MINUTES

SPECIAL MEETING OF THE BOARD OF TRUSTEES
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

October 14, 2010

SPECIAL MEETING/STUDY SESSION
Room A218
4:00 pm

MacDougall Administration Center
Santa Barbara City College
721 Cliff Drive

The Office of the Superintendent/President, Room A 110 in the MacDougall Administration Center is the location where documents that are public records relating to any item under discussion on a Board agenda (including documents distributed with the agenda and those distributed to all or a majority of the members of the Board within 72 hours prior to a regular Board meeting or within 24 hours prior to a special or committee meeting) are available for public inspection.

Board agendas and supporting documents are also posted on the College website at http://www.sbcc.edu/boardoftrustees/.

1. GENERAL FUNCTIONS

1.1 CALL TO ORDER

President Dobbs called the meeting to order.

1.2 ROLL CALL

Members present:
Dr. Kathryn Alexander
Dr. Joe Dobbs, President
Mrs. Sally Green, Vice President
Ms. Joan Livingston
Mr. Des O'Neill
Mr. Luis Villegas
Ms. Nicole Ridgell, Student Trustee

Members absent:
Mr. Morris Jurkowitz

Others present for all or a portion of the meeting:
Dr. Andreea M. Serban, Superintendent/President and Secretary to the Board of Trustees

Alarcon, Ignacio, Pres Academic Senate
Dr. Alsheimer, Comelia, Accounting
Dr. Arellano, Ofelia, VP CE
Auchincloss, Liz, President CSEA
Dr. Bishop, Paul, VP IT

Curtis, Allison, Dir Admissions
Dyruff, Jane, CE Student
Ehrlich, Sue, VP HRLA
Else, Robert, Dir. Res. & Instl Assesmnt.
Dr. Friedlander, Jack EVP Ed Prgrms
1.3 WELCOME

President Dobbs extended a cordial welcome to all.

1.4 HEARING OF CITIZENS

Dr. Cornelia Alsheimer stated that she thought that today’s study session was supposed to include a discussion of the adopted college budget. The Board moved to go ahead and approved the budget on September 23 and so this discussion was not scheduled for today. Dr. Alsheimer suggested that this discussion be scheduled for the next study session. She requested the following items; a full-line item budget in detail so that we can look at each item compare them so that we can understand the priorities. Also needed is a detailed list of all the cuts the college has made since 2008. Would also like to see the specific cost savings that were achieved from canceling classes last year and this year for credit and non-credit, as well as the specific calculations of the actual costs that the college incurred for teaching those extra 1,158 FTES that were unfunded last year.

Jane Dyruff, CE Student, a representative of the Association of Continuing Education Students (ACES). She is again requesting the ratification of ACES, the Board has already heard all of their arguments and wanted to go over their briefly. They have tried to contact as many students as possible, they do have over 700 members on the e-mail list for ACES and they met with the group of Latino students. The easiest straw vote would be to have a half page ballot handed out by the instructors to their classes, have the students vote and return the ballots to the instructor. The goal of ACES is to work with the Trustees and the administration to the best of everybody’s advantage, to resolve problems that come up.

Ethan Shenkman a Cont Ed student. Has observed two separate groups lobbying for Board sanction for endorsing the creation of individual student associations. It seems these groups have felt that they are underrepresented in their special interests under their pursuit of their education and goals. Suggested a separate strategy be implemented altogether while providing the student body the confidence necessary that their issues will be addressed. It was proposed that a student academic jury be considered. Currently we have a legislative student, academic senate and executive president’s office teams, but no actual judicial site other than what is delivered through the executive branch. A student academic jury can serve actively as a watchdog against policies, practices and procedures with an educational system and standards to be functioned by student peers. The student academic jury would be emulated around civil grand juries. It was suggested that there be a class to train students and be moderated by staff or faculty. Grand juries release a report each year that site facts, findings and conclusions that can also include suggestions and solutions. An Executive team would be required to respond to these findings and offer a position; all documentation would be submitted for public record and further distributed by the press including the student newspaper.

1.5 MINUTES OF THE SPECIAL MEETING OF SEPTEMBER 9, 2010
Mrs. Green noted that the minutes indicated precisely the discussion about the proposed adjustments for the 2010-11 adopted budget, including the transfer of funds to the construction fund as well as the equipment fund and the reasons why this was proposed. As was recalled by Mrs. Green, over the last couple of few years, the State has not provided money for deferred maintenance as it used to in the past, so funds need to be added to the construction fund to cover the additional projects that Measure V cannot fund. In addition, Measure V cannot cover the costs of basic routine maintenance that has to take place every year at the three campuses. All this was discussed very clearly at the last study session.

Ms. Livingston reinforced those comments because being on the Facilities committee if anybody had any questions about the transfer of those funds, they’re very clearly discussed. Wanted to reemphasize the disappointment after the bond passed caused by not receiving the assumed state matching funds which has caused the need to change the type of remodels that the college could do. The minutes are very clear as to why the transfer took place, why it’s necessary and how we had to respond to very extremely changed state financial conditions.

Upon motion by Mr. O’Neill, seconded by Ms. Livingston, the Board approved the minutes of the special meeting of September 9, 2010.

Upon motion by Dr. Alexander, seconded by Mrs. Green, the Board approved adjourning to study session.

2. STUDY SESSION

2.1 State Budget Update (Attachment 1)

Superintendent/President Serban reported that on October 8 the State Legislature approved a state budget for 2010-11, while we are still waiting to receive more information from the State Chancellor’s Office about what this budget really means for each of the California Community Colleges, this budget has some clear challenges in that while certain additional funding is provided, it will not be distributed until July, 2011. While there is language for some additional funding, both in the general fund and categorical programs, this money will not materialize in this fiscal year. This is why it is important for us to continue with our good fiscal management that has ensured that even though we have not received any payments from the state for this fiscal year, the college has been able to continue to function as if there were no fiscal problems. This budget, if it continues to hold, contains an addition of 2.21% for enrollment growth, it was noted that as of this time the college is 7.5% over the funded cap, this 2.21 % will help somewhat to offset the $5.1 million in unfunded FTES. The additional funding for the categorical programs that were cut significantly will get a small amount for the system overall. The college still needs to have the ability from the General fund to sustain the categorical programs.

2.2 Establishment and Board Recognition of a Student Body Association for SBCC Continuing Education – Continued Discussion from the September 9, 2010 Board Study Session and September 23, 2010 Board Meeting (Attachment 2)

Superintendent/President Serban reported that the materials provided at the September study session and the September Board meetings are being provided here again. A detailed conversation took place at the September study session regarding the regulations of the California Education Code and Title 5. There are requirements that are very clear in both of those codes regarding any student association that would be recognized by the Board. We are interested in finding the most appropriate way and most inclusive way to have the voice of Continuing Education students heard. At the core of all the requests from these groups is the ultimate desire to have a voice in the participatory governance process. San Diego Community College District is the only other district that has attempted to put a structure in place that includes the non-credit student population. Title 5 contemplates the credit student
organizations. The desire to be part of the participatory governance process is the issue here and a review of all options is needed so that it would lead to that voice being heard. Currently, we don't have a recognized organization for non-credit students; however, we have included Continuing Education students in the Continuing Education Consultation Council, in the Continuing Education Scholarship Committee, and the Continuing Education Hiring Committees.

Sue Ehrlich reviewed with the Board options that were gathered and included in attachment 2. Of the options presented, one was the possibility of convening a taskforce, making sure that the various segments of Continuing Education students participate and keeping in mind that there are programs offered at 75 different sites, including nursing homes and jails. This option doesn't preclude any other options but gives the opportunity to get the best thinking in, more than just the thinking that has occurred to date about what this participation and representation ought to look like. This taskforce could be the group that would ultimately recommend if we should continue with the straw vote, or the taskforce could recommend a different structure that would be informal that addresses participatory elements. The common thread here has been participatory governance. Vice President Ehrlich proposed that the Board consider option 3, it's a win-win situation for everyone; it pulls in everyone's concerns and interests and demonstrates by doing what people are saying they're interested in having happen. The other option that Board may want to consider is option 2, establishing an informal student council with adequate representation by current Continuing Education students.

The question was asked as to how students would be selected to be a part of this taskforce. It was proposed that perhaps the officers of the two current organizations be invited to participate, along with students from the 10 state-supported non-credit instructional categories and fee-based classes. It was agreed that certainly these could be groups that are invited to the table. Superintendent/President Serban recommended that Sue Ehrlich be assigned as Chair of this taskforce because she would bring the perspective of all of the legal requirements and Dr. Ofelia Arellano would be appointed as a member. Dr. Alexander asked Superintendent/President Serban if she could bring to the next Board meeting an outline of this taskforce that has Sue Ehrlich as the Chair and explain how the workforce group would work.

President Dobbs reported that the consensus of the Board was for this item to be placed on the agenda and to have Sue Ehrlich begin working on putting together a broad outline of how this group would operate. Vice President Ehrlich noted that she would provide an outline on the composition, specific charges to the group, and she also requested information from the Board on how and with what frequency and with what manner they would like feedback as the work progresses, would also like to hear from the Association of Continuing Education Students (ACES) and the Consejo de Estudiantes para la Educación de los adultos (CEEA). Vice President Ehrlich would gather this information and provide it to the Board at its next Board meeting. Superintendent/President Serban noted that the authorization to form the taskforce group would be placed on the next Board meeting agenda.

Title V Federal Grant of $3 million Awarded to the College and the Basic Skills/Degree/Transfer Express Initiative (Attachment 3)

Superintendent/President Serban reported that this is a very important achievement for the college. This item was discussed at the Ed Policies committee meeting; however, at that time we had not been notified that the college was awarded the grant. This funding will help our students move through the basic skills sequence and the degree and transfer requirements, as an alternative to the more traditional path. This will not replace what we have, but adds an alternative for our students to complete their courses in two or three years.

In spring 2009, after we had gained the status of a Hispanic Serving Institution, we engaged Cheryl Detrick who is a very successful grant writer, who, with her knowledge and skill in this area, was valuable in guiding our process. In the end it's the work of the people at the college, both in coming up with the concept and then developing the concepts at the level required by
this grant application. Thanked Dr. Jack Friedlander, Robert Else, and Cheryl Detrick. Also thanked the core leadership team, Kathy Molloy, Alice Sharper, Keith McLellan, and others who were not at this meeting. The amount of this grant will allow us to get a lot more done than what we would have done without this money. Kathy Molloy will serve as the project director for this grant.

Dr. Jack Friedlander reported that the problem the college has had over many years is that the number of students who enter the college, take the assessment test and who assess at college level reading, writing and/or math is about 70%. They start out in basic skills and although they may do reasonably well in the classes they take, they don’t progress through the sequence and very few make it through a degree or transfer. Research has concluded that the biggest enemy is time, the more time it takes students to go through ESL and Basic Skills; the less likely they are going to make it. This grant will be used to fund the Express to Success Program, students will have to join and they will receive a lot of benefits by doing so. Students will have to stay full-time, take courses and complete the activities that are required to get through in a much more rapid period of time. This program will take the students through successful completion of English 110 and college level math. A second component that is not funded by the grant, but is being pursued is an Accelerated Degree Program. Any student can participate in this program, either by completing Express to Success or by being ready at the required college level. The students would have to be enrolled full-time and if they follow the advice given, they can complete the program in two years or less. Students will be helped with writing their transfer application, and building up their portfolio to make them more competitive to highly impacted majors.

Kathy Molloy provided information on the accelerated classes. Since there was some funding available, it was decided to explore offering accelerated courses in English and follow the program being offered in Math, and as everyone is aware accelerated Math classes have been very successful. The English department has been meeting to look at how students can be moved from two levels to a college level in writing and possibly reading and compress that into one semester, so that they are ready for English 110. The group is exploring different models and they are receiving a lot of support. Some of the grant funding will be used by the ESL department to research what they might also be able to do to offer accelerated courses and they may be the only ESL department that’s actually moving in this direction. The programs are accelerated, but the reason students succeed is that they are immersed in the programs and they do make some major gains. These programs will be evaluated and data would be collected to review how students are doing. Congratulated ESL, Math, English Skills and English for moving forward in this direction.

Keith McLellan provided information on support services being provided by the grant. This grant will provide some significant opportunities to address both our student academic support service delivery process and also the infrastructure that is needed to provide services, not only to the targeted population, but for all students. For many students one of the great opportunities is the choice of a great array of courses, the problem is that it is often treated as a smorgasbord. Students who participate in this program will not only be able to participate in a curriculum that is defined but they will commit to a specific pathway. The infrastructure part of this is that there will be a comprehensive tracking system, to provide a comprehensive report for the student, counselor and for administrative staff to see how these students are doing in these pathways. Regular feedback of the students will help monitor how the students are doing and also timely intervention can take place. Electronic programs such as the Early Alert System and the electronic grade system will need to be tied in together to provide students with assistance in a timely manner, there is currently no program in place that ties all of these together. Wants to expand articulation with private independent colleges and out of state colleges, students need to know what it is required to get to those institutions, beyond our relationships with the US and CSU systems, as they become more difficult to access. Another area that needs to be reviewed is the area of assessment of computer literacy, many classes require a level of literacy and expertise on how to file an electronic paper and submit it by email.
Robert Else provided information on one of the challenges which will be the collection of data, reporting, and tracking. Even though right now we have a great information system in Banner, what we don’t have is the ability to scale up the response to requests for reports and easily track cohorts of students. What we have in place is not scalable to the degree that we are going to need to handle the demands of this grant. One of the components of the grant is for a decision support system and that is another way of structuring the data in the database so that they can in an anticipatory way, move data in a way to respond to the changing requests for data and tracking without having to sit down and write another report.

Part of the grant’s goal and objectives is the strategies that will be used to communicate to students about the program. There will be an aggressive outreach and marketing campaign and when students take their assessment test and get their results, they will receive information on this program. Outreach will take place in the high schools and this will be part of the college’s orientation program.

2.4 Board Policies and Administrative Procedures

2.4.1 BP 5046 Academic Renewal (Attachment 4)
2.4.2 AP 5046 Academic Renewal (Attachment 5)
2.4.3 BP 5143 Catalog Rights (Attachment 6)
2.4.4 AP 5143 Catalog Rights (Attachment 7)

Ms. Allison Curtis, Director Admissions and Records, reported on Board Policy 5046; the college has had an Academic Renewal policy in place for a very long time. What is being presented today are revisions to the policy that were brought forward by Academic Counseling to provide additional opportunities for students to obtain a grade point average that is necessary for graduation, transfer, or qualification for employment opportunity. This policy will allow students who have previously recorded substandard grades on their transcript that were due to some unforeseeable situation in their lives that doesn’t demonstrate their current academic abilities. This policy did go before the Academic Senate. Ms. Curtis reported that as a result of grouping our academic renewal policy with the other appropriate student policies, we are requesting to reassign a new number to Probation and Disqualification, which was previously assigned BP 5046 and would like to assign BP 5049 to Probation and Disqualification, there are no modifications or changes to this policy at this time.

Ms. Curtis reported on Board Policy 5143 Catalog Rights; this would take this practice and codify it. This would put it in a format for Board policy and would also include administrative procedures, so that if there is a student that has an undue hardship they have a reference point on how they petition to have a catalog right reinstated.

2.5 Discussion of proposed items for future agendas of Board meetings (regular meetings, special/study sessions, or committee meetings). This agenda item is for the members of the Board to discuss proposed or potential items for future Board meetings.

1. Appointment of the Continuing Education Taskforce.
2. Media Fact Checks – responding to inaccurate statements being made in some of the press and media.

Upon motion by Mr. O’Neill, seconded by Mrs. Green, the Board approved adjourning out of study session.

3. ADJOURNMENT

Upon motion by Mr. O’Neill, seconded by Dr. Alexander, the Board approved adjourning this meeting. The next Regular Meeting of the Board of Trustees will be held on Thursday, October 28, 2010 at 4:00 p.m. in A211. A Study Session will be held on November 4, 2010 in A218C.
APPROVED BY THE BOARD OF TRUSTEES ON November 4, 2010

[Signatures]
President, Board of Trustees

[Signatures]
Superintendent/President Secretary/Clerk of the Board