AP 4131 EVALUATION OF TENURED "MASTER TEACHERS"

When the tenured faculty evaluatee has received all satisfactory evaluations for the probationary period and the first two tenured evaluations (total of ten years of service), he/she may make a request to the Executive Vice President (EVP) to follow the Master Teacher Evaluation procedure. This request will be automatically approved unless the EVP, in consultation with the President of the Academic Senate, determines that a full evaluation is necessary. If the Master Teacher evaluation process is denied, the faculty will be provided a written rationale. As long as the evaluatee continues to receive satisfactory evaluations, the Master Teacher evaluation may be used for future evaluation cycles, alternating every other evaluation year with the regular tenure review.

This procedure will include the following:

The evaluatee chooses a tenured peer, who distributes and collects student surveys of two classes, either one section each of two courses or, if only one course is taught, two sections of the same course. At his/her sole discretion the evaluatee may incorporate additional evaluation activities. Observation of the evaluatee may be included at the discretion of the evaluator. In the case of Educational Support faculty, the evaluatee chooses a peer who conducts client surveys as outlined in the appropriate full tenured evaluation procedure.

The evaluator reviews and discusses results of the evaluation with the evaluatee and certifies that the evaluation is satisfactory. If the evaluator determines that the evaluation is not satisfactory, he/she recommends to the department chair that a full evaluation take place the following semester. In that case, the department chair, in consultation with the dean and committee (evaluatee and peer), will decide whether a full evaluation should take place the next semester. The report shall be submitted following the same procedure and on the same schedule as outlined in the regular tenured evaluation policy.

[[DN1]]

Formerly: BP 2100 Evaluation of Faculty, Appendix E, VII
Board Approved: 4/28/2005
Revised by Academic Senate: 9/14/2011

Academic Senate History:
BP 4160 ADDING, ELIMINATING OR CHANGING INSTRUCTIONAL PROGRAMS

Adding an Instructional Program, Department or Major

New programs, departments or majors may be proposed by faculty and/or administrative staff in any department/area on campus.

Consultation about the initiation of a new instructional program will include the faculty, area deans and classified staff affected by the proposed program. The Executive Vice President, Educational Programs shall consult with the Academic Senate and a final recommendation to initiate an instructional program shall be presented to the Superintendent/President and the Board of Trustees.

Once a program is initiated, requests for leadership stipends, new positions, equipment, and/or other resources will be submitted through the existing request/allocation processes.

Dropping an Instructional Program, Department or Major

Recommendations to discontinue a program, department or major will occur through a consultative process involving faculty and classified staff affected by the proposed change and the college administration.

Changes to Current Instructional Programs that Impact Other Departments and/or Programs

Recommendations for substantial changes in a program, department or major will occur through a consultative process involving faculty and classified staff affected by the proposed change and the college administration,

Adopted: Board of Trustees, Approved Board of Trustees, March 26, 1998
Approved Board of Trustees, April 22, 2003
AP 4160 ADDING, ELIMINATING OR CHANGING INSTRUCTIONAL PROGRAMS

Adding an Instructional Program, Department or Major

A preliminary proposal including a description of the need, appropriateness of the proposed program to the community college setting, proposed courses (new and/or existing) and other program requirements shall be developed by the originator of the proposal and submitted to the appropriate dean.

The Executive Vice President, Educational Programs shall meet with the faculty and area deans affected by the proposed program to discuss the rationale for the proposal and potential effects on the college and advise the Academic Senate President. An effort will be made to notify the Board of Trustees as early as possible. The following issues shall be discussed and resolved:

1. Determination of status (e.g. new program, new department, reconfiguration of existing programs or department);

2. Impact on existing faculty and programs;

3. Staffing issues (e.g. projected faculty needs, classified support, designation of department chair and/or program director);

4. Designation of minimum qualifications and faculty service area(s) for faculty teaching in proposed program;

5. Space, budget, and other resource implications;

6. Program support issues (e.g. articulation, listing of courses in catalog, required student support services, etc.).

The Executive Vice President, Educational Programs shall meet with the Academic Senate to discuss the rationale for recommending (or not recommending) to the Superintendent/President and the Board of Trustees the new department/instructional program.

After completing the consultation process, the following actions will be taken:

1. The Executive Vice President, Educational Programs will discuss with the Superintendent/President the proposal and the commitment of funds necessary to initiate and sustain the new program;

2. A new program and/or program modification proposal will be developed and submitted to the Curriculum Advisory Committee (CAC);
3. When approved by CAC, the Executive Vice President, Educational Programs will submit the proposed program to the Superintendent/President and the Board of Trustees;

4. If required, the proposed program will be submitted to the Chancellor's Office for approval.

Dropping an Instructional Program, Department or Major

The Executive Vice President, Educational Programs shall meet with the faculty, area deans and staff in the departments to be affected by the proposed program elimination to discuss the rationale for the actions being considered. The initial consultation process shall include discussion with the Academic Senate President, Student Services staff, departments that provide (or receive) a service function to (or from) the affected program, and the Board of Trustees.

The Executive Vice President, Educational Programs shall meet with the Academic Senate to discuss the rationale for recommending the elimination of an instructional program.

The Academic Senate will invite the department faculty to provide its perspective on the proposal.

The Academic Senate will provide an advisory recommendation to the Administration either endorsing or not endorsing the proposed plan for program reduction.

After completing the consultation process, Executive Vice President, Educational Programs will forward a recommendation regarding the program to the Superintendent/President.

The Superintendent/President shall submit his/her recommendation to the Board of Trustees,

In instances where the proposal to eliminate a program will result in faculty reassignment(s) or layoff(s), the Executive Vice President, Educational Programs shall meet with the president of the Instructors' Association, the Academic Senate President, and Human Resources and Legal Affairs Representative to discuss the rationale and implications of the proposed plan.

In instances where the proposal to eliminate a program will result in classified staff reassignment(s) or layoff(s), the Executive Vice President, Educational Programs shall meet with the president of CSEA (California School Employees Association) and Human Resources and Legal Affairs Representatives.
Changes to Current Instructional Programs that Impact Other Departments and/or Programs

The Executive Vice President, Educational Programs shall meet with the faculty, area deans and staff in the departments to be affected by the proposed program change to discuss the rationale for the actions being considered. The following issues shall be discussed and resolved:

1. Rationale for proposed change;
2. Impact on existing faculty and programs that provide or receive a service function to (or from) the affected program;
3. Staffing issues (e.g. projected faculty changes and classified changes);
4. Space, budget, and other resource implications;
5. Program support issues (articulation, listing of courses in catalog, required student support services, etc.)

The Executive Vice President, Educational programs shall inform the Academic Senate of the proposed changes and discuss the rationale for recommending to the Superintendent/President and the Board of Trustees these changes.

Once the proposed change is initiated, changes in leadership stipends, faculty and staff, equipment and/or other resources will be submitted through the existing request/allocation process.

Board History: Approved Board of Trustees, March 26, 1998; Approved Board of Trustees, April 22, 2003
Emeritus status is designated to recognize the contributions of retirees and to encourage their continued association with the college. Emeritus status is conferred by the Board of Trustees, upon acceptance of retirement, for faculty members who have completed ten years of service as a regular employee and have been recommended by three tenured faculty within the retiree's division or the department chair, and the Executive Vice President and the Superintendent/President.

Emeritus status extends the following privileges to retirees:

1. Gold Events Pass
2. Library privileges
3. Parking permits
4. Inclusion in College Catalog of all emeritus members.
5. Access to Duplicating Services—upon request and dependent on availability and approval of the Vice President, Business Services, limited to activities that benefit the college.
6. Emeritus faculty, all retirees and current regular employees may enroll in or audit one credit course each semester without payment of the enrollment or audit fee and health fee (in Instructors' Association Agreement.)
7. Emeritus faculty, all retirees and current regular employees may enroll in one non-credit course each term and the District shall waive the enrollment fees (in Instructors' Association Agreement.)

*Board of Trustees, March 11, 1982
**Board of Trustees, October 14, 1982; rev January 1, 1993

Academic Senate revised, May 11, 2011
Approved by Academic Senate, 9/28/2011
Formerly BP 2343
BP 4600    ORGANIZATIONAL STRUCTURE OF FACULTY

Faculty are assigned to departments according to discipline. Each department is coordinated by a department chair. Related or associated departments are organized into divisions under an area dean.

Responsibility for organizational structure of faculty is delegated to the Superintendent/President by the Board of Trustees subject to their approval.

Formerly BP 1300
AP 4600 ORGANIZATIONAL STRUCTURE OF FACULTY

Reference(s): AP 4502 Department Chair Responsibilities
Collective Bargaining Agreement between the Santa Barbara City College Instructors’ Association and the Santa Barbara Community College District

Department Chair

Eligibility

Faculty employed on a two-thirds contract or more, with a 50% load or more in the respective department, shall be eligible to be elected Department Chair. Exceptions to the 50% requirement must be approved by the Executive Vice President, Educational Programs.

Election

Department Chair will be elected by a majority vote of all tenure track faculty with at least a 50% load in a department. Exceptions to the 50%
In departments with split-load tenure track faculty, exceptions to the 50% requirement shall be approved by the Executive Vice President, Educational Programs.
Departments desiring to split the department chair responsibilities may elect two faculty members as co-chairs. In consultation with the appropriate Dean, responsibilities and compensation of each co-chair shall be clearly delineated, including the designation of one co-chair as the liaison to the Office of Educational Programs.
The department chair-elect’s name shall be forwarded by the department to the appropriate Dean. In case of a tie vote by the department faculty, the Executive Vice President, Educational Programs shall make the appointment.

Term of Office

Department Chair terms shall be for two (2) years. Exceptions to the length of term must be approved by the Executive Vice President, Educational Programs. Terms may be repeated.

Final Approval

Final approval of an elected Department Chair shall be granted by the Executive Vice President, Educational Programs with concurrence of the Superintendent/President.

Department Chair Responsibilities

The Department Chair is responsible to the Division Dean and the Executive Vice President, Educational Programs for the timely performance of educational leadership functions related to the department. These responsibilities may be shared among the members of the department. The Department Chair Responsibilities are delineated in Administrative Procedure 4502.
Administrative Appointments

There are certain faculty positions which have significant administrative duties. They do not follow the process of Department Chair selection, but are positions filled by appointment by the Executive Vice President, Educational Programs, with the concurrence of the Superintendent/ President.

Positions in this category are as follows:

Athletic Director
Director of HRC Program
Director of Faculty Resource Center
Director of Learning Resource Center
Director of Student Health Services
DSPS Director
Library Director

Approved by the Board of Trustees, August 25, 1988
Policy revised by Board of Trustees, November 7, 1991

Department Chair/Academic Senate Compensation

Department Chair Compensation

Compensation for department chairs is based on a formula allocation agreed to by the Instructors’ Association and the District per Collective Bargaining Agreement between the Santa Barbara City College Instructors’ Association and the Santa Barbara Community College District.

Academic Senate Compensation

Academic Senate leadership compensation is determined through agreement between the Instructors’ Association and the District per Collective Bargaining Agreement between the Santa Barbara City College Instructors’ Association and the Santa Barbara Community College District.

Revisions approved by Board of Trustees, August 17, 2000

Formerly BP 1300

Revised by Academic Policies Committee of the Academic Senate, April 2011
MULTIPLE AND OVERLAPPING ENROLLMENTS

Reference(s): Title 5 Section 55007

The Superintendent/President in consultation with appropriate shared governance groups as stipulated in BP 2510, and in accordance with Title 5, 55007, shall establish procedures to ensure for multiple and overlapping enrollments:

Multiple Enrollments:

The college may not permit a student to enroll in two or more sections of the same credit course during the same term unless the length of the course is such that a student may enroll in two or more sections of the same course during the same term without being enrolled in more than one section at any given time.

Overlapping Enrollments:

The college must ensure that when permitting students to enroll in two or more courses where the meeting times overlap that all conditions specified in Title 5, 55007 are met.
AP 5047  MULTIPLE AND OVERLAPPING ENROLLMENTS

Reference(s): Title 5, 55007

Multiple Enrollments

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course is such that a student may enroll in two or more sections of the same course during the same term without being enrolled in more than one section at any given time.

Overlapping Enrollments

A student may be permitted to enroll in two or more courses where the meeting times for the courses overlap, if:

1. The student provides a sound justification, other than mere scheduling convenience, of the need for the overlapping schedule;
2. The faculty member teaching the section affected must complete the petition stating how the student will make up the missed time under the faculty member's direct supervision, including specific location, day and time of the make-up sessions;
3. The student request is reviewed and approved by the appropriate district official(s):
   a. Admissions & Records will review and approve time conflicts equal to 10 minutes or less
   b. Requests for time conflicts in excess of 10 minutes will not be considered.
4. The faculty member teaching the section must maintain and submit supporting documentation at the end of the semester showing that the student made up the hours of overlap in the course partially or wholly not attended as scheduled at some other time during the same week under the supervision of the instructor.

A student seeking consideration to enroll in courses with overlapping enrollments shall complete a Petition for Time Conflict and submit for review and approval prior to the last day to add deadline, no exceptions. The Petition for Time Conflict is available at www.sbcc.edu/forms and in Admissions & Records (SS – 110).

Approved by Student Senate: September 16, 2011
Option 1
In each of the plans (even the one where we maintain the current structure of the board) the seats for Haslund and Jerkowitz are drawn in together.

From there the board has a choice. The numbering is not proscribed. They could give that new seat a number that will come up in 2012 or one that comes up in 2014. Here are the outcomes:

:: In a seat that comes up for election in 2012 Jerkowitz could run for re-election but that Haslund would have to run for that seat too, two years earlier than he would have planned.

:: In a seat that comes up in 2014 Jerkowitz would have to wait until 2014 to run.

From a legal standpoint both are OK. It would just be a board decision. If the board did not want to confront this decision we could accomplish the numbering by a formula.

Paul
<table>
<thead>
<tr>
<th>Area that may be named</th>
<th>Suggested Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing Arts complex</td>
<td>5,000,000</td>
</tr>
<tr>
<td>Upper Lobby (DM 202)</td>
<td>750,000</td>
</tr>
<tr>
<td>Hospitality Area (DM 202A)</td>
<td></td>
</tr>
<tr>
<td>Patio in front of the Garvin</td>
<td></td>
</tr>
<tr>
<td>Lower Lobby (DM 169)</td>
<td>400,000</td>
</tr>
<tr>
<td>South Lobby Mezzanine (DM 214)</td>
<td></td>
</tr>
<tr>
<td>Costume Studio (DM 126)</td>
<td>15,000</td>
</tr>
<tr>
<td>Dressing Room Complex (DM 127-133)</td>
<td>25,000</td>
</tr>
<tr>
<td>Scenic Studio (DM 145)</td>
<td>50,000</td>
</tr>
<tr>
<td>Acting Studio (DM 155)</td>
<td>15,000</td>
</tr>
<tr>
<td>Choral Room (DM 101)</td>
<td>25,000</td>
</tr>
<tr>
<td>Music Recording and Mixing Labs (DM 102-104)</td>
<td>25,000</td>
</tr>
<tr>
<td>Instrumental Room (DM 105)</td>
<td>25,000</td>
</tr>
<tr>
<td>Music Theory Studio (DM 108)</td>
<td>10,000</td>
</tr>
<tr>
<td>Practice Rooms (DM 111) - 11 @ $5,000 each</td>
<td>55,000</td>
</tr>
<tr>
<td>Practice Rooms, Accessible (DM 111 C &amp; D) - 2 @ $5,000 each</td>
<td>10,000</td>
</tr>
<tr>
<td>Box Office</td>
<td>10,000</td>
</tr>
</tbody>
</table>

**Total:** 6,415,000
To: Jack Friedlander

From: Gretchen Hewlett

Date: September 15, 2011

In Re: Drama/Music Renovation; Fundraising Opportunities

This is a brief overview of fundraising opportunities for the Santa Barbara City College Drama/Music Building. Drama/Music faculty and staff and foundation for SBCC staff have worked collaboratively to arrive at suggested dollar amounts. With an anticipated opening gala date in early February 2012 we are understandably anxious to get started.

Seat Sponsorships

The renovated building has approximately 390 seats; the auditorium is bifurcated by a central lateral aisle. We propose three levels of seats sponsorships:

$300: for faculty and staff*
$500: Seats above the lateral aisle*
$1,000: Seats below the lateral aisle*
$10,000: Ten donor-identified seats**

*Benefits include:
- Choice of specific seat to be named;
- Permanent recognition plaque set into arm of a Garvin Theatre seat (wording chosen by purchaser);
- Listing in the SBCCTG event programs during the inaugural season; and
- Priority invitation to Drama/Music Opening Gala in February 2012.

**Benefits include:
All above, plus
- Season tickets for ten years; and
- Guaranteed use of specifically chosen seat for one performance of each play during each of ten seasons.
We anticipate using a direct mail letter campaign sent to about 8,000 individuals (combining mailing lists maintained by the Drama and Music Departments with donor names from the Foundation database) combined with personal and face-to-face fundraising.

**Area Naming**

We’ve identified some discrete areas within and near the new building to offer as naming opportunities. A spreadsheet with those areas identified accompanied by suggested dollar amounts is attached. [N.B.: Because funding is provided through state and local dollars, suggested amounts do not correspond to cost of construction or square footage as they might with a new build for which funds are required to actually build the building.]

We anticipate combining tours with individually designed written funding requests to promote naming opportunities. We want to remain flexible when working with donors regarding and welcome multiple year pledges as well as planned (estate) gifts.

**Use of Funds Raised**

Funds raised though these proposed initiatives are intended to stay within the departments and be used to fund scholarships, internships, and generally to underwrite the needs of the Drama and Music programs.

All direct costs of fundraising will be reimbursed to the Foundation for SBCC. In addition, the Foundation will assess a 10% fee on net funds raised.

If you have questions, either I (x2937) or Vanessa (x2611) are happy to answer them.
STUDENT LEARNING, ACHIEVEMENT, AND DEVELOPMENT

Goal 1. Increase the success of students enrolled in credit courses.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Comments during July 22 and 25, 2011 CPC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1.1</strong> The percentage of students that successfully complete their courses with a grade of “C” or higher or “P” will increase from 74.58% in fall 2010 to 78% in fall 2013 and from 73.77% in spring 2011 to 78% in spring 2014.</td>
<td>A bit ambitious but we hope ESP will help in a significant way. What are the budget implications?</td>
</tr>
<tr>
<td><strong>Objective 1.2</strong> The percentage of students that successfully complete online classes will increase from 65.28% in fall 2010 to 70% in fall 2013 and from 65.52% in spring 2011 to 70% in spring 2014.</td>
<td>Will change to fully online only</td>
</tr>
<tr>
<td><strong>Objective 1.3</strong> The first-to-second semester persistence rates of new non-exempt (non-exempt from the matriculation processes) first-time, full-time students (12 or more units) will increase from 87.4% from fall 2010 to spring 2011 to 90% from fall 2013 to spring 2014. The first-to-second semester persistence rates of new non-exempt half-time students (6-11.9 units) will increase from 73.8% from fall 2010 to spring 2011 to 78% from fall 2013 to spring 2014.</td>
<td></td>
</tr>
</tbody>
</table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1.4</strong> The first-to-fourth semester persistence rates for new non-exempt first-time, full-time students will increase from 58.5% from fall 2009 to spring 2011 to 63% from fall 2012 to spring 2014. The first-to-fourth semester persistence rates for new half-time students will increase from 37.9% from fall 2009 to spring 2011 to 42% from fall 2012 to spring 2014.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.5</strong> The number of Associate Degrees awarded will increase by X% from 1,587 in 2010-11 to 1,825 in 2013-14.</td>
<td>Transfer Degrees – separate Transfer Model Curriculum (TMC) degree stats from other degrees In some cases taking more classes to obtain a degree may impact the student negatively in terms of ability to transfer.</td>
</tr>
<tr>
<td><strong>Objective 1.6</strong> The number of certificates awarded will increase by 10% from 662 (NOT FINAL NUMBER – NEED TO REVISE) in 2010-11 to XXX in 2013-14.</td>
<td>Add objective about Skill Competency Awards</td>
</tr>
<tr>
<td><strong>Objective 1.7</strong> The number of students who transfer from the college to UC or CSU will increase by a minimum of 10% from 962 in 2009-10 to 1,058 in 2013-14. The number of students that transfer to other four-year colleges or universities will increase by a minimum of X% from 532 in 2008-09 to 800 in 2013-14. OR change to The number of students who transfer to a four-year college or university will increase from by X% from 1,494 to 1,858 in 2013-14. – Take this version</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Comments during July 22 and 25, 2011</td>
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<tr>
<td><strong>Objective 1.8</strong> By January 2012, establish baseline data and annual targets to increase the number of Transfer Directed students from 2011-12 to 2013-14. Transfer Directed students are those who enrolled in and earned a grade of “A”, “B”, “C” or “P” in a transferable Mathematics course and a UC transferable English course:</td>
<td></td>
</tr>
<tr>
<td><strong>2011-12</strong>: Some time between Summer term 2004 &amp; Spring term 2012</td>
<td></td>
</tr>
<tr>
<td><strong>2012-13</strong>: Some time between Summer term 2005 &amp; Spring term 2013</td>
<td></td>
</tr>
<tr>
<td><strong>2013-14</strong>: Some time between Summer term 2006 &amp; Spring term 2014</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.9</strong> By January 2012, establish baseline data and annual targets to increase the number of Transfer Prepared students from 2011-12 to 2013-14. Transfer Prepared students are those who earned, within a six-year period, 60 UC or CSU transferable units with a minimum GPA of 2.40 and who enrolled in and earned a grade of “A”, “B”, “C” or “P” in a transferable Mathematics course and 2 UC transferable English composition courses as of:</td>
<td></td>
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<tr>
<td><strong>2011-12</strong>: Spring term 2010</td>
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<tr>
<td><strong>2012-13</strong>: Spring term 2011</td>
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</tr>
<tr>
<td><strong>2013-14</strong>: Spring term 2012</td>
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<td>Objective</td>
<td>Comments during July 22 and 25, 2011 CPC</td>
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<tr>
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<tr>
<td><strong>Objective 1.10</strong> The number of students who complete certificates or degrees in career technical programs will increase by a minimum of 10% from 546 in 2010-11 to 600 in 2013-14.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.11</strong> The percentage of new-to-SBCC students who enroll in a Basic Skills English course and that progress to a higher level English course within a three-year period will increase from 63.6% in the fall 2007 cohort to 72% in fall 2010 cohort. The percentage of those students that enroll in a higher level English course and receive a successful grade will increase from 81.3% in the fall 2007 cohort to 84% in fall 2010 cohort. The percentage of those students that enroll in and successfully complete English 110 within a three-year period will increase from 85.9% in the fall 2007 cohort to 89% in the fall 2010 cohort.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.12</strong> The percentage of new-to-SBCC students who enroll in a Basic Skills math course and that progress to a higher level math class within a three-year period will increase from 54.7% in the fall 2007 cohort to 57% in the fall 2010 cohort. The percentage of those students that enroll in a higher level math course and receive a successful grade will increase from 76.9% in the fall 2007 cohort to 80% in the fall 2010 cohort. The percentage of those students that enroll in a college-level math course and successfully complete within a three-year period will increase from 77.5% in the fall 2007 cohort to 81% in the fall 2010 cohort.</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Comments during July 22 and 25, 2011 CPC</td>
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<tr>
<td>-----------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Objective 1.13</strong> The percentage of new to SBCC students who enroll in at least one ESL level 1-4 course and who later enroll in an ESL level 5 course or higher within a three-year period will increase from 28.8% in the fall 2007 cohort to 31% in the fall 2010 cohort. The percentage of those students that enroll in an ESL level 5 course and successfully complete will increase from 89.7% (NEED TO CHECK THIS PERCENTAGE) in the fall 2007 cohort to 92% in the fall 2010 cohort. The percentage of students from the fall 2007 cohort that enroll in and successfully complete English 100 or higher within three years will exceed the average success rate of the fall 2005, 2006 and 2007 cohorts of 92.3%. NEED TO CHECK THIS AVERAGE</td>
<td></td>
</tr>
<tr>
<td><strong>The College will improve its performance on each of the ARCC measures and exceed the state and its peer group averages on each of these measures.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.15</strong> The College will exceed its peer group average and the state average on each of the ARCC measures and it will increase by a minimum of three percentage points from 2011 to 2014 on each of the following measures:</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.16</strong> The Student Progress and Achievement Rate will increase from 64.2% in 2011 to 68% in 2014. (Measure defined as the percentage of first-time students who showed intent to complete and achieved any one of the following within six years: earned a degree; earned a certificate; transferred to a four-year institution; became transfer directed; or became transfer prepared.)</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Comments during July 22 and 25, 2011 CPC</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------</td>
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<tr>
<td><strong>Objective 1.17</strong> The percentage of students who earn at least 30 units will increase from 74% in 2011 to 78% in 2014. (Measure defined as the percentage of first-time students who showed intent to complete and earned at least 30 units within six years.)</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.18</strong> The Fall-to-Fall Persistence rate will increase from 71.6% in 2011 to 75% in 2014. (Measure defined as the percentage of first-time students with a minimum of 6 units earned in a fall term who returned and enrolled in the subsequent fall term anywhere in the CCC system.)</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.19</strong> The annual successful course completion rate for credit Basic Skills courses will increase from 65.9% in 2011 to 70% in 2014. (Measure defined as the percentage of students enrolled in basic skills courses who earn a grade of “A”, “B”, “C” or “P”).</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.20</strong> The annual successful completion rate for vocational courses (Career Technical Education) will increase from 79.6% in 2011 to 82% in 2014. (Measure defined as the percentage of students enrolled in courses with SAM Codes of A, B or C who earn a grade of “A”, “B”, “C” or “P”).</td>
<td></td>
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<tr>
<td><strong>Objective 1.21</strong> The improvement rate in credit Basic Skills will increase from 65.3% in 2011 to 70% in 2014. (Measure defined as the percentage of students who successfully complete their initial basic skills course in English or math that is two or more levels below college/transfer level and earn a grade of “A”, “B”, “C” or “P” in a higher-level course in the same discipline within three years.)</td>
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<td>Objective</td>
<td>Comments during July 22 and 25, 2011 CPC</td>
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<tr>
<td><strong>Objective 1.22</strong> Improvement rate in credit ESL will increase from 57% in 2011 to 61% in 2014. (Measure defined as the percentage of students who successfully complete their initial ESL course that is two or more levels below college/transfer level and earn a grade of “A”, “B”, “C” or “P” in a higher-level ESL course or a college-level English course within three years.)</td>
<td></td>
</tr>
<tr>
<td><strong>By the start of the Spring 2012 semester, the College will establish the baseline rates for its objectives for increasing the percentage of students that meet or exceed the performance criteria for achieving its course, program, and institutional SLOs.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.23</strong> By June 2012, establish baseline data for student performance in course, program and institutional student learning outcomes (SLOs).</td>
<td></td>
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<tr>
<td><strong>Objective 1.24</strong> By December 2012, establish annual objectives for the percentage of students expected to meet or exceed standards established in course, program and institutional SLOs.</td>
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<tr>
<td><strong>Objective 1.25</strong> By spring 2014, evaluate the degree to which the objectives in the Transfer Effectiveness Plan have been achieved. Transfer Effectiveness Plan should be completed by October 2011 then will come to CPC</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.26</strong> By spring 2014, evaluate the degree to which the objectives in the Career Technical Education Plan have been achieved. Career Technical Education plan will be done by end of Spring 2012. In Fall 2011, a workgroup will be formed to develop this plan.</td>
<td></td>
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<tr>
<td>Objective</td>
<td>Comments during July 22 and 25, 2011 CPC</td>
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<tr>
<td><strong>Objective 1.27</strong> Achieve the outcomes specified in the Title V grant for the Express to Success Foundation Program for 2011-12, 2012-13 and 2013-14.</td>
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<tr>
<td><strong>Objective 1.28</strong> Complete the development of the Degree/Transfer Express to Success Program by April 2012, field test the Program in 2012-13, fully implement and evaluate it in 2013-14.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.29</strong> By Spring 2013, implement and evaluate the agreed-upon actionable recommendations from the 2010-11 Distance Education Workgroup Report.</td>
<td></td>
</tr>
</tbody>
</table>
Goal 2. Maximize the utilization of the resources and courses of the Continuing Education Division.
WE NEED TO SEPARATE ENHANCED FROM NON-ENHANCED COURSES

Develop a plan for the transition of selected courses from state-supported to fee-based

<table>
<thead>
<tr>
<th>Objective</th>
<th>Comments during July 22 and 25, 2011 CPC</th>
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<tbody>
<tr>
<td><strong>Objective 2.1</strong> Establish a baseline definition and data for student success in state supported Education Programs for Older Adults courses by 2012.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2.2</strong> Increase the efficiency of older adult courses by increasing student retention in all course offerings by 5% by 2013-14.</td>
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<tr>
<td><strong>Objective 2.3</strong> In 2011-12, establish baseline definition and data of current offerings in Short term Vocational Programs and Workforce Preparation courses.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2.4</strong> Complete review of Short-term Vocational Certificates and Workforce Preparation courses to ensure alignment with state priorities by 2013-14.</td>
<td>Need the baseline data</td>
</tr>
<tr>
<td><strong>Objective 2.5</strong> Increase the number of students who complete Short Term Vocational Certificates by 17% FROM X% to Z% by 2013-14.</td>
<td>Need the baseline data</td>
</tr>
<tr>
<td><strong>Objective 2.6</strong> Increase student retention in ESL, Elementary and Secondary Basics Skills courses by 5% FROM X% to Z% by 2013-14.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2.7</strong> Establish baseline definition and data for student success in Parenting Education, Health and Safety, Education Programs for Individuals with Substantial Disabilities, and Family and Consumer Sciences by 2013-14.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2.8</strong> Increase the percent of non-credit students receiving academic counseling/advising and career counseling by Student Services (STEP) to non-credit students by 2% by 2013-14.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2.9</strong> Establish method for measuring student transition from non-credit to credit by 2012 from Adult High School, General Education Diploma (GED), Adult Basic Education and vocational certificate programs.</td>
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<tr>
<th>Objective</th>
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</table>
| **Objective 2.10** Implement Student Learning Outcomes (SLO) cycle for all applicable courses in non-credit by 2013-14 in accordance with accreditation standards.  
2.10a Complete and implement an annual faculty training process for non-credit by Fall 2012.  
2.10b Train all non-credit faculty in the SLO curriculum process by 2013-14 |                                         |
OUTREACH, ACCESS AND RESPONSIVENESS TO THE COMMUNITY

Goal 3. Optimize access to education for all segments of the community that can benefit from the college’s programs and services within the constraints of state budget reductions

<table>
<thead>
<tr>
<th>Objective</th>
<th>Comments during July 22 and 25, 2011 CPC</th>
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<tr>
<td><strong>Objective 3.1.</strong> Implement the reduction in FTES to not exceed the state funded FTES by 2013-14 as a result of reduction in state budget while minimizing the impact on students in core areas based on alignment with state priorities and incorporating local needs to the extent possible.</td>
<td></td>
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<tr>
<td><strong>Objective 3.2.</strong> By Spring 2012, revise the 2008-11 Enrollment Management Plan to take into account the reduction in state-funded FTES and its emphasis on offering courses that are aligned with state priorities.</td>
<td></td>
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<tr>
<td><strong>Objective 3.3</strong> Increase the percentage of used textbook sales, book rentals and/or e-books as a percentage of total textbook sales from 23% in 2010-11 to a minimum of 31% in 2013-14.</td>
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<td>Objective</td>
<td>Comments during July 22 and 25, 2011 CPC</td>
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<tr>
<td><strong>Objective 3.4</strong> Increase the number of course offerings in Community Service (fee based or donor funded) based on the needs and demand of our service area within available facilities.</td>
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<tr>
<td><strong>Objective 3.5</strong> Establish baseline definition and data for first time Continuing Education students and increase by 5% by 2013-14. OR CHANGE TO Develop an enrollment management plan to maximize outreach to the community and opportunities for new students to enroll</td>
<td>Is this feasible? Registration priority would be needed.</td>
</tr>
<tr>
<td><strong>Objective 3.6</strong> Increase the Continuing Education scholarship fund by 50% by 2013-14 using the 2010-11 donation baseline.</td>
<td></td>
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<tr>
<td><strong>Objective 3.7</strong> Increase partnerships of Continuing Education with appropriate businesses, organizations and community members to sponsor fee-based classes through donations by 10% by 2013-14.</td>
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</table>
Goal 4. Strengthen programs for students of the college by utilizing best practices for recruitment, workplace satisfaction and professional development of faculty, staff and administrators.

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<tr>
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<tbody>
<tr>
<td><strong>Objective 4.1</strong> In fall 2011, implement the revised Professional Growth Program for college managers and supervisors and annually assess participation, satisfaction, and skills enhancement.</td>
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<tr>
<td><strong>Objective 4.2</strong> Develop and implement an Equal Employment Opportunity (EEO) Plan consistent with the recommended Chancellor’s Office Model EEO Plan.</td>
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<tr>
<td><strong>Objective 4.3</strong> In spring 2012 complete the upgrade of PeopleAdmin to 7.X and by spring 2013, expand use of PeopleAdmin to include student and hourly employee college job listings, and application, processing and tracking of hourly and student employees.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 4.4</strong> Once Objective 4.3 is implemented, initiate a systematic tracking/assessment of college utilization of hourly employees.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 4.5</strong> In collaboration with managers and supervisors, assess best practices to review and revise the administrator evaluation process to ensure relevance of measurements, consistency of evaluation processes, and maximization of electronic tracking, processing, and storage of records.</td>
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<tr>
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<tr>
<td><strong>Objective 4.6</strong> Beginning in spring 2012, systematically phase in electronic retention of employment records including evaluations and routine employment and benefits records.</td>
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<tr>
<td><strong>Objective 4.7</strong> All employment work flow processes will be automated including self-serve benefits by spring 2014.</td>
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<tr>
<td><strong>Objective 4.8</strong> By spring 2012, implement the Continuing Education faculty evaluation process that aligns with provisions in Education Code (section 1341.05).</td>
<td></td>
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<tr>
<td><strong>Objective 4.9</strong> Complete the evaluations of 25% of the Continuing Education faculty by 2013-14.</td>
<td></td>
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<tr>
<td><strong>Objective 4.10</strong> In 2011-12, establish baseline definition and data for student satisfaction with the Continuing Education programs as measured through a survey instrument.</td>
<td></td>
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GOVERNANCE, DECISION-SUPPORT AND FISCAL MANAGEMENT

Goal 5. Establish college-wide accountability systems that are based on quantitative and qualitative data and linked to planning and budgeting.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Comments during July 22, 2011 CPC</th>
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<tbody>
<tr>
<td>Objective 5.1 Develop and implement an institutional comprehensive decision support system to provide enhanced user access to data.</td>
<td></td>
</tr>
<tr>
<td>Objective 5.2 Develop and implement a system to provide user access to data for tracking the transition of non-credit students completing the Adult High School, GED or Continuing Education short-term vocational certificates to credit programs.</td>
<td></td>
</tr>
</tbody>
</table>
| Objective 5.3 Complete the implementation of SCT Banner and associated third party software applications and refine business processes in the context of this implementation as follows:  
  - Complete the implementation of payroll in SCT Banner using the Santa Barbara County Education Office interface.  
  - Complete the implementation of the Faculty Load and Compensation (FLAC) module in SCT Banner.  
  - Complete the implementation of the purchase requisition function.  
  - Complete the transition to Lumens and Banner of all Continuing Education data capture and reporting. | |
<p>| Objective 5.4 Complete the upgrade of the Financial Reports Application to provide reporting of FTES integrated with balances and expenditures and a comprehensive revenue and expense report. | |
| Objective 5.5 Implement the 2011-14 Technology Plan. | |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>Comments during July 22, 2011 CPC</th>
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</thead>
<tbody>
<tr>
<td>Objective 5.6 Annually evaluate and where appropriate modify the program review process</td>
<td></td>
</tr>
<tr>
<td>Objective 5.7 Review and evaluate the participatory governance structure currently in place in the Continuing Education Division and modify as appropriate</td>
<td></td>
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</table>
FACILITIES, CAPITAL PROJECTS, AND MAINTENANCE

Goal 6. Implement the long range capital construction plan.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Comments during July 22 and 25, 2011 CPC</th>
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<tbody>
<tr>
<td>Objective 6.1 As funding allows, complete the remaining deferred maintenance projects included in the bond funding by June 2014</td>
<td></td>
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<tr>
<td>Objective 6.2 Revise the long-range development plan to meet the current needs and fiscal realities of the college</td>
<td></td>
</tr>
<tr>
<td>Objective 6.3 Revise the Educational Master Plan to reflect changes in the future direction of the college’s instructional and student support services</td>
<td></td>
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</tbody>
</table>
Goal 7. Create an optimal physical and technological environment that ensures the best service to students and the local community.

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<tbody>
<tr>
<td>Objective 7.1 To the extent fiscally possible, evaluate and make progress towards enhancing universal access to facilities.</td>
<td></td>
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<tr>
<td>Objective 7.2 Optimize the utilization of facilities and other college resources in classroom instruction and student support programs.</td>
<td></td>
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<tr>
<td>Objective 7.3 Provide media enhanced instructional technology tools in 75% of applicable classrooms at both the Wake and Schott Centers by 2013-14.</td>
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</tbody>
</table>
SUPPORT MATERIAL FOR DEVELOPMENT OF COLLEGE PLAN 
2011-2014

DRAFT FOR DISCUSSION WITH THE COLLEGE PLANNING COUNCIL 
MARCH 25, 2011

MAJOR OVERARCHING CHALLENGES AND PRIORITIES FOR THE COLLEGE 2011-14

1. Significant decline in college revenues due to major cuts in state funding
2. Reducing enrollments with an ability to rebound when state funding improves
3. Reducing classes in effective and smart way (i.e., course priorities, ensuring that there are sufficient core courses to ensure students can complete degree, certificate and transfer requirements; state priorities)
4. Continuously and significantly improving student success particularly in terms of completion of basic skills sequence, degree and transfer
5. Keeping up with changes in technology in a time of great fiscal reductions
6. Ensuring continuing innovation in a time of great fiscal reductions
7. Ensuring the fiscal stability of the college in the face of severe state budget cuts
8. Completing major construction projects that are planned or in progress
9. Effective communication with the community and our faculty and students regarding the impact of state budget cuts
   1. Steering portal committee can take this on

STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Challenges

1. Lack of student readiness for college level work
2. Time it takes to progress from ESL and basic skills to transfer or degree completion
3. Significant number of students living away from home for the first time in non-college supervised housing
4. Increased number of students that report having health and mental health that interfere with their studies and, in some cases, their staying in college; also implications for faculty and staff;
5. High course attrition rates and low program persistence rates for credit and non-credit ESL students
6. Still lower student success in online courses than face-to-face courses (e.g., high attrition, low success, low persistence)
7. Offering the number of sections of courses students must complete to achieve their educational objectives at a time of reduced state funding for enrollments and increased student demand for these courses.
8. Realigning curriculum and course offerings to correspond to the state priorities on basic skills, career technical education, degrees and transfer.

Priorities

1. Strengthen and expand the Continuing Education Career and Skills program
2. Implement and, if successful, expand the Express to Success Program to increase the percentage of students in need of remediation that complete their basic skills requirements and transfer-level English and math
3. Develop and implement the Express to Transfer Program to increase the percentage of students that complete their degree and lower division transfer requirements and then transfer to a four-year university
4. Implement the recommendations of the Distance Education Task Force, the Transfer Effectiveness Task Force and the Career Technologies Education (this task force will start in Fall 2011) Task Force
5. Continue the implementation of the SLO cycle
6. Increase the number of faculty and student services faculty and staff that incorporate the use of human presence tools into their courses and services
7. Meet matriculation requirements in non-credit basic skills program
8. Improve online courses success and persistence rates
9. Develop additional fully online certificate and degree programs
10. Expand our interventions for students with various health and specifically mental health problems and the training and support for our faculty and staff
11. Maybe consider re-establishing an overall student assistance program for students who have a variety of issues to help students get referred to existing student services on campus – maybe this is part of the intervention plan mentioned earlier

OUTREACH, ACCESS AND RESPONSIVENESS TO THE COMMUNITY

Challenges

1. Increase in the number of students that will attend the college due to decreases in the number of freshman applicants that will be admitted to a CSU or UC campus
2. Providing students with access to courses they need when class sections are being reduced due to the reductions in state funding to pay for enrollments
3. Difficulties in assuring families and parents that have not had opportunity for higher education that SBCC is an option for them
4. More hours spent working and commuting to work
5. Escalating cost of commuting
6. High cost of textbooks
7. Increased competition for area students from online programs and out-of-state colleges and universities
8. Expectations from some community members for maintaining the same number of state-supported classes in continuing education courses for older adults when state funding for enrollments is declining significantly

Priorities

1. Strengthen and expand partnerships to provide working adults with BA options
2. Expand efforts to target low-income (predominantly Hispanic) students
3. Reduce textbook and course material costs for students
4. Transition credit offerings at off campus centers and locations, on Fridays, weekends and online (weekend college concept at Santa Rosa Junior College); better scheduling and room utilization
5. Increase the number of students transitioning from Continuing Education to the Credit Program
6. More fully capitalize on the capabilities of Pipeline and other emerging technologies to promote the college to potential students
7. Continue to identify under-served populations and develop programs to meet their needs
8. Develop community buy-in and understanding for the need to offer more community service, fee-based continuing education classes for older adults

FACULTY, STAFF AND ADMINISTRATORS

Challenges

1. Cost of housing in the South Coast
2. High number of retirees in the next several years
3. More hours spent working and commuting to work
4. Increased cost and time of commuting
5. Increased accountability from external entities that increase employees’ workloads significantly at a time of budget reductions which result in increased stress levels
6. Need for adequate staff and resources to support existing and new college initiative, enrollment targets, and external mandates
7. Employee evaluation processes are not effective enough
8. Amount of paperwork required by employment process
9. Archival storage of current employment records
10. Cost of health insurance

Priorities

1. Expand alternative transportation
2. Focus on strengthening employee morale through recognition and professional growth programs
3. Use technology to facilitate communication among staff in order to help instill a greater sense of community at the college
4. Revise existing evaluation instruments/processes
5. Use technology to reduce employee paperwork
6. Use technology to accomplish storage/retrieval of retained records

GOVERNANCE AND DECISION SUPPORT

Challenges

1. Need to be more disciplined in establishing and carrying through with priorities
2. Not sufficient easy and direct access to data needed for decision making

Priorities

1. Complete the implementation of a comprehensive decision support system

SUPPORT SERVICES, TECHNOLOGY AND FISCAL MANAGEMENT

Challenges

1. Limited available state resources to carry out the work of the college
2. Continued post Banner implementation demands for reporting and third party software integration
3. Implementing changes in business practices and technology
4. Expensive, ever-changing technology that requires a commitment to stay current and provide ongoing training and support
Priorities

1. Continually improve administrative support system
2. Implement strategies and support systems that will assist staff in adapting to change
3. Continue improvement of implemented Continuing Education online registration system and implement e-Lumen for SLOs in Continuing Education
4. Improve technology-based internal communication by strengthening the college's intranet capabilities
5. Configure network infrastructure to support converged data, voice and video traffic with high availability
6. Generate new alternative sources of revenue for operations
7. Develop systems to evaluate and analyze program cost effectiveness across all areas of the college
8. Maintain college support staffing levels to keep pace with current and future needs

FACILITIES, CAPITAL PROJECTS AND MAINTENANCE

Challenges

- Severe reduction in State funding of capital construction projects
- Over-commitment of Measure V funding; at least $8 million more needed from general fund to cover the additional costs for the Drama/Music Remodel and deferred maintenance projects which initially were planned to be covered by Measure V funds; Campus Center final costs a great unknown
- Underutilization of facilities based upon state standards.
- Need to provide universal access to existing facilities (ADA compliance issues)
- Adverse impacts on the environment resulting from past and current practices
- Inadequate state funding that hinders the college's efforts in achieving sustainable practices

Priorities

- Make progress on identified capital construction priorities
- Build staff support costs for new facilities into GF budget
- Improve utilization of the Main Campus
- Provide universal access to all facilities
Santa Barbara Community College District
Board of Trustees Study Session
April 14, 2011

Santa Barbara City College
Continuing Education Division

Minimum Conditions for Claiming Apportionment:
Curriculum Compliance Issues

According to the Community College Chancellor's Office Legal Affairs Division, "Districts have the primary responsibility to ensure their own compliance with all applicable laws, including the minimum conditions regulations. The Board of Governors further anticipates that when districts learn of allegations that they are not in compliance with minimum conditions, they will assess those allegations, and, if noncompliance exists, will take all steps necessary to come into compliance."

The Legislature requires the Board of Governors of the California Community Colleges to establish minimum conditions entitling districts to receive state aid. (Ed. Code, § 70901(b) (6).) These minimum conditions are contained in regulations that appear in title 5 of the California Code of Regulations at sections 51000-51027." (Reference 1)

Compliance issues currently facing the Continuing Education (CE) Division are not new to the California community college system specifically those related to meeting minimum conditions for claiming apportionment or state funding.

In 2005, the State Chancellor's Office investigated a complaint alleging that a California community college inappropriately claimed $5.7 million in state funds over a three-year period for enrollment in two noncredit computer courses. The college received $7.5 million in state funding for these courses.

The State Chancellor's Office found problems in two of 14 noncredit courses offered by that college from July 1 through June 30, 2004. The courses were Computer Technology in the Workplace, and Office Technology Lab. At the conclusion of the investigation, the college forfeited $326,000 in state funding.

In 2008, another California community college had to repay $106,976 after the State Chancellor's Office questioned the validity of some of their older adult noncredit music courses offered at convalescent facilities. Allegations included a complaint that the college enrolled students in noncredit courses without their consent. The college also had to repay $17,406 since an instructor overstated the number of hours taught, and $2,221 because another instructor did not maintain proper attendance records.
Communication to Board of Trustees Regarding Continuing Education Compliance Issues

The CE Division administration has informed the Board of Trustees regarding the various curriculum compliance issues:

Board Meeting – February 22, 2010 (Courses to be converted to non-FTES or fee-based)
Board Meeting - May 27, 2010 (Extend approvals of courses converted to non-FTES or fee-based)
Board Study Session - August 12, 2010 (CE Enrollment Management Plan)
Board Study Session – September 9, 2010 (CE Enrollment Management Plan)
New Trustee Orientation - December 9, 2010 (CE Update)
Board Study Session – January 13, 2011 (Oral Presentation)

The CE Administration also conducted two work sessions with the Continuing Education Consultation Council on July 16 and July 30, 2010 to review the CE Enrollment Management Plan and issues with CE curriculum. Discussions included those courses that did not meet minimum conditions for claiming apportionment.

At the January 14-15, 2011 Board of Trustees’ retreat, Dr. Barry Russell, Vice Chancellor of Academic Affairs, California Community College Chancellor’s Office, also addressed issues specifically related to Santa Barbara City College:

- Can the college verify that each active non-credit course has been approved by the college and/or district curriculum committee (Title 5, § 55002 (c))?
- The Curriculum Committee is sending forward noncredit course proposals that do not align TOP Code with noncredit categories as defined in California Education Code § 84750.5 and § 84760.5)
- The directive from Chancellor Scott to focus on transfer, basic skills, and CTE should be followed.

2005 Legal Advisory 05-03- Requirements for Claiming State Apportionment for Noncredit Courses

On April 4, 2005, Steven Bruckman, Interim General Counsel issues Legal Advisory 05-03 (Reference 2) providing a detailed overview of the applicable statues and regulations for claiming state apportionment for noncredit courses. He specifically stated that the process for claiming apportionment has two steps:

1) Ensure that each noncredit course meets the basic standards for noncredit offerings; and
2) Ensure that the additional standards meet requirements for claiming apportionment.
Non-Credit Course/Program Requirements
California Code of Regulations (CCR), Title 5, § 55002, Standards and Criteria for Courses (Reference: Title 5, Barclay’s Official California Code of Regulations) outlines the following requirements:

a) College and/or district shall recommend approval of the course to the Chancellor’s Office after internal approvals are obtained (i.e., Curriculum Advisory Committee (CAC), and Board of Trustees),

b) All noncredit course and program applications require the original signatures of the Superintendent/Chancellor, Chief Instructional Officer, and the Chair of the local curriculum committee,

c) Curriculum review for noncredit courses should be conducted by the curriculum committee using the same general procedures as those followed when reviewing credit courses (Reference: California Academic Senate Guide to Course Outlines),

d) The Course Outline of Record (COR) shall be maintained in the official college files and made available to each instructor,

e) The COR shall specify the number of contact hours, an appropriate course description, objectives, instructional methodology, examples of assignments and methods of evaluation for determining whether the stated objectives have been met,

f) The course must be published in catalog and schedule of courses

Minimum Conditions for Claiming Apportionment
California Code of Regulations (CCR), Title 5, § 58050, Conditions for Claiming Attendance (Reference: Title 5, Barclay’s Official California Code of Regulations) states that "all of the following conditions must be met in order for the attendance of students enrolled in a course to qualify for state apportionment:

(1) The Board of Governors must approve the courses or programs.
(2) The course must meet the criteria and standards for courses prescribed by § 55002 Standards and Criteria for Courses.
(3) Unless expressly exempted by statute, the course must be open to enrollment to the public.
(4) The district cannot receive full compensation for the direct education costs for the course from any public or private agency, individual or group of individuals.
(5) The students enrolled in the course must be engaged in educational activities required of such students as described in the course outline of record...If the course involves student use of district computers, other equipment, or facilities, the district shall monitor usage of such equipment or facilities as part of the course. The district needs to ensure that students use facilities solely for the specified educational activities.
(6) The students must be under immediate supervision of an employee of the district, unless provided otherwise by law.

(7) The employee of the district must hold valid credentials or employed pursuant to minimum qualifications...

The Chancellor's 2005 report by the California State Controller's Office suggested the need for a thorough review of the requirements for claiming apportionment or funding for all noncredit courses.

**Communications from the Chancellor's Office Related to CE Noncredit Courses**

**May 4, 2004**
Letter from Lebaron Woodyard, Dean of Academic Affairs and Educational Services, California Community College Chancellor's Office. (Reference 3)
Dean Woodyard provided clarification regarding the denial of short-term vocational courses such as "Buying and Selling on the Internet." (This course is now a fee-based course). In addition, he clarified that "The non-credit courses that you have been offering under a four, three and two hour format tend to (be) more avocational, recreational and personal development in nature and are not connected with any course of study or program. Therefore, serious consideration should be given to offering them as community service courses."

**July 21, 2004**
Letter from Lebaron Woodyard (Reference 4)
Dean Woodyard provided a list of courses both approved and denied by the Chancellor's Office. Courses denied were recipe style cooking courses. He states "Noncredit courses eligible for apportionment under Home Economics must include sufficient content on healthy foods and balanced nutrition; food selection and meal planning; and health and safety issues surrounding the preparation and store of food. Classes that mainly focus on learning a particular recipe are primarily recreational in character and are more appropriate to be offered through community services." On February 22, 2010, the Board of Trustees approved converting recipe style cooking courses to fee-based.

**December 6, 2005**
E-mail from Vera Weise, California Community College Chancellor's Office (Reference 5).
Dean Woodyard informed the CE administration that he was requiring three basic criteria before approving courses for older adults:
1) Course title must include the words "older adult" or "senior" (public reviewing class schedule must immediately ascertain the course is not just for the general student population such as jewelry, ceramics or painting).
2) Course description must be explicit the course is designed for older adults.
3) Course objectives must include one or more objectives showing the course is for older adults.

Action Requested:
"Please revise your Older Adult courses to comply with the above criteria."

Courses submitted for the January 27, 2011 Board agenda include major course medications including the words "for older adults" in the course titles.

August 17, 2009 (Reference 6)
All California community colleges received a formal notification from the Chancellor's Office to review their current curriculum inventory for accuracy due to the reconciliation of non-credit course inventories. The Chancellor's Office request related to the implementation of an online course and program review and submission process called "CurricUNET."

January 10, 2010 (Reference 7)
Continuing Education received an update of the 2008-2009 Noncredit Inventory Outcomes. The Chancellor's Office specifically identified issues with Continuing Education courses. For example, the Chancellor's Office could not confirm approvals for many courses in the inventory. The CE administration responded to specific inquiries. The CE administration notified the Chancellor's Office staff that much more work is needed to review CE courses due to the number of courses in the inventory (3,654)

SBCC's Continuing Education Division Curriculum Inventory: Approved or Not?
There currently exists confusion regarding "state approved" courses versus the ability for colleges to claim funding by "meeting minimum conditions for claiming apportionment." The student group Associated Continuing Education Students' (ACES) websites posts the following:

2005-06 Approved Course Outlines Are Still Valid
The Chancellor's Office states that existing approved course outlines for Adult Ed from 2005-06 are still approved and compliant with requirements to claim state funding. The state is not challenging them.
This is not accurate information and may be causing confusion regarding the accuracy of information shared by the CE Administration. Although courses may be on the Chancellor's approved list, it does not necessarily mean that the courses are, in fact approved, or meet minimum conditions for claiming apportionment.

According to Norma Eggli, CE computer instructor, who was involved and assisted in updating the CE course inventory, states in her April 28, 2010 e-mails (Reference 8):

"I worked with Darla Cooper when the courses were assigned control numbers. The state assigned course numbers whether they were approved, discontinued or never approved. This number is strictly their number to identify courses not to identify that the courses have been approved..."

"At the time we did the cleanup in 2007-2008, some courses 'marked or coded' as enhanced with the understanding that the application and formal approval would follow. So, it is possible to have some courses as being enhanced without the formal approval."

The comprehensive compliance (Reference 9) review currently in progress by the CE administration complies with the State Chancellor's Office request for colleges to review their inventory for accuracy. In addition, based on the information provided by Ms. Eggli, it is critical to review every active course to ensure course outline compliance to confirm that the District is meeting minimum conditions for claiming state funding.

Again, to reiterate statement by the Chancellor's Office Legal Affairs Division:

"Districts have the primary responsibility to ensure their own compliance with all applicable laws, including the minimum conditions regulations."

Examples of Compliance Issues: CE Noncredit Courses

Upon reviewing the inventory and searching for course outlines of record to determine the status of Continuing Education (CE) courses, it became apparent that the Division needed a more thorough analysis of all CE courses in the Chancellor's Inventory. During this research, several issues surfaced:

1) CE curriculum files are incomplete and we cannot locate courses outlines for many courses in the Chancellor's Office Course inventory,
2) Many course outlines are incomplete (e.g., lack hours of instruction),
3) We cannot confirm local approvals for some course outlines,
4) We cannot locate Curriculum Advisory Committee or Board of Trustees' meeting minutes verifying dates of approval,
5) Some course outlines do not meet Title 5 standards,
6) Some course outlines do not meet minimum conditions for claiming apportionment.

Using Legal Advisory 05-03 as a reference, we present a few examples of the critical compliance issues related to CE course outlines of record that will continue to affect FTES and state funding. (This is not a comprehensive list of issues with current course outlines of record).

Issue #1
A. The college and/or district curriculum committee must recommend the course and the district governing board must approve them.

This requirement is quite straightforward. Every noncredit course that is offered should have background documentation that demonstrates that the curriculum committee recommended the course and the governing board approved it.

Example:
Many course outlines were created "for office use only" and do not have appropriate signatures and approvals (Reference 10).

Outline 1: "Movement Matters for a Healthy Life (for older adults)
Outline 2: "Edible and Medicinal Plants" (for older adults)
Outline 3: "Dream Activation"

Issue #2
C. The COR shall specify the number of contact hours, an appropriate course description, objectives, instructional methodology, examples of assignments and methods of evaluation for determining whether the stated objectives have been met.

Examples:
1) Many course outlines of record do not specify number of contact hours (Reference 11)

Outline 1: TAI Ji Chinese Exercises-Relieve the Stress (for older adults)
Outline 2: The State of the Art in Science of Biological Age Reduction"
Outline 3: Wellness Clinic: Techniques for a Healthy Body"
2) Many course outlines do not have appropriate course descriptions

Outline 1: Creating Southwest Style Stone Inlay Jewelry (Reference 12)

"Interested in Southwest style jewelry? Come and see a fabulous display of silver jewelry and watch experienced jeweler Norm Gutshall make a piece of Southwest style silver jewelry from start to finish! Designed for the older adult although all ages are welcome to participate. Lunch will be included. For more information and to sign up for this demonstration, please call Janice Lorber at 963-5693.

3) Many course outlines reflect a lecture series (not courses), and do not have adequate evaluation procedures or approved course outlines of record.

Outline 1: Health Topic Round Table-Courses Number 608004 - Lecture Series or "umbrella" courses (Reference 13)

Course 608004U1 – "Stress Relief & Relaxation-Bilingual"
Course 608004U2 - "Stress Management"
Course 608004 U3 – "Walk with the Farmer and the Cook"
Course 608004U4 "Blueberries and Broccoli – Foods To Help Protect Us From Cancer

Issue #3

"A qualified instructor must teach the course in accordance in accordance with stated objectives and other specifications defined in the course outline of record.

In order to protect the confidentiality of faculty, we will not list specific courses. The CE administration is working with faculty who do not meet minimum qualifications to teach noncredit courses. We are evaluating credentials and teaching experience to process these instructors under equivalencies.

Issue #4

"Districts should have adequate controls in place to be sure that they are reporting actual attendance, that they are not allowing students to exceed the number of hours called for by the course, and to be certain that they do not claim excess hours for apportionment"

Examples:

Course Outline #1: Regional/International Cooking Series (Reference 14)

Winter 2009 Schedule

(Outline states 30 hours; 10 hours lecture; 20 hours lab). Assuming a 25 student limit, limit of hours that could be reported = 750. In the past, may have over reported hours by 1450 or 2.2762 FTES per term
<table>
<thead>
<tr>
<th>Master Course Number</th>
<th>Umbrella</th>
<th>Contact Hours</th>
<th>Class Limits</th>
<th>Est. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>606631U1</td>
<td>Cuisine of the Sun (2 sections: 14 hrs each)</td>
<td>28</td>
<td>25</td>
<td>700</td>
</tr>
<tr>
<td>606631U4</td>
<td>Chinese Cooking-Celebrating the New Year</td>
<td>18</td>
<td>25</td>
<td>450</td>
</tr>
<tr>
<td>606631U5</td>
<td>Indian Vegetarian Part II</td>
<td>13</td>
<td>25</td>
<td>325</td>
</tr>
<tr>
<td>606631U3</td>
<td>Salute to Sushi</td>
<td>5</td>
<td>25</td>
<td>125</td>
</tr>
<tr>
<td>606631U2</td>
<td>Third Generation Italian Cooking</td>
<td>24</td>
<td>25</td>
<td>600</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>88</strong></td>
<td></td>
<td><strong>2200</strong></td>
</tr>
</tbody>
</table>

Board Action Taken to Resolve Compliance Issue: District converted courses to fee-based courses.

**Course Outline #2: Glass Fusing (Reference 15)**

**Winter 2009 Schedule**

(Outline states 30 hours; 10 hours lecture; 20 hours lab). Assuming a 25 student limit, limit of hours that could be reported = 750. In the past, may have over reported hours by 4410 or 8.4 FTES per term.

<table>
<thead>
<tr>
<th>Master Course Number</th>
<th>Umbrella</th>
<th>Contact Hours</th>
<th>Class Limits</th>
<th>Est. Hours</th>
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</thead>
<tbody>
<tr>
<td>451009U1</td>
<td>Beginning Glass Fusing</td>
<td>30</td>
<td>25</td>
<td>750</td>
</tr>
<tr>
<td>451099 U3</td>
<td>Intermediate/Advanced Glass Fusing</td>
<td>30</td>
<td>22</td>
<td>660</td>
</tr>
<tr>
<td>451099U2</td>
<td>Jewelry, Dicorons and Beyond</td>
<td>30</td>
<td>25</td>
<td>750</td>
</tr>
<tr>
<td>451009U4</td>
<td>Multi-Level Glass Fusing (2 sections)</td>
<td>60</td>
<td>50</td>
<td>3000</td>
</tr>
</tbody>
</table>

**Total Hours**

| **117**            | **5160**      |

Board Action Taken to Resolve Compliance Issue: District converted courses to fee-based courses.

**Course Outline #3: Discover the Hidden Magic in Novels and Short Stories: for Older Adults (Reference 16)**

**Spring 2009) 8 week term**

(Outline states 10 weeks; 20 hours lecture per week. Assuming a 36 student limit, in the past, may have over reported hours by 1760 or 3.35 FTES per term)
<table>
<thead>
<tr>
<th>Master Course Number</th>
<th>Umbrella</th>
<th>Hours</th>
<th>Class Limits</th>
<th>Est. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>151303U3</td>
<td>Discover the Hidden Magic in Novels and Short Stories</td>
<td>16</td>
<td>36</td>
<td>576</td>
</tr>
<tr>
<td>151303U5</td>
<td>Are You Ready for Faulkner?</td>
<td>14</td>
<td>36</td>
<td>504</td>
</tr>
<tr>
<td>151303U6</td>
<td>Homer’s Odyssey</td>
<td>14</td>
<td>60</td>
<td>840</td>
</tr>
<tr>
<td>151303U1</td>
<td>Poetry, Prose and Plays</td>
<td>14</td>
<td>40</td>
<td>560</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td></td>
<td><strong>58</strong></td>
<td></td>
<td><strong>2480</strong></td>
</tr>
</tbody>
</table>

Board Action Taken to Resolve Compliance Issue: District converted courses to fee-based courses.

**Issue #5**

*A clear course description of the course must be published in the general catalog and/or addenda to the catalog AND the college's schedule of classes.* (Cal. Code Regs, tit.5, Sections 58102, 58104)

Examples:

1) CE Division currently does not have a general catalog. However, once we reduce the inventory, we will produce a catalog.

2) Courses for older adults such as OMEGA/Elderhood do not have course descriptions published in the schedule of classes (Reference 17)

**Issue #6**

*Attendance may only be counted for students who are engaged in educational activities.*

*Districts must be prepared to provide documents that reflect each student's intent to enroll in the noncredit course, such as a registration form.*

Example 1: Omega/Elderhood courses

CE previously lacked an informed consent process for older adults enrolled in OMEGA/Elderhood noncredit courses. We did not utilize a formalized process for student enrollments. Enrollment consisted of "rolling" students over term by term without students appropriately registering for these courses. Students must
knowingly register for a course. If a student does not know he or she enrolls in a course, the instructional activities are subject to question

**Action Take to Address Compliance Issue:**
CE has ceased the practice of automatically “rolling students” each term. CE administration has met with all the facility site directors where we offer these courses. The facility directors have now implemented a system for appropriately registering students each term.

**Issue #5**

B. *The curriculum committee recommendation must address the subject matter to be taught, use of resource materials, teaching methods for evaluating whether students have met the course objectives.*

**Example: Adult High School Diploma Program**

**Overview**
Continuing Education offered three sections of the Adult High School (AHS) program at three local high schools, Santa Barbara High School, Santa Marcos High School (SMHS) and Dos Pueblos High School (DPHS). Continuing Education paid these instructors’ salaries. These instructors were also employees of the Santa Barbara High School District but taught these courses after their regular work hours.

The reason for offering the off-site sections was to assist with the local high school matriculation process. In addition, these sections allowed students to acquire additional hours and/or credits for graduation purposes.

Current high school students were not allowed to attend the Continuing Education Learning Labs at the Schott or Wake Centers. Hours or credits from the Schott and Wake Centers were not accepted by the high schools; only credits from the off-site sections were accepted for hour/credits needed by high school students. There was no written policy regarding this, however, there had been a longstanding verbal mutual agreement between the SBHS District, and Continuing Education.

**Curriculum and Program Issues**

**Issue:** SBHS faculty did not use approved AHS curriculum at the high school sites.

**Issue:** High school sections were not open to the public.
Issue: SBHS faculty did not allow students enrolled in the high school sections to attend the AHS program (Wake/Schott Centers) even though these off-site sections were part of the AHS program.

Issue: SBHS faculty permitted students to make up hours without completing any written assignments.

Issue: Students only earned high school credit and did not earn SBCC CE high school diploma credits.

Issue: The claiming of our FTES hours for these sections did not align with CE course outlines.

Action Taken to Address Compliance Issues:
Based on several meetings with all respective parties from the local high schools, we determined that CE Adult High School Program course offerings did not meet curriculum standards or state requirements for claiming apportionment. Therefore, CE and SBHS District mutually agreed that, effective fall 2010, that CE would no longer offer courses at the three high school sites.

The CE administration has created a "Compliance Chart" (Reference 9) that specifically delineates issues with the course outlines of record. Due to current workload issues, this process will take two to three years to complete. However, the recent communication from the Chancellor's Office (Reference 20) provides us with a twelve month grace period. Further communication with the Chancellor's Office is required to discuss this grace period. The tremendous undertaking of reviewing the 3,654 CE Course Inventory has yet to be determined.

CE Noncredit Course Approvals

New course courses or program approvals were located but for a limited number of "new" courses (Reference 18).

Curriculum Advisory Committee Minutes - April 18, 2005
New courses

Curriculum Advisory Committee Minutes: October 10, 2005
New Course Approvals for Cooking and Baking Series

Curriculum Advisory Committee Minutes: May 2008
Board Approval: Enhanced Funded Certificates

The CE administration did also locate verification of course approvals by the CE Santa Barbara Citizens' Continuing Education Advisory Council Curriculum Committee for noncredit title changes and new non-FTES courses. (Title changes
do not require approvals from the Curriculum Advisory Committee or Chancellor's Office. They only require approval from the Board of Trustees).

February 17, 2005 CE Curriculum Committee Minutes
November 17, 2005 CE Curriculum Committee Minutes

Example of an Approved Course Outline with Signatures (Reference 19)
ServSafe Food Safety Preparation Certificate: Module A
Santa Barbara City College  
Continuing Education Division

Draft of Proposed Approach to Achieve the Objective of Offering a Comprehensive and Vibrant Continuing Education That is Response to the Needs of the Community  
10-9-11

A priority of the college is to offer a comprehensive and vibrant continuing education program that is responsive the needs of the community at a time when state and federal funding to support adult education are being substantially reduced. To help the college achieve this ambitious goal, I am calling for the creation of a task force to identify recommended strategies that will enable the college to offer a comprehensive Continuing Education program that is responsive to the learning needs of the community and to do so during a time of reduced state support for adult education. The name I am suggesting for this task force is Achieving the Vision for Continuing Education (AVCE) Task Force.

The membership of the proposed Achieving the Vision for Continuing Education (AVCE) Task Force will be comprised of members of the CE Consultation Council and in consultation with the Continuing Education Consultation Council faculty representing each of the state funded categories and fee-based courses offered by the CE Division appointed by the president of the Academic Senate. As noted later in this proposal, much of the work of this task force will be done by workgroups. Individuals from existing CE organizations, CE faculty and community members will be invited to participate in these work groups. The AVCE Task Force will be co-chaired by Ofeila Arellano, the vice president for Continuing Education, and a CE faculty member appointed by Sally Sanger, the president of the Continuing Education Instructors' Association.

Overview of changes in state funding for community colleges and its implications for the Continuing Education Division

The California fiscal crisis is creating a tremendous toll on the nation's largest system of higher education comprised of 72 districts serving more than three million students. Tragically, at a time when the need and demand for higher education has never been greater, the state of California is reducing the number of students it will pay for to attend UC, CSU, community colleges, and K-12 school districts and community colleges with primary responsibility for providing adult education to their communities. Moreover, a growing number of school districts and community colleges with responsibility for providing adult education to their communities have made substantial reductions in their state funded adult education offerings and
have reallocated money they had been using to pay for non-credit classes to help offset reductions in state funding for their other programs.

This year community colleges will be subject to anywhere from $840 million to $1 billion in cuts in their state funding. At the local level, this translates to a $4.264 million reduction in revenues to Santa Barbara City College. If by December 15, 2011, projections show that the revenue the state expected to receive this year does not materialize, it will decrease the amount it allocates to the college this year to $5.185 million. This reduction in state funding is in addition to the reduced state funding the college received in each of the past three years.

For the Continuing Education Division, this will mean the following reductions starting in 2011-2012:

- Reduction of $90,000 in Continuing Education direct instructional expenditures by converting 60 sections from free (state supported) to fee-based starting in winter 2012 (30 sections in winter 2012 and 30 additional sections in spring 2012).
- Reduction of $69,600 in hourly worker budgets (includes short-term hourly, student workers and overtime)
- Reduction of $90,700 in operational budgets (e.g., materials and supplies printing and duplicating, travel and conference, contracts for services).

Objectives of the Achieving the Vision for Continuing Education (AVCE) Consultation Council Task Force

The objectives of the AVCE Task Force are to:

1. Continue to identify strategies for offering a comprehensive Continuing Education program through a combination of state-supported classes, fee-based classes, and classes and learning experiences supported by external donations (e.g., grants, donations from business, organizations, and individuals) to underwrite the costs to support specified learning activities such as the Psychology Weekends for Older Adults, Mind/Super Mind and current events speaker series.
2. Identify the criteria for prioritizing the categories of classes eligible for state funding that should be offered within the funds available and which ones should be self-supported (fee based classes).
3. Identify models and strategies for creating and providing the administrative support required to offer a vibrant fee-based, self-supported program (e.g., Saddleback College revenue sharing model, UCLA Extension type model but at a much lower cost per class).
4. Identify strategies and approaches to support generating external support to enable the college to offer learning experiences for the community that would not be possible to provide as state or fee-based classes.

The charge of the Achieving the Vision for Continuing Education (AVCE) Task Force will be to submit its recommendations to the college Superintendent/President by March 15, 2012.

**Composition of the AVCE Task Force**

Now more than ever, the Continuing Education Division needs all segments of the community to be involved in setting goals and to work in collaborative partnerships to obtain resources to continue to deliver important adult education programs and courses to the community.

**CE Consultation Council:** In the spirit of providing students, staff and faculty with the opportunity to participate and express their opinions related to issues deemed to have a significant impact on the Division, the vice president for Continuing Education formed the CE Consultation Council in 2010. Similar to the College Planning Council (CPC), the goal of the CE Consultation Council is to provide a participatory and advisory organizational structure to make recommendations regarding matters in the Continuing Education Division that may have a significant effect on these various constituent groups. Membership includes:

- Two faculty (appointed by the CE Instructor Association)
- Two students (appointed the CE Student Council and the Association for Continuing Education Students)
- Two classified staff (appointed by the CSEA)
- One classified manager
- Two certificated administrators
- Vice-President- Chair (non-voting)

The Continuing Education Consultation Council is the perfect venue to provide ongoing technical assistance towards enhancing community involvement in educational planning, decision-making and implementation of lifelong learning opportunities for all members of the Santa Barbara community.

**AVCE Task Force:** The College will continue to use the CE Consultation Council to explore approaches that will help enable the college to achieve its goal of offering a comprehensive and vibrant continuing education program to the community in a time of reduced state funding to do so.

Members of the CE Consultation Council will recommend individuals to serve on the AVCE Task Force that can represent each of the 10 state funded categories for
continuing education programs and fee-based courses. The AVCE Task Force will invite students from the CE Student Taskforce to participate. The Task Force will also invite members from the CE Citizens' Advisory Council to serve. The CE Citizens' Advisory Council has served as supportive link between the community and the CE Division for nearly 60 years. It recently formed the Public Relations/Communications Committee to enhance communication strategies with students, staff, faculty, and the general Santa Barbara community.

Proposed Center for Lifelong Learning: Members of the AVCE Task Force will identify additional people with the knowledge and interest to assist the college in developing a proposed new initiative for offering fee-based classes that we have tentatively titled, "The Center for Lifelong Learning." The Center will be a self-supporting entrepreneurial program within the college charged with offering as full of a range of fee-based and externally funded classes and programs as possible to meet demand of such offerings. Since the Center for Lifelong Learning would be self-supporting, there is no limit on the number and types of classes and programs that it could offer. This program would not be subject to the attendance accounting rules and regulations the state requires the classes it supports to follow.

Proposed Outcomes of the Achieving the Vision for Continuing Education (AVCE) Task Force

Outcome 1

Identify recommendations for offering comprehensive Continuing Education programs and courses in light of reduced state funding and changing regulations. More specifically, how can this goal be achieved by expanding the current CE Division model of offerings established through a combination of state funded classes, self-supported offerings (fee-based), and grants and donations (for sponsored courses and learning activities) to ensure a self-sustaining program?

Outcome 2

Identify a fee structure for self-supported classes/programs that includes direct and indirect costs to cover all related expenditures for marketing, staffing and other related budgetary needs. Continue to explore models from Saddleback College and Mount San Antonio College that have a successful revenue sharing model.

Outcome 3

Identify the organizational structure for the Center for Lifelong Learning that will enable it to be responsive to the needs and interests of the community and to enable it to expand its offerings if the demand is present to do so.
Outcome 4

Develop a proposed plan needed to develop and implement the organizational structure needed to generate external support to support student scholarships, offering continuing education classes and programs, including those programmed through the Center for Lifelong Learning. The plan needs to address such items as staff required to support CE fund raising efforts, process for prioritizing and coordinating fund raising requests, approach to coordinate fund raising activities with those of the college’s Foundation, and strategies to develop a CE Endowment campaign so that the money generated from investments can be used to support CE students, courses and programs.