million)
- $35 million to backfill categorical cuts imposed in 2010-11 (replacing the ARRA backfill)
- $25 million for the Economic and Workforce Development program to "meet emerging workforce needs"
- $20 million for Career Technology programs
- no cost-of-living adjustment (positive or negative)

As outlined Wednesday, most of the new items ($189 million of $206 million) are paid for by deferring spring apportionment payments to July 2011. While imposing more borrowing costs on our districts, the move helps the state with the repayment of $10 billion in anticipated cash-flow borrowing and helps meet next year’s Proposition 98 guarantee.

The budget also repeals the SB 400 CalPERS pension enhancements adopted in 1999, but only for employees first hired after November 10, 2010.

Upheld in the deal is last year’s promise to repay K-12 schools and community colleges $11.2 billion over the next several years, and $320 million is included in this budget as a downpayment on that outstanding liability. The $20 million for community college career technology programs is funded from that "maintenance factor settle-up."

The 2011-12 budget is expected to begin with at least a $10 billion deficit, and many insiders believe the budget adopted this morning will be reopened as early as December or January (either under Schwarzenegger or the new governor).

While the tradition of waiting until the sun rises held true this year, the sunshine has not yet been cast on the dozens of implementing "trailer bills" that make statutory changes to implement the main spending bill. Advocates scrambled through the night to get language, which was held even more secret than usual. Thus, it will be likely be after the weekend before we know all of the details relating to the budget.

As I wrote Wednesday, this is a flawed budget, but it’s a good budget for community colleges. It will help us limit the significant course reductions, which have hurt students and part-time faculty alike. It will limit the program reductions in our categorical programs and allow for some new programs that are helping putting Californians back to work.
Thank you go out to the League's government relations team--Theresa Tena, Bonnie Slosson, and Kristine Schilpp, as well as to our two regional representatives--Stacy Berger and Elaine Reodica, who worked with so many of you to meet with legislators and dismiss the worst of the budget proposals. Additionally, we continue the great partnership with the entire community college budget advocacy corps--led by Executive Vice Chancellor Erik Skinner. Erik, who will not be spending as much time on the budget as the EVC, deserves a lot of credit for the favorable treatment community colleges have had over the last few years. I know it doesn't feel like it, but we continue to take fewer cuts than our education counterparts, and we have to recognize that it's due to our advocacy efforts.

Thank you for all of your work.

Sincerely,

Scott Lay
President and Chief Executive Officer
Orange Coast College '94

Community College League of California
2017 O Street, Sacramento, California 95811
916.444.8641 . www.ccleague.org
October 6, 2010

Dear Andreea,

Don't expect this to be the last correction of the budget deal, as details will continue to emerge.

A last-minute amendment was added to exclude school CalPERS employees from the SB 400 rollback.

Further, the deferral is technically a mix of apportionment delays and two of the augmentations. The $35 million categorical backfill and the $25 million for economic development ($60 million) will be paid in July 2011, and the remaining $129 million in deferrals will be spread across the monthly apportionment payments from January through June ($21.5 million/month).

Thanks go to community college consultant and former budget staffer Amy Supinger for helping us weed through the details!

Finally, I really want to thank the student advocates who led our efforts throughout the year. They have been truly tireless in their efforts and consummate professionals and delivered many victories for students in this budget.

Sincerely,

Scott Lay
President and Chief Executive Officer
Orange Coast College '94

Community College League of California
2017 O Street, Sacramento, California 95811
916.444.8641 . www.ccleague.org
### General Apportionment

<table>
<thead>
<tr>
<th>Item</th>
<th>2008-09 REVISED ENACTED BUDGET</th>
<th>REVISED BUDGET JULY 2009-10</th>
<th>2010-11 ADOPTED BUDGET OCT 8, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Apportionment (incl. GF, P-Tax, Fee)</td>
<td>5,727,059,000</td>
<td>5,640,589,000</td>
<td>5,700,918,000</td>
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<tr>
<td>General Apportionment reduction</td>
<td>(120,000,000)</td>
<td>(120,000,000)</td>
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<tr>
<td>Property tax shortfall</td>
<td>(42,800,000)</td>
<td>(53,402,000)</td>
<td>(b)</td>
</tr>
<tr>
<td>Enrollment Fee shortfall</td>
<td>(21,247,000)</td>
<td>(21,247,000)</td>
<td>(c)</td>
</tr>
<tr>
<td>Other technical reductions</td>
<td>(20,000,000)</td>
<td>(20,000,000)</td>
<td></td>
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<tr>
<td>Apportionment Structural Shortfall</td>
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<td>(41,200,000)</td>
<td>(d)</td>
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<tr>
<td>Enrollment Fee Increase ($20 to $25)</td>
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<td>80,000,000</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td>Cost-of-living adjustment</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Growth for Apportionments</td>
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<td>126,000,000</td>
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<td><strong>Total General Apportionment</strong></td>
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<td>5,664,710,000</td>
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</table>

### Categorical Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>2008-09 REVISED ENACTED BUDGET</th>
<th>REVISED BUDGET JULY 2009-10</th>
<th>2010-11 ADOPTED BUDGET OCT 8, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Senate for the Community Colleges</td>
<td>487,000</td>
<td>318,000</td>
<td>318,000</td>
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<tr>
<td>Apprenticeship</td>
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<td>7,174,000</td>
<td>7,147,000</td>
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<tr>
<td>Basic Skills</td>
<td>33,100,000</td>
<td>20,037,000</td>
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<td>Career Technical Education</td>
<td>20,000,000</td>
<td>48,000,000</td>
<td>0</td>
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<tr>
<td>Child Care Tax Bailout</td>
<td>6,838,000</td>
<td>3,350,000</td>
<td>3,350,000</td>
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<tr>
<td>Disabled Students Programs and Services</td>
<td>115,011,000</td>
<td>69,223,000</td>
<td>69,223,000</td>
</tr>
<tr>
<td>Economic Development</td>
<td>46,790,000</td>
<td>22,929,000</td>
<td>22,929,000</td>
</tr>
<tr>
<td>ECOPS</td>
<td>106,789,000</td>
<td>64,273,000</td>
<td>64,273,000</td>
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<tr>
<td>CARE</td>
<td>15,515,000</td>
<td>9,312,000</td>
<td>9,312,000</td>
</tr>
<tr>
<td>Equal Employment Opportunity</td>
<td>1,747,000</td>
<td>767,000</td>
<td>767,000</td>
</tr>
<tr>
<td>Foster Care Education Program</td>
<td>5,254,000</td>
<td>5,254,000</td>
<td>5,254,000</td>
</tr>
<tr>
<td>Fund for Student Success</td>
<td>6,158,000</td>
<td>3,762,000</td>
<td>3,762,000</td>
</tr>
<tr>
<td>MealReplacement</td>
<td>191,803,000</td>
<td>48,163,000</td>
<td>48,163,000</td>
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<tr>
<td>Nursing</td>
<td>22,100,000</td>
<td>13,378,000</td>
<td>13,378,000</td>
</tr>
<tr>
<td>Part-Time Faculty Compensation</td>
<td>50,828,000</td>
<td>24,907,000</td>
<td>24,907,000</td>
</tr>
<tr>
<td>Part-Time Faculty Health Insurance</td>
<td>1,000,000</td>
<td>480,000</td>
<td>480,000</td>
</tr>
<tr>
<td>Part-Time Faculty Office Hours</td>
<td>7,173,000</td>
<td>3,514,000</td>
<td>3,514,000</td>
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<tr>
<td>Physical Plant and Instructional Support</td>
<td>27,340,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Special Services for CalWORKs Recipients</td>
<td>43,580,000</td>
<td>26,865,000</td>
<td>26,865,000</td>
</tr>
<tr>
<td>Student Financial Aid Administration</td>
<td>51,269,000</td>
<td>52,864,000</td>
<td>54,965,000</td>
</tr>
<tr>
<td>Telecommunications / Technology Svcs / C.V. U</td>
<td>28,197,000</td>
<td>15,260,000</td>
<td>15,260,000</td>
</tr>
<tr>
<td>Transfer Education and Articulation</td>
<td>1,424,000</td>
<td>686,000</td>
<td>686,000</td>
</tr>
<tr>
<td><strong>Total Categorical Funds</strong></td>
<td>795,013,000</td>
<td>441,488,000</td>
<td>385,572,000</td>
</tr>
<tr>
<td>Ongoing Funds Subtotal</td>
<td>6,461,572,000</td>
<td>6,106,198,000</td>
<td>6,222,490,000</td>
</tr>
</tbody>
</table>

### One-Time Funds

<table>
<thead>
<tr>
<th>Program</th>
<th>2008-09 REVISED ENACTED BUDGET</th>
<th>REVISED BUDGET JULY 2009-10</th>
<th>2010-11 ADOPTED BUDGET OCT 8, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Development - to be paid July 2011</td>
<td>0</td>
<td>0</td>
<td>25,000,000</td>
</tr>
<tr>
<td>Categorical Backfill - to be paid July 2011</td>
<td>0</td>
<td>35,000,000</td>
<td>35,000,000</td>
</tr>
<tr>
<td>Physical Plant &amp; Instructional Support - SB 1133</td>
<td>10,000,000</td>
<td>0</td>
<td>10,000,000</td>
</tr>
<tr>
<td>Career Technical Education - SB 1135</td>
<td>36,000,000</td>
<td>0</td>
<td>36,000,000</td>
</tr>
<tr>
<td>Career Technical Education - Maintenance factor repayment</td>
<td>20,000,000</td>
<td>0</td>
<td>20,000,000</td>
</tr>
<tr>
<td><strong>One-time Funds Subtotal</strong></td>
<td>68,000,000</td>
<td>0</td>
<td>103,000,000</td>
</tr>
</tbody>
</table>

### Miscellaneous (Non-program) Items

<table>
<thead>
<tr>
<th>Program</th>
<th>2008-09 REVISED ENACTED BUDGET</th>
<th>REVISED BUDGET JULY 2009-10</th>
<th>2010-11 ADOPTED BUDGET OCT 8, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Crisis Management Assistance Team (FCMAT)</td>
<td>570,000</td>
<td>570,000</td>
<td>570,000</td>
</tr>
<tr>
<td>Miscellaneous (Non-program) Items</td>
<td>4,004,000</td>
<td>3,000</td>
<td>32,450,000</td>
</tr>
<tr>
<td>STRS Payments for CCC Employees</td>
<td>89,173,000</td>
<td>95,524,000</td>
<td>97,455,000</td>
</tr>
<tr>
<td>Lease-Purchase Bond Payments</td>
<td>58,100,000</td>
<td>66,829,000</td>
<td>68,866,000</td>
</tr>
<tr>
<td>Lottery</td>
<td>184,170,000</td>
<td>148,879,000</td>
<td>153,182,000</td>
</tr>
<tr>
<td><strong>Total State-Determined Funding</strong></td>
<td>6,835,589,000</td>
<td>6,477,803,000</td>
<td>6,578,013,000</td>
</tr>
</tbody>
</table>

### Funded FTES

- Prop 98 (Local) Ongoing Funding per FTES: 1,205,580
- Prop 98 (Local) One-Time Funding per FTES: 6,961
- Funding per FTES: 5,871

**YELLOW HIGHLIGHT - Per Budget Act these programs operate under categorical flexibility provisions**

- a Categorical backfill scheduled same as 2009-10
- b Career-technical education funded through one-time funds.

Attachment 1
Page 5 of 5
10/14/10
Establishment and Board Recognition of Student Body Association for SBCC Continuing Education

October 14, 2010 Board Study Session

Continued discussion from the September 9, 2010 Board Study Session and September 23, 2010 Board Meeting

Included in this attachment are the materials presented and discussed on September 9, 2010 and September 23, 2010. The Board of Trustees may want to consider and discuss the following options:

1. Direct the college administration to proceed with a simpler straw vote questionnaire as previously discussed; based on the results of the straw vote, decide on next steps

2. Establish an informal student council, with adequate student representation, to be part of the participatory governance process regarding policies and procedures that may have a significant impact on Continuing Education students

3. Establish a workgroup composed of Continuing Education students, college administrators, faculty and staff to propose to the Board alternatives for the structure of an informal student council or a formal student body association

4. Establish the groups that requested recognition as student clubs under the existing Associated Student Body
Establishment and Board Recognition of Student Body Association for SBCC Continuing Education

Board of Trustees Study Session September 9, 2010

Background

The California Education Code, Title 5, and our own Board Policy 5210 provide and define the conditions that need to be met in order to establish and recognize a Student Body Association. Appendix A includes a comprehensive compilation of relevant language. Below a few excerpts.

California Education Code Section 76060. Student body associations; activities; use of premises; more than one association; district assumptions of responsibilities upon association dissolution

The governing board of the community college district may authorize the students of the college to organize more than one student body association when the governing board finds that day students and evening students each need an association or geographic circumstances make the organization of only one student body association impractical or inconvenient.

The California Education Code Section 76060 does not specifically stipulate the formation of more than one student body association with respect to non-credit students.

California Education Code Section 76061. Elected student officers: enrollment and scholarship

According to Ed Code Section 76061. A student who is elected to serve as an officer in the student government shall meet both of the following conditions:

(a) The student shall be enrolled in the community college at the time of election, and throughout his or her term, with a minimum of five semester units, or its equivalent.

(b) The student shall meet and maintain the minimum standards of scholarship prescribed for community college students by the community college district.

The California Education Code does not specifically address student government for non-credit students.
SBCC Board Policy (BP) 5210 – Student Organizations

While the California Education Code does not specifically address student body associations for non-credit students, Board Policy 5210, Student Organizations, does reference non-credit students.

Section 5211. An Associated Student organization is authorized at Santa Barbara City College, and an Associated Student organization is authorized in the Continuing Education Division of Santa Barbara City College. These organizations shall have as their purpose the conduct of activities on behalf of students, such activities shall not conflict with the authority or responsibility of the District Board of Trustees or its officials (Education Code Section 76060).

This Board Policy (BP 5210, formerly Student Policy 3210, see Appendix B) recognizing that a student body association for credit students and a student body association for Continuing Education Students are authorized by the Board has existed for many years. For credit students, The Associated Students, Santa Barbara City College have a formal Constitution and by-laws that were first adopted in 1961. The College has overseen annual elections at which all currently enrolled credit students were given the opportunity to vote for officers and on issues that must be referred to all students such as the imposition of a fee to support certain student government activities.

Until 2009-10, there has been no organized effort on the part of Continuing Education students to have the Board formally implement a comparable student body association for Continuing Education students as contemplated in the policy referenced above.

The College has been immediately responsive to this increased interest in student participation in college matters of concern to students. Continuing education students have been invited to participate in a Continuing Education Consultation Council and advisors have been assigned to two different groups of students who have organized to advance student issues of interest and to facilitate communication with the College.

Some students in Continuing Education have formed a group that calls itself Associated Continuing Education Students (ACES) and have engaged in discussions with administration and the Board about being formally recognized as the representative of Continuing Education Students.

The Board was also addressed by another group of students, the Continuation Education Student Council, who have differentiated themselves from ACES, and also requested that the College provide them with an advisor, and also demonstrated intent to provide input to the Board about matters of concern to them.
It is important to understand that the formation of a representative student government association is a determination to be made by the Board of Trustee. The Board of Trustees has no obligation to do so, but may do so.

The creation of a representative student government is not a matter of the Board recognizing an exclusive representative for students (as is the process available in labor relations where a union may be granted the right to be the exclusive representative of an employee group) to the exclusion of other student groups. The Board is not limited to a determination of one or the other of the two groups that have requested the opportunity to be the Student Body Association for Continuing Education. The issue is what a student association in Continuing Education, if any, should look like.

The Board may want to address threshold issues and determine whether there is sufficient interest, value, benefit, and purpose in formally establishing a representative student body association before it commits to the actions necessary to establish a formal representative student association.

**Non-credit Student Body Associations**

A review of other California Community Colleges did not reveal any formalized student organizations in non-credit or continuing education programs. San Diego Community College District Continuing Education Division does have Associated Student Body (ASB) organizations at four of their six campuses. Their current membership is open to any interested continuing education student. Adjunct instructors serve as ASB advisors. No formal elections are held. ASB Faculty Advisors visit classrooms and provides information regarding the ASB.

**Basic Education Code Requirements for a Representative Student Body Association**

1. **Elections**

In order for the Board to formally create a student body association, it must be willing to provide for elections at which all eligible students may vote. Such elections must be carried out under the direction of the college administration. They cannot be delegated to a group of students because the information identifying all eligible students for purposes of voting cannot be made publicly available. Further, as is the case with the credit program, the complexity of conducting elections where there are a significant number of potential voters and the associated costs and support required to ensure a comprehensive and impartial election are most reasonably borne by the College.
In the Continuing Education Division of SBCC there are considerable challenges to conducting a vote of all eligible students: there is no online system comparable to Pipeline portal on the credit campus with unique, unduplicated but comprehensive student access; classes are held at 75 different sites throughout the South Coast including the Santa Barbara County and Ventura County Jails; any term of Continuing Education includes courses ranging from term-long to single meeting courses. In addition, students in Continuing Education are enrolled in courses that either fall in one of the state-supported categories or are community services courses that are tuition based. The interests of these students are quite different in terms of College policies and administrative procedures that may have a significant impact on them. The categories of courses that are state-supported are as follows:

- English as a Second Language (ESL)
- Citizenship for Immigrants
- Elementary and Second Basic Skills (includes Adult High School Diploma and GED)
- Health and Safety Education
- Persons with Substantial Disabilities
- Parenting
- Family and Consumer Sciences (Home Economics)
- Older Adults (55 or older)
- Short-Vocational Programs with High Employment Potential
- Workforce Preparation – this category was added very recently and there are no SBCC classes coded under this category yet although the Division offers vocational courses and programs that lead to acquiring skills and training to prepare individuals to enter or re-enter the workforce.

Although there may be an adaptation to the Lumens system that would permit electronic voting for some students in the future, at this time an election would necessarily require paper balloting possibly combined with course registration or with mailed ballots to student home addresses. These factors are delineated not to suggest that an election is not possible but to underscore the point that only the College has the information and resources to conduct an election in support of student government that addresses the requirement that all currently enrolled Continuing Education students and only currently enrolled Continuing Education students be eligible to vote. In addition, the election must ensure that only one vote for each eligible current Continuing Education student is counted even if a student may be enrolled in multiple courses within the same term.

2. Officers

The Education Code does mandate specific requirements for officers of formally designated student body associations: they must be enrolled in five semester units or the equivalent at the time of election and throughout and must be in good academic standing. Although these standards can easily be applied to students in the credit program, they are not factors common to
most non-credit courses. For Continuing Education, comparable standards will need to be delineated.

3. Duties/Participatory Governance

The right of students to provide input on college policies and procedures designated in Title 5 as potentially having a significant effect on students attaches to a Board recognized representative student government association and not to individual students or other groups. A student association shall encourage students to participate in the governance of the college. The purpose of a student association is participation in College governance not interference in or running of operations of the College.

4. Other Rights of a Student Association

The association may conduct activities including fundraising as may be approved by College officials and may be granted the use of College meeting space and property without charge.

5. Assessment of Student Representation Fee

The governing body of a Board recognized student association may call an election for the purpose of establishing a student representation fee of one (1) dollar per semester to be collected by the college at the time of registration and used for the support of student governmental affairs representatives.

6. Resources Committed by the College to a Student Association

As a practical matter, the Board establishing and recognizing a student association has fiduciary implications and may involve providing an advisor, a meeting room, the cost of running elections for officers once a year, equipment, supplies.

Board Options

We have two requests for recognition by the Board from two different groups. Their interest and effort are to be commended. However, clearly, neither represents the total Continuing Education student body. Below information about the total student body in Fall 2009, Winter 2010 and Spring 2010, respectively.
### Age Distribution Continuing Education Students

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Fall 09</th>
<th>Winter 10</th>
<th>Spring 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>&lt; 25</td>
<td>1,594</td>
<td>11%</td>
<td>1,526</td>
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<tr>
<td>25-34</td>
<td>2,008</td>
<td>14%</td>
<td>2,105</td>
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<td>35-44</td>
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<td>14%</td>
<td>1,946</td>
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<tr>
<td>45-54</td>
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<td>55-60</td>
<td>1,524</td>
<td>11%</td>
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<tr>
<td>61-65</td>
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<td>8%</td>
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<tr>
<td>66+</td>
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<td>24%</td>
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<td>89</td>
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</tr>
<tr>
<td>Total</td>
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<td>13,716</td>
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### Ethnic Distribution Continuing Education Students

<table>
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<th>Ethnic Group</th>
<th>Fall 09</th>
<th>Winter 10</th>
<th>Spring 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Asian</td>
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<td>3%</td>
<td>397</td>
</tr>
<tr>
<td>Black</td>
<td>162</td>
<td>1%</td>
<td>182</td>
</tr>
<tr>
<td>Filipino</td>
<td>63</td>
<td>0%</td>
<td>51</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3,825</td>
<td>27%</td>
<td>3,686</td>
</tr>
<tr>
<td>Native Am/Esk</td>
<td>134</td>
<td>1%</td>
<td>110</td>
</tr>
<tr>
<td>Pacific Is</td>
<td>31</td>
<td>0%</td>
<td>36</td>
</tr>
<tr>
<td>White</td>
<td>7,616</td>
<td>53%</td>
<td>7,345</td>
</tr>
<tr>
<td>Other</td>
<td>196</td>
<td>1%</td>
<td>183</td>
</tr>
<tr>
<td>Declined</td>
<td>1,768</td>
<td>12%</td>
<td>1,726</td>
</tr>
<tr>
<td>Total</td>
<td>14,261</td>
<td></td>
<td>13,716</td>
</tr>
</tbody>
</table>

### Gender Distribution Continuing Education Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 09</th>
<th>Winter 10</th>
<th>Spring 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>5,084</td>
<td>36%</td>
<td>4,814</td>
</tr>
<tr>
<td>Female</td>
<td>8,902</td>
<td>62%</td>
<td>8,639</td>
</tr>
<tr>
<td>Unknown</td>
<td>275</td>
<td>2%</td>
<td>263</td>
</tr>
<tr>
<td>Total</td>
<td>14,261</td>
<td></td>
<td>13,716</td>
</tr>
</tbody>
</table>

### Continuing Education Course Enrollments by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 09</th>
<th>Winter 10</th>
<th>Spring 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>ESL</td>
<td>2,260</td>
<td>8%</td>
<td>2,197</td>
</tr>
<tr>
<td>Citz/Immigrant</td>
<td>81</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>1,554</td>
<td>6%</td>
<td>1,667</td>
</tr>
<tr>
<td>Health/Safety</td>
<td>663</td>
<td>2%</td>
<td>595</td>
</tr>
<tr>
<td>Disabilities</td>
<td>0</td>
<td>0%</td>
<td>30</td>
</tr>
<tr>
<td>Parenting</td>
<td>2,669</td>
<td>10%</td>
<td>2,465</td>
</tr>
<tr>
<td>Home Economics</td>
<td>804</td>
<td>3%</td>
<td>943</td>
</tr>
<tr>
<td>Older Adults</td>
<td>13,935</td>
<td>50%</td>
<td>12,426</td>
</tr>
<tr>
<td>Short-term Voc</td>
<td>4,171</td>
<td>15%</td>
<td>3,865</td>
</tr>
<tr>
<td>Tuition-based, not state supported</td>
<td>1,700</td>
<td>6%</td>
<td>1,792</td>
</tr>
<tr>
<td>Total</td>
<td>27,837</td>
<td></td>
<td>25,970</td>
</tr>
</tbody>
</table>
### Full-time Equivalent Students (FTES) by Category - 525 hours of instruction = 1 FTES

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 09 N</th>
<th>Fall 09 %</th>
<th>Winter 10 N</th>
<th>Winter 10 %</th>
<th>Spring 10 N</th>
<th>Spring 10 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>186.76</td>
<td>27%</td>
<td>169.22</td>
<td>26%</td>
<td>151.93</td>
<td>30%</td>
</tr>
<tr>
<td>Citz/Immigrant</td>
<td>5.01</td>
<td>1%</td>
<td>4.54</td>
<td>1%</td>
<td>5.73</td>
<td>1%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>35.9</td>
<td>5%</td>
<td>29.77</td>
<td>5%</td>
<td>23.88</td>
<td>5%</td>
</tr>
<tr>
<td>Health/Safety</td>
<td>4.29</td>
<td>1%</td>
<td>3.48</td>
<td>1%</td>
<td>4.24</td>
<td>1%</td>
</tr>
<tr>
<td>Disabilities</td>
<td>0</td>
<td>0%</td>
<td>0.24</td>
<td>0%</td>
<td>0.41</td>
<td>0%</td>
</tr>
<tr>
<td>Parenting</td>
<td>95.26</td>
<td>14%</td>
<td>56.74</td>
<td>9%</td>
<td>48.85</td>
<td>10%</td>
</tr>
<tr>
<td>Home Economics</td>
<td>24.23</td>
<td>3%</td>
<td>24.63</td>
<td>4%</td>
<td>9.59</td>
<td>2%</td>
</tr>
<tr>
<td>Older Adults</td>
<td>292.46</td>
<td>42%</td>
<td>265.69</td>
<td>44%</td>
<td>222.33</td>
<td>44%</td>
</tr>
<tr>
<td>Short-term Voc</td>
<td>52.52</td>
<td>8%</td>
<td>47.97</td>
<td>8%</td>
<td>40.37</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>696.43</td>
<td></td>
<td>602.29</td>
<td></td>
<td>507.33</td>
<td></td>
</tr>
</tbody>
</table>

### Unduplicated Headcount for Students Enrolled in Only One Category

<table>
<thead>
<tr>
<th></th>
<th>Fall 09</th>
<th>Winter 10</th>
<th>Spring 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>11,836</td>
<td>11,356</td>
<td>11,524</td>
</tr>
</tbody>
</table>

### Unduplicated Student Headcount by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 09 N</th>
<th>Fall 09 %</th>
<th>Winter 10 N</th>
<th>Winter 10 %</th>
<th>Spring 10 N</th>
<th>Spring 10 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>1,312</td>
<td>9%</td>
<td>1,299</td>
<td>9%</td>
<td>1,473</td>
<td>11%</td>
</tr>
<tr>
<td>Citz/Immigrant</td>
<td>55</td>
<td>0%</td>
<td>62</td>
<td>0%</td>
<td>54</td>
<td>0%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>743</td>
<td>5%</td>
<td>788</td>
<td>6%</td>
<td>665</td>
<td>5%</td>
</tr>
<tr>
<td>Health/Safety</td>
<td>124</td>
<td>1%</td>
<td>115</td>
<td>1%</td>
<td>219</td>
<td>2%</td>
</tr>
<tr>
<td>Disabilities</td>
<td>0</td>
<td>0%</td>
<td>17</td>
<td>0%</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>Parenting</td>
<td>1,066</td>
<td>7%</td>
<td>1,006</td>
<td>7%</td>
<td>963</td>
<td>7%</td>
</tr>
<tr>
<td>Home Economics</td>
<td>331</td>
<td>2%</td>
<td>387</td>
<td>3%</td>
<td>153</td>
<td>1%</td>
</tr>
<tr>
<td>Older Adults</td>
<td>5,313</td>
<td>37%</td>
<td>4,986</td>
<td>36%</td>
<td>5,624</td>
<td>42%</td>
</tr>
<tr>
<td>Short-term Voc</td>
<td>2,090</td>
<td>15%</td>
<td>1,851</td>
<td>13%</td>
<td>1,546</td>
<td>12%</td>
</tr>
<tr>
<td>Workforce Prep</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Tuition-based, not state supported</td>
<td>602</td>
<td>6%</td>
<td>845</td>
<td>6%</td>
<td>819</td>
<td>6%</td>
</tr>
<tr>
<td>Multiple categories</td>
<td>2,425</td>
<td>17%</td>
<td>2,360</td>
<td>17%</td>
<td>1,910</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14,261</td>
<td></td>
<td>13,716</td>
<td></td>
<td>13,434</td>
<td></td>
</tr>
</tbody>
</table>
The Board has several options available to address the present requests for formal representation for Continuing Education Students:

First, confirm interest in a student association through a straw vote.

Two, if sufficient interest is manifested through the straw vote, determine what type of association to establish and conduct election for officers.

Three, if the interest is focused more on participation in college governance than on student life, this may be accomplished through student participation in appropriate college governance groups which has been already in place since March 2010 through student participation in the newly formed Continuing Education Consultation Council, the Scholarship Committee, and others as needed moving forward.

**Option one:** conduct a “straw vote” on the threshold issue of whether there is sufficient interest among currently enrolled Continuing Education students to warrant the College support (advisor, financial support) for such a group or groups.

A straw vote ballot could include the following questions:

Should the College establish a formal Student Association for Continuing Education?
- Yes
- No

Regardless whether you responses Yes or No at the above question, assuming an Association would be formed, please indicate which ONE option from the following you would prefer (please mark ONLY ONE option):

- Create one, all-inclusive student association for Continuing Education students which includes representation from each and all categories of instruction in Continuing Education
- Create multiple student associations as follows:
  - One for the Schott Center, one for the Wake Center, one for the main campus and off site locations; each of these associations will include representation from each and all the categories of instruction taught at each of the respective locations OR
  - One representing day students; another representing night students; each of these associations will include representation from each and all the categories of instruction taught during the day and at night, respectively
- Do not create any student association for Continuing Education students
- Have a single student government association to include continuing education students and credit students.
Reasonable Threshold of Votes to Establish Interest

Another aspect that would need to be agreed upon before conducting the straw vote is what minimum level of positive votes is needed to indicate the interest of currently enrolled Continuing Education students in forming one or more student body associations. For example, in straw vote elections conducted to establish cities or city governments, a positive vote from 10% of the eligible voters is considered a reasonable threshold of interest. In our case, it would be 10% of all currently enrolled Continuing Education in the fall 2010 term, assuming the straw vote is conducted this fall. We expect that in fall 2010 we will have at least as many students as in fall 2009 if not more. Thus, 10% of all currently enrolled Continuing Education in the fall 2010 term – unduplicated headcount - would be at least 1,427 affirmative votes.

Option two: the Board could agree, without requiring a show of interest through a straw vote, that there should be a formal student government body for Continuing Education students. The Board would ask the administration to designate employees to assist with the formation of a Constitution and By-Laws, and recommend a general structure for the student body association that addresses the complex student population and needs. Then, the Board could direct the administration to conduct an election for student representatives and for student body officers.

Given the diverse nature and complexity of the student body of Continuing Education, the Board may want to provide guidelines for development of a government structure that will ensure appropriate representation from the distinct groups within the Continuing Education population: diverse course offerings; many locations throughout the South Coast; diverse students in terms of work commitments and educational goals; confinement to designated locations, such as jails and elder care facilities. This could include a requirement of representation from the distinct Continuing Education populations (Adult High School, Vocational Programs, English as a Second Language, Programs for Older Adults, etc.).
APPENDIX A
§ 76060. Student body associations; activities; use of premises; more than one association; district assumption of responsibilities upon association dissolution

The governing board of a community college district may authorize the students of a college to organize a student body association. The association shall encourage students to participate in the governance of the college and may conduct any activities, including fundraising activities, as may be approved by the appropriate college officials. The association may be granted the use of community college premises and properties without charge, subject to any regulations that may be established by the governing board of the community college district.

The governing board of the community college district may authorize the students of a college to organize more than one student body association when the governing board finds that day students and evening students each need an association or geographic circumstances make the organization of only one student body association impractical or inconvenient.

A community college district may assume responsibility for activities formerly conducted by a student body association if the student body association is dissolved. A student body association employee who was employed to perform the activity assumed by the district pursuant to this section shall become a member of the classified service of the district in accordance with Section 88020.

§ 76060.5. Student representation fee; election; support of governmental affairs representatives; district administrative costs; refusal to pay fee

If a student body association has been established at a community college as authorized by Section 76060, the governing body of the association may order that an election be held for the purpose of establishing a student representation fee of one dollar ($1) per semester. The election shall be held in compliance with regulations of the Board of Governors of the California Community Colleges and shall be open to all regularly enrolled students of the community college. The affirmative vote of two-thirds of the students voting in the election shall be sufficient to establish the fee. However, the election shall not be sufficient to establish the fee unless the number of students who vote in the election equals or exceeds the average of the number of students who voted in the previous three student body association elections.

The student representation fee authorized by this section shall be collected by the officials of the community college, together with all other fees, at the time of registration or before registration and shall be deposited in a separate fiduciary fund established per the California Community Colleges Budget and Accounting Manual for student representation fees. The money collected pursuant to this section shall be expended to provide for the support of governmental affairs representatives who may be stating their positions and viewpoints before city, county, and district governments, and before offices and agencies of the state government. The chief fiscal officer of the community college shall have custody of the money collected pursuant to this section and the money shall be disbursed for the purposes described above upon the order of the
governing body of the student body association. The district may retain a portion of the fees collected and deposited pursuant to this section that is equal to the actual cost of administering these fees up to, but not more than, 7 percent.

The student representation fee authorized by this section may be terminated by a majority vote of the students voting in an election held for that purpose. The election shall be called and held in compliance with regulations of the Board of Governors of the California Community Colleges and shall be open to all regularly enrolled students of the community college.

A student may, for religious, political, financial, or moral reasons, refuse to pay the student representation fee established under this section. The refusal shall be submitted in writing to the college officials at the time the student pays other fees collected by the college officials. The refusal shall be submitted on the same form that is used for collection of fees as provided by the college, which, as determined by the college, shall be as nearly as practical in the same form as a model form prescribed by regulations of the Board of Governors of the California Community Colleges.

§ 76061. Elected student officers; enrollment and scholarship

A student who is elected to serve as an officer in the student government of a community college shall meet both of the following requirements:

(a) The student shall be enrolled in the community college at the time of election, and throughout his or her term, with a minimum of five semester units, or its equivalent.

(b) The student shall meet and maintain the minimum standards of scholarship prescribed for community college students by the community college district.

76063. Deposit or investment of student funds

The funds of any student body organization established in the public schools of any community college district shall, subject to approval of the governing board of the district, be deposited or invested in one or more of the following ways:

(a) Deposits in trust accounts of the centralized State Treasury system pursuant to Sections 16305 to 16305.7, inclusive, of the Government Code or in a bank or banks whose accounts are insured by the Federal Deposit Insurance Corporation.

(b) Investment certificates or withdrawable shares in state-chartered savings and loan associations and savings accounts of federal savings and loan associations, if the associations are doing business in this state and have their accounts insured by the Federal Savings and Loan Insurance Corporation and if any money so invested or deposited is invested or deposited in certificates, shares, or accounts fully covered by the insurance.
(c) Purchase of any of the securities authorized for investment by Section 16430 of the Government Code or investment by the Treasurer in those securities.

(d) Participation in funds that are exempt from federal income tax pursuant to Section 501(c)(3) of the Internal Revenue Code and that are open exclusively to nonprofit colleges, universities, and independent schools.

(e) Investment certificates or withdrawable shares in federal or state credit unions, if the credit unions are doing business in this state and have their accounts insured by the National Credit Union Administration and if any money so invested or deposited is invested or deposited in certificates, shares, or accounts fully covered by the insurance.

The funds shall be expended subject to procedures that may be established by the student body organization subject to the approval of each of the following three persons, which shall be obtained each time before any of the funds may be expended: an employee or official of the community college district designated by the governing board, the certificated employee who is the designated adviser of the particular student body organization, and a representative of the particular student body organization.

76064. Additional uses of student funds

In addition to deposit or investment pursuant to Section 76063, the funds of a student body organization may be loaned or invested in any of the following ways:

(a) Loans, with or without interest, to any student body organization established in another community college of the district for a period not to exceed three years.

(b) Invest money in permanent improvements to any community college district property including, but not limited to, buildings, automobile parking facilities, gymnasiums, swimming pools, stadia and playing fields, where those facilities, or portions thereof, are used for conducting student extracurricular activities or student spectator sports, or when those improvements are for the benefit of the student body. The investment shall be made on condition that the principal amount of the investment plus a reasonable amount of interest thereon shall be returned to the student body organization as provided herein. Any community college district approving the investment shall establish a fund in accordance with the California Community Colleges Budget and Accounting Manual in which moneys derived from the rental of community college district property to student body organizations shall be deposited. Moneys collected by the governing board for automobile parking facilities as authorized by Section 76360 shall be deposited in the fund designated by the California Community Colleges Budget and Accounting Manual if the parking facilities were provided for by investment of student body funds under this section. Moneys shall be returned to the student body organization as contemplated by this section exclusively from the special fund and only to the extent that there are moneys in the special fund. Whenever there are no outstanding obligations against the special fund, all moneys
therein may be transferred to the general fund of the school district by action of the local governing board.

Two or more student body organizations of the same community college district may join together in making the investments in the same manner as is authorized herein for a single student body. Nothing herein shall be construed so as to limit the discretion of the local governing board in charging rental for use of community college district property by student body organizations as provided in Section 76060.

76065. Supervision and audit of student funds

The governing board of any community college district shall provide for the supervision of all funds raised by any student body or student organization using the name of the college.

The cost of supervision may constitute a proper charge against the funds of the district.

The governing board of a community college district may also provide for a continuing audit of student body funds with community college district personnel.
Cal. Admin. Code tit. 5, § 51023.7

§ 51023.7. Students.

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

(1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

(2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

(3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

(4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

(b) For the purposes of this Section, district and college policies and procedures that have or will have a "significant effect on students" includes the following:

(1) grading policies;

(2) codes of student conduct;

(3) academic disciplinary policies;

(4) curriculum development;

(5) courses or programs which should be initiated or discontinued;

(6) processes for institutional planning and budget development;

(7) standards and policies regarding student preparation and success;

(8) student services planning and development;

(9) student fees within the authority of the district to adopt; and

(10) any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.
(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

(d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53205.

(e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.
5211 An Associated Student organization is authorized at Santa Barbara City College, and an Associated Student organization is authorized in the Continuing Education Division of Santa Barbara City College. These organizations shall have as their purpose the conduct of activities on behalf of the students, such activities shall not conflict with the authority or responsibility of the District Board of Trustees or its officials (Education Code Section 76060).

5212 **College Clubs**

A college club must be affiliated with and chartered by the Associated Students' organization and must have a faculty advisor or a full time regular classified staff advisor approved by the Superintendent/President or his/her designee. College clubs must comply with all college policies and any provisions in the Education Code governing such clubs and organizations.

5213 **Non-College Clubs**

In a few exceptional cases, sponsorship by outside organizations such as service clubs may be approved by the Superintendent/President or his/her designee, provided such sponsorship is directed toward educational purposes, and provided each outside organization has a full time contract faculty or full time classified management staff sponsor.

5220 **Student Funds**

Funds of the Associated Students and of college student organizations shall be deposited with and disbursed by the Administrator of Student Activities in accordance with provisions of the Education Code Section 76062, 76063, 76064, 76065.
Material Presented at the September 23, 2010 Board Meeting

Student governance for Continuing Education students

At the Board Study Session on September 9, 2010, governance for Continuing Education students was discussed and the Board requested that the College administration bring for further discussion and possible action a model for conducting a straw vote on the issue of governance for Continuing Education students. This material provides a proposed straw vote ballot and an accompanying cover letter to be mailed to all currently enrolled Fall 2010 Continuing Education students. Also included is a proposal for a threshold of minimum participation in the straw ballot and a minimum percentage of affirmative votes to advise the Board on a course of action.

Threshold of Interest to Be Determined By Board of Trustees

An aspect that needs to be agreed upon before conducting the straw vote is the minimum level of participation and percentage of positive votes needed to indicate the interest of currently enrolled Continuing Education students in forming one or more student body associations or an informal group (see choices on straw vote ballot).

For example, in petitions to establish cities or city governments, participation from 10% of the eligible voters is considered a reasonable threshold of interest. In our case, it would be 10% of all currently enrolled Continuing Education in the fall 2010 term, assuming the straw vote is conducted this fall. We expect that in fall 2010 we will have at least as many students as in fall 2009. Thus, 10% of all currently enrolled Continuing Education in the fall 2010 term – unduplicated headcount - would be at least 1,400 responses. In terms of establishing interest, a 50% affirmative vote of those who responded for option one on the straw ballot would mean that no group is created. A combined 50% affirmative vote for options 2, 3 and 4 would advise the Board on a course for further action.

Cover Letter to be Sent with the Straw Vote Ballot

Text of Cover Letter and Survey to Be Sent In Both English and Spanish:

Survey of Interest in Student Government for Continuing Education at SBCC

You have received this survey because you are currently enrolled in at least one non-credit course in the SBCC Continuing Education Division for the Fall Term 2010.

At present there is no recognized formal student government structure or informal student group for Continuing Education students. In addition, there is no one group that represents all Continuing Education students, informally or formally. Some students in Continuing Education have requested the formation of a more formal student body association. Their interest and effort are to be commended.
The Board of Trustees of Santa Barbara City College has directed the College administration to survey all current Continuing Education students to determine student interest in establishing some system or form of student government. The Board also wants to understand what system or form of student government would meet the needs and interests of Continuing Education students.

**Background Information to Assist You in Responding to this Straw Ballot**

SBCC is one of the community college districts in the State of California with a Continuing Education Program that offers state-supported non-credit courses for students. SBCC also offers in the Continuing Education Program community service courses for which tuition is charged. Classes are held at 75 different sites throughout the South Coast including the Santa Barbara County and Ventura County Jails; any term of Continuing Education includes courses ranging from term-long to single meeting classes. In addition, students in Continuing Education are enrolled in courses that either fall in one of the state-supported categories or are community services courses that are tuition-based. The interests of these students are quite different in terms of College policies and administrative procedures that may have a significant impact on them. The categories of courses that are state-supported are as follows:

- English as a Second Language (ESL)
- Citizenship for Immigrants
- Elementary and Second Basic Skills (includes Adult High School Diploma and GED)
- Health and Safety Education
- Persons with Substantial Disabilities
- Parenting
- Family and Consumer Sciences (Home Economics)
- Older Adults (55 or older)
- Short-Vocational Programs with High Employment Potential
- Workforce Preparation

**Formal Student Government**

No other community college in California has established a formal student government for non-credit students but the possibility to do so is a legal option.

In credit programs at community colleges in California, student government can focus on:

1. Student Life (activities for students such as student clubs) to provide extra-curricular activities for students
2. College Governance (through a government structure, student representatives provide input on College policies and procedures designated in state regulations (Title 5) as potentially having a significant effect on students)
3. Lobbying efforts of students with other government groups (local, state and Federal) can be supported if students vote to assess a Student Representation Fee of one dollar a semester for this purpose. This would be collected by the College from all students at the time of registration on behalf of the student government.
Informal Governance Council
San Diego Community College Non-Credit Division is developing a council of student representatives that, in the future, may meet regularly with the College administration to discuss policies and procedures that have a significant effect on students. This is accomplished without a formal elected representative structure. The focus is on discussion and input from students on policies and procedures and not on student life or lobbying activities. Currently, SBCC Continuing Education students have been invited by the Vice President of Continuing Education to participate in a Continuing Education Consultation Council that includes faculty representatives, staff representatives and College administrators. Administrative advisors have been assigned to two different groups of students – Associated Continuing Education Students (ACES) and the Continuing Education Student Council (Consejo de Estudiantes para la Educacion de los Adultos (CEEA)) – who have organized to advance student issues of interest and to facilitate communication with the College. This model could be expanded to include a representative from each of the areas of state supported non-credit instruction.

There is also an option to make no changes at this time and not establish a new Student Government. Yet another option is to explore the possibility of expanding the existing student government representing credit students to include continuing education students. This would require a vote by all students – credit and non-credit.

Resources Committed by the College to a Student Association
As a practical matter, the Board establishing and recognizing any formal or informal student association has financial implications and may involve providing an advisor, a meeting room, the cost of running elections for officers once a year, equipment, supplies.
STRAW VOTE BALLOT

Please choose ONLY ONE option from the following four:

1. No student group, either formal or informal, should be created to represent Continuing Education students

2. Explore options to include Continuing Education students with the existing Associated Student Body government which represents credit students (subject to vote of all students – credit and non-credit)

3. The College should establish a **formal** student government association for Continuing Education that ensures representation from each of the 10 state-supported categories of non-credit instruction and community service (fee-based, not state-supported) courses
   a. A **formal student government** involves:
      i. Must conduct public, regular meetings noticed under the California Open Meetings Law (Brown Act)
      ii. SBCC conducts independent annual election of the officers of the student government
      iii. SBCC pays costs related to providing advisors, meeting space, and other operational costs
      iv. The option of an election to establish a student representation fee of $1 per term to be charged to every student enrolled in Continuing Education classes
      v. SBCC required to manage any funds collected by the student government, whether through the student representation fee or fundraising

4. The College should develop an **informal student group** for Continuing Education for the purposes of consulting with the College administration on policies and procedures on issues that may have a significant impact on students and that ensures representation from each of the 10 state-supported categories of non-credit instruction and community service (fee-based, not state-supported) courses
   a. An **informal student group** involves:
      i. Meetings are not required to operate under the California Open Meetings Law (Brown Act) but could voluntarily do so
      ii. Membership could be by election and/or appointment which may vary by category of instructional programs represented
      iii. SBCC may have costs related to providing advisors, meeting space or other operational costs
      iv. Cannot charge student representation fee; may conduct optional fundraising activities
Regardless which option of the above four choices you selected, assuming a formal student government association or an informal student group would be formed, please indicate which ONE option from the following you would prefer (please mark ONLY ONE option):

- Create one, all-inclusive student association or group for Continuing Education students which includes representation from each and all categories of instruction in Continuing Education: 10 state-supported categories of non-credit instruction and community service (fee-based, not state-supported)

- Create multiple student associations or groups as follows:
  - One for the Schott Center, one for the Wake Center, one for the main campus and off site locations; each of these associations or groups will include representation from each and all the categories of instruction taught at each of the respective locations
  - OR
  - One representing day students; another representing night students; each of these associations or groups will include representation from each and all the categories of instruction taught during the day and at night, respectively
Santa Barbara City College
The Basic Skills/Degree/Transfer Express Initiative
Board of Trustees Study Session, October 14, 2010

Overview

Community colleges across the country are responding to the call by many policy makers, parents and students to decrease their students' time to degree and program completion.

70% of incoming students to SBCC are not college-ready, requiring the completion of remedial English and mathematics before being able to engage in college level courses.

Title V Federal Grant Awarded to SBCC

We are extremely pleased to announce that we were awarded the federal Title V grant for which we worked diligently over the past year. In spring 2009, we gained the status of Hispanic Serving Institution which, among many other benefits, made us eligible to apply for federal grants geared towards strengthening institutional capacity and building programs to increase the success of underrepresented students. Shortly after we gained this status, we began work in earnest to conceptualize the types of programs that will have a very significant impact on the success of our students, beyond what we already do, and will position us to be competitive for this grant.

On September 30, the U.S. Department of Education announced that Santa Barbara City College has been awarded a $3 million federal Title V grant to increase and accelerate the success, progression, degree completion and transfer preparation of students. The grant is the single largest in the college’s history, and will be paid over five years. These grants are awarded based on a highly competitive, nationwide process. Community colleges and universities across the country compete together for a limited number of grants and dollars. Nationwide, 99 grants were awarded totaling $60.1 million.

The SBCC Express to Success Program will be an accelerated program with newly developed specialized curriculum, counseling, and other resources designed to guarantee that highly motivated students will complete their two-year associate degree or transfer requirements in no more than three years. Qualified students must commit to full-time study (minimum of 12 units per semester and 6 units during the summer) and academic counseling. Financial aid will be available to those that qualify to assist them in attending classes full-time.

Student success is, and always has been, the main focus of our college. This Title V grant will give us additional resources to develop and implement a program with tremendous potential to help highly motivated students in our community achieve their educational goals in a timely manner.” Depending on their basic skills levels upon joining this program, students will be able to complete their degree or transfer requirements in either two or three years, which for many, would otherwise have taken much longer to accomplish.

Every year, 70% of incoming students arrive at SBCC without the necessary academic preparation for college-level studies. For these students, the first year of the program will focus on improving students’ basic college skills, including reading, writing and mathematics. College ready students will be able to move directly into the Express to Success program’s clear and structured pathways of accelerated study. A wide-range of majors leading to an associate degree or completion of transfer requirements will be
available. All courses and services will be specifically developed for the Express to Success Program and will be offered as an alternative option to the college’s traditional method of offering credit classes and student support services.

Plans call for project development in academic year 2010-11, a pilot phase with a cohort (group) of students in 2011-12, and full implementation in 2012-13.

The core team who worked on the Title V grant proposal includes Dr. Jack Friedlander, Executive Vice President Educational Programs (chair); Robert Else, Sr. Director, Institutional Assessment, Research and Planning; Cheryl Dettrick, grant consultant; Keith McLellan, Dean; Kathy Molloy, Faculty English; Pam Guenther, Faculty Mathematics; Sheila Wiley, Faculty English Skills and Coordinator Gateway to Success Program; Priscilla Butler, Faculty ESL; Dr. Ben Partee, Dean; Marilyn Spaventa, Dean; Dr. Alice Scharper, Dean; Dr. Doug Hersh, Dean; Jared Hersh, Faculty Mathematics; Ignacio Alarcon, Faculty Mathematics and President of the Academic Senate; Mindy Mass, Faculty Computer Applications and Office Management; Carol Diamond, Faculty Computer Applications and Office Management; and Carmen Rivero, Counselor and Early Childhood Education Faculty. Kathy Molloy will serve as project director under the oversight of Dr. Andreea Serban, SBCC Superintendent/President and Dr. Jack Friedlander, Executive Vice President.

This Title V grant will fund an innovative program designed to address pressing issues in higher education today: giving students the tools and a roadmap to successfully complete an associate degree or prepare for transfer in a timely and efficient manner. This fits beautifully with our recent successful efforts to develop guaranteed transfer programs for four-year colleges and universities for qualified students.

Santa Barbara City College is a leader in innovative programs that help students achieve their educational goals, including guaranteed transfer agreements for qualified students with UC Davis, UC Irvine, UC Riverside, UC Merced, UC San Diego, UC Santa Barbara, UC Santa Cruz, Brandman University, Antioch University, CSU Channel Islands and a new Business Degree Partnership with CSU Channel Islands on the SBCC campus announced earlier this month.

Grant Components

**ACTIVITY:** Express to Success Program

($2,564,449 over five years)

Strategies will increase the success, progression, degree completion and transfer rates of Hispanic and other underrepresented students who enter the college needing basic skills and ESL courses by providing clear and highly structured pathways from ESL to basic skills to associate degree and/or transfer.

**Component One:** Progression from Basic Skills to College-level Courses to Degree Completion and Transfer through activities to support Accelerated Learning Communities, an ESL Immersion program, Academic Progression, and strategies to Strengthen Articulation strategies.

**Component Two:** Develop Strategies to Strengthen Academic and Support Services to better serve underrepresented students. An array of student support strategies will be strengthened, a new Student Pathways and Tracking System, developed, Intensive Orientation/Counseling provided, and in-depth Faculty and Staff Development Workshops offered.
Component Three: Increasing Resource Development Capacity to Better Serve Underrepresented Students by strengthening the fiscal stability of the College and building the capacity to provide enhanced services and programs.

Throughout the Activity, SBCC has woven a response to the need for and access to financial and technology literacy skills for underrepresented students.

PROJECT MANAGEMENT AND EVALUATION ($495,078 over five years)
The Title V project will be under the oversight of Dr. Andreea Serban, Superintendent/President of Santa Barbara City College and will be managed by Ms. Kathy Molloy.

Accelerated Programs in Community Colleges Across the Country

The article below briefly describes the programs initiated and deployed by other colleges.

Community colleges helping students get degrees faster


By David Moltz, Inside Higher Ed

Community colleges across the country are responding to the call by many education experts to get the lead out and meaningfully decrease their students' time to degree and program completion.

Southern West Virginia Community and Technical College, for example, will change from the semester to a trimester class format this fall. Classes will run for 14 weeks instead of 16 weeks, and the summer term will have just as many course offerings as the fall and spring terms. While each class will be about 10 minutes longer, the most motivated students will be able to earn an associate degree just under a year and a half - compared to what had been the norm of two years (with a summer off).

ON THE WEB: Taking the long view

"Our students will graduate earlier in the year than those at other colleges," says Joanne Jaeger Tomblin, the college's president. "Southern's graduates will be ready to enter the work force sooner as well, giving them an edge when applying for jobs."

The new trimester format will complement the college's existing "fast track" option, which allows students to earn an associate degree in 14-16 months by completing one course at a time every two weeks. About a quarter of the college's 2,200 students already take advantage of this accelerated option.

But the new trimester format will speed up everyone's time to degree completion and, Tomblin hopes, improve the college's graduation and retention rates in the process. She believes more community colleges
should find ways to accelerate their degree programs, given evidence that students in these programs are more likely to graduate than their counterparts in traditionally-paced courses.

"It's just another opportunity to do something different," says Tomblin, explaining that the college was inspired to make the scheduling change in response to President Obama's challenge to double the number of Americans with a postsecondary credential by 2020. "I would hope more colleges will look into this. People are so in a traditional thinking mode that it may take a while to catch on. We need to think about what kind of delivery methods we can bring forward to help everybody."

Southern's switch to the trimester format, while only a modest acceleration, is somewhat unusual in that it applies to all students. Many of the community colleges moving in this direction are doing so for cohorts who can enroll full time, but not for all students. Nationally, both the Obama administration and key outside groups, such as the Bill & Melinda Gates Foundation, have been urging this speeding up, arguing that too many students in a protracted community college education drop out.

Most prominently, the City University of New York's Accelerated Student in Associate Programs (ASAP) has already achieved some success. Officials announced last week that more than half 53% - of the program's initial test cohort of students graduated in three years. Similar programs exist all over the country in areas rural and urban, including at Grand Rapids Community College, in Michigan; Inver Hills Community College, in Minnesota; and St. Louis Community College, in Missouri.

Lower Columbia College, in Washington State, will pilot "Transfer Express," a program in which participating students can earn an associate degree in one year, this fall.

"We've always had students that take more credits than is typical because they want to get their degree faster," explains Laura Brener, the college's vice president for instruction. "Every community college has those students that are highly motivated, though not necessarily highly capable, who try to do this. If they manage to get through a two-year program in one year, it's likely in spite of us. We don't do much in higher education to help these students. We asked, 'Why not?' We have students who are doing this, and we're not helping them. This is a way of deliberately assisting them to finish early."

The college operates on the quarter system, so students in "Transfer Express" will have to complete six quarters' worth of courses in only four. The program will operate in cohort fashion, keeping the initial pilot group of 25 students together throughout all of their classes and for mandatory study time. Participating students will give up nearly all of their course selection - the program has preselected which elective subjects the group will take. Brener says that students will take a "broad-based" selection of electives, with the object being to introduce them to a variety of disciplines. The idea that students can make more progress through fewer selections, is another part of the emerging philosophy at CUNY and elsewhere around the country where educators are looking for ways to encourage completion at higher rates and faster rates than in the past.

Students who enroll in the accelerated program could save as much as $500 in tuition, Brener says, noting that the college's tuition rates are less expensive per credit for those who take more credits a quarter.

Brener believes the poor economy has given accelerated degree programs like "Transfer Express" more currency at community colleges like hers. She also thinks more two-year institutions should adopt similar cohort-based programs. Still, she is the first to admit that this accelerated learning method may not be for everyone. (Indeed, some have worried that the growing emphasis on quick job preparation at community colleges may limit the aspirations of some students.)
"Nobody's trying to replace the typical path with accelerated programs," Brener explains. "Not everybody's going to come in college ready. Not only do many students come in without the proper background and skills, but they also don't come in with the same motivations to complete. There have to be a variety of pathways to meet their needs."

Officials pushing a similar one-year associate degree program at Ivy Tech Community College, Indiana's two-year college system, express a similar sentiment; however, they hope these accelerated programs produce methods that can be used to help all students - not just those who do not need remediation - complete.

"We need a variety of ways for students to go directly from high school to college quickly," says Tom Snyder, Ivy Tech president. "The lowest-cost way is with dual credit while in high school, but we also need to find ways to help more students start college on a full-time basis. That's an attractive option. There needs to be a policy solution to help students who work between 30 and 40 hours a week earn their degree faster."

Like the program at Lower Columbia, Ivy Tech's accelerated degree program will start with small cohorts of students for a trial run in the fall. The participating students must not need remediation, maintain a minimum 2.5 grade point average and sign a pledge to stay with the program for the full year. The students will also receive a $100 a week stipend to offset some of the personal costs they will incur because they will likely not be able to work a job while in the program.

The college's Indianapolis campus will offer the associate of applied science in computer information technology and the general studies associate of science in the one-year format, while the college's Fort Wayne campus will offer the accelerated associate of applied science in health care support.

"We're a traditional manufacturing state," Snyder says of Indiana. "But those manufacturers need employees with more skills. To the extent that we can quickly get more people with college degrees into the workforce, that's what been driving us."

Snyder thinks more community colleges will adopt similar accelerated programs when they see the success of early adopters like Ivy Tech. Still, he acknowledges that finding funding for these programs is a major difficulty and remains the only barrier to formally introducing such programs to community colleges.

The City University of New York's Accelerated Student in Associate Programs (ASAP)

CUNY's ASAP program received most coverage in the press given its great success with its first cohort. The program is structured as follows:

- Students apply to join program
- Full-time attendance is required
- Cohorts by major
- Block scheduling
- Weekly group advisement seminar
- Structured student educational plan
- Comprehensive advisement: academic, career development and personal success management
- Financial incentives: tuition waivers, free use of textbooks, bus pass, assistance finding employment while in college and help defining career plans
- Required two-week intensive ASAP Summer Institute
- Attend at least one ASAP enrichment event each semester
- Attend tutoring if required
- Log into ASAP website once each week
- Meet with an employment specialist at least once each semester

30% of 1,132 students completed Associate degree in two years and 60% in three years vs. 11.4% and 24% of comparison group of students.

Other Examples

Community College of Baltimore
- One-level below college English enroll directly into mainstream college level course with additional support class taught by same instructor.
- Completion of college English course at twice the rate of students that enrolled in the basic skills courses and in half the time.

Chabot College
- Self-place into a one semester, 4 unit or 2 semester 8 unit integrated reading and writing course designed to prepare students to pass college-level English.
- Students that self-placed into the one semester accelerated course passed College English course at same rate as students that completed 2-semester option (82%).
- 23% of students that enrolled in two-semester sequence went on to complete College English vs. 45% of those enrolled in one semester accelerated course.

Similar findings found at a growing number of community colleges: Cabrillo College (Digital Bridge Academy), Chaffey College, Los Medanos College, Las Postas College (change in policy to allow most students to self-place into one semester reading-writing course), and 57 colleges in Achieve the Dream project.

Los Medanos College: Statpath - Accelerated basic skills courses leading to successful completion of college-level math (statistics)
- Six unit course that leads to completion of college statistics in two semesters.
- Backward design of courses/curriculum

SBCC’s Approach to Developing and Launching the Basic Skills/Degree/Transfer Express Initiative

As a result of obtaining in spring 2009 and maintaining the designation of Hispanic Serving Institution, the College became eligible to apply for federal grants under Title III and V. In June 2010, the College submitted a Title V grant proposal to the U.S. Department of Education seeking to fund a program designed to increase the progression and success of Hispanic and other underrepresented students needing Basic Skills and ESL courses by accelerated pathways to certificate, degree, and transfer. Since the time this grant proposal was submitted, the decision was made to expand the scope and structure the program to enable students to complete their Associate Degree and/or transfer objectives in two or three years, depending on their initial English and math placement levels. Based on research conducted at other community colleges, students who take structured courses in an accelerated format have higher course
completion, college persistence and degree and transfer rates than comparable groups of students who are not part of an accelerated program.

**Current Activities**

1. **Math department**

A large number of faculty in the Math department are participating in a work group to develop additional accelerated curriculum to enable students entering the college in need of remediation in math to complete the college-level math course required for the Associate degree (Math 120 or higher) in two or three semesters and, for those in majors that require calculus instead of statistics, in three semesters. The Math department is currently offering an accelerated Math 100 and Math 107 that can be completed in one semester and an accelerated Math 107 and Math 120 designed to enable students to complete these courses in one semester.

Experiment in Math: Pam Guenther
- Complete Math 100 & 107 in one semester
- PD 100: College Success
- Math Study Skills class
  13 units

- **Results**
  97% (37/38) took final exam
  84% (32/38) passed Math 100
  100% (32) that passed Math 100 enrolled in Math 107
  94% (28) took final exam
  87.5% (28/32) passed Math 107

**Comparison of Accelerated Math 100/107 Courses with Non-Accelerated Math 100 and 107 Courses**

- 84% of the students in the accelerated Math 100/107 course enrolled in Math 107 during the academic year (2009-2010) vs. 25% of those that entered Math 100 in Fall 2009.
- 73% of the students who enrolled in the Math 100/107 course in Fall 2009 passed both Math 100 and Math 107 vs. 11.5% of those who enrolled in non-accelerated Math 100 classes in Fall 2009.

Jared Hersh is offering an accelerated math 107-120 course in Fall 2010.

These are excellent examples of a department experimenting with alternative methods for designing and offering their courses.

The department is developing accelerated options in the following areas:

* Math 4/Math 100
* A two semester sequence that will enable students placed in Math 100 to complete their statistics degree requirement in two years.
* Several combinations of math courses that will enable students in major fields that require calculus to complete this math requirement in two or three semesters, depending on the students math skills at the time they enroll in one of these accelerated math courses.
* The department is revising and developing new short-term math refresher courses that students can take during inter-sessions (summer, fall and winter) to improve their math competencies needed to place in a higher level of math.

2. English and English Skills

The English and English Skills departments have formed an English Immersion/Accelerated Committee comprised of 14 faculty members. Kathy Molloy is the chair of this committee. The committee has had several meetings and is identifying the options for offering the following combination of courses in an accelerated format:

- English 80/100
- English 100/110
- English 70/100
- English 10/103
- ESL Level 5/English/70 or English 80 depending on the student's placement levels

3. ESL department

The ESL department has met to continue its exploration of options to enable students to complete the ESL course sequence and transition and complete English 100 in at least half the time it presently would take these students. The department is researching the English language immersion approaches being used by private language schools and governmental agencies to train personnel in languages they need to know for their overseas assignments.

4. Counseling

The Counseling department has started the process to develop the process that students will be required to follow to be accepted into the Degree/Transfer Express Program. The process will require prospective students meet with a counselor or a SPA to discuss the requirements and expectations that students must agree to adhere to be accepted and remain in the program as well as the benefits of participating in the Degree/Transfer Express Program.

The Counseling department is also working on developing the Student Pathways Tracking System which details the steps students are expected to complete by the time they complete 15, 30, 45 and 60 or more units to complete their degree and/or transfer objectives in two or three years, depending on their English and math skills upon entering the program. The Student Pathways Tracking System will be used by the counselor or SPA assigned to the students in the Degree/Transfer Express Program to monitor student progress toward completing their degree and/or transfer objectives in two or three years.

5. Honors Program

The Chair of the Honors Program is interested in working with the members of the Honors program to structure it so that students accepted into this program would be expected to complete their transfer requirements in two year. We are waiting for data on the number/percentage of Honors students that complete their transfer requirements in two years.
6. Degree/Transfer Express Leadership Team

The members of this team have been meeting to develop the proposals for implementing the Degree/Transfer Express Program. The faculty, student services staff and managers involved in writing the Title V grant proposal have started meeting. The structure of the Degree/transfer Express Program will include the courses student need to take to complete their degree and transfer requirements beyond their basic skills.

Major challenge

Since students will be required to be enrolled full-time to be accepted and remain in this program, some of them may need additional financial assistance beyond the amount of money they are awarded from Financial Aid. Ideally, we would have performance-based scholarships to offer students that meet the expectations of this program each of the terms in which they are enrolled. Discussions are under way with the Foundation for SBCC and other foundations to apply for grants to provide this assistance.
BP 5046 Academic Renewal

Reference(s): Title 5 Section 55046

In some cases a student’s recently demonstrated academic performance may be satisfactory, but the cumulative grade point average may be greatly affected by poor grades earned during an earlier period when undefined educational or career goals or personal difficulties inhibited demonstration of the student’s full academic potential. Such students often experience extreme hardships in attaining the grade point average necessary for graduation, transfer or qualification for employment opportunities. The college, however, must have balance between policy flexibility and the maintenance of academic regulations in order to insure standards throughout the curriculum.

Previously recorded substandard academic performance may be alleviated from SBCC GPA calculation if it is not reflective of a student’s demonstrated ability.

The Superintendent/President in consultation with appropriate shared governance groups as stipulated in BP 2510, and in accordance with Title 5, 55046, shall establish procedures that provide for academic renewal.

Academic Senate History:
Approved September 8, 2010
AP 5046 Academic Renewal

Reference(s): Title 5 Section 55046

Courses in which students have previously received substandard grades and that are no longer appropriate to the student’s present educational objectives may be alleviated when a student-initiated petition meets the Scholastic Standards Committee's criteria for approval. To be eligible for Academic Renewal, students must comply with the following:

1) A student may request academic renewal for not more than two semesters of substandard coursework accomplished at SBCC.
2) A student may request academic renewal only once.
3) There shall be at least 12 months between the end of the semester or summer session during which the last courses to be alleviated are completed and the date of initiation of the petition.
4) The student is responsible for presenting evidence to the effect that previously recorded work was substandard academic performance and is not reflective of more recently demonstrated academic success. Evidence of recent academic success must be demonstrated by the following:
   a. Completion of 12 semester units with a 3.00 GPA, or 15 semester units with a 2.50 GPA or 20 semester units with a 2.0 GPA either at SBCC or another regionally accredited college.
      i. Students using coursework from another regionally accredited college to meet the criteria must submit an official copy of his/her transcript with the Academic Renewal Petition.
   b. Currently enrolled students at SBCC must also attach a current Student Education Plan (SEP) completed with an academic counselor.
5) When the student's petition for academic renewal has been approved by the Scholastic Standards Committee, the student's record will be annotated by Admissions & Records so that it is readily evident to all users of the record no units alleviated by academic renewal will apply toward units for graduation or other unit commitment. All work, however, will remain eligible on the permanent record to insure a true and complete academic history.

Academic Senate History:
Approved September 8, 2010

Board History:
BP 5143 CATALOG RIGHTS

Reference: SBCC Catalog: Degrees, Certificates & Awards

Students may graduate under the General Education and department requirements in effect at the time of first enrollment, as long as continuous enrollment is maintained; or under the requirements in effect from the time continuous enrollment is established and maintained; or under the requirements in effect at the time of graduation. Continuous enrollment is defined as enrollment in both Fall and Spring semesters through the first census each academic year. For purposes of determining catalog rights, the catalog year begins with the Fall and goes through the following summer session.
A student who requests an exception to this policy may submit a Petition for Waiver of College Regulations to the Scholastic Standards Committee for consideration. Exceptions may include an interruption or loss of catalog rights due to extenuating circumstances and/or hardship. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.