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
$300: 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 for theater and music classes, internships, student showcase production costs, young playwright development, guest artist fees for professional actors and musicians, marketing of the programs and productions, scholarships for participants in theatre productions and music groups, royalties for plays and sheet music, production costs, loaner instruments and scenic and costume materials, 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.
<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>
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<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 111C &amp; D)- 2@ $5,000 each</td>
<td>10,000</td>
</tr>
<tr>
<td>Box Office</td>
<td>10,000</td>
</tr>
<tr>
<td>Men’s Urinals/Stalls- 8@ $1,000 each</td>
<td>8,000</td>
</tr>
<tr>
<td>Women’s Restroom Stall - 15 @ $1,000 each</td>
<td>15,000</td>
</tr>
</tbody>
</table>

**total:** 6,438,000
Task Force Report Participatory Governance for Santa Barbara City College
Continuing Education Students

Report to the Board of Trustees August, 2011

Membership of Task Force on Involvement of Continuing Education Students
in Participatory Governance
Santa Barbara Community College District

Sue Ehrlich, Vice President, Human Resources & Legal Affairs (Chair)
Ofélia R. Arellano, Vice President, Continuing Education Division (Co-Chair)

Greg Baranoff, Special Program Advisor/Representing Inmate Education
Noelle Burg, Older Adults Program Representative
Carlos Cercedo, Spanish/English Interpreter
Carol Flores, Director, Continuing Education
Cynthia Fuentes, Adult High School Representative
Andrew Harper, Director, Continuing Education, Faculty Advisor ACES
Eleanor Larson, Co-President, ACES
Carlos Martinez, President, Continuing Education Student Council (CCEA)
Jose Martinez, Advisor for Continuing Education Student Council (CCEA)
Marianna Mashek, Recorder
Cathie McCammon, Co-President, ACES
Javier Nevarez, Continued Education Classified Staff (CSEA) Representative (no longer
working for CE; he is now at main campus)
Lilia Rodriguez, ESL Representative
Bonita Schaffner, Dean, Continuing Education
Anne Weber, Continuing Education Fee-Based Classes

The Starting Point

1. No significant informal or formal structure currently exists for students enrolled
in SBCC non-credit programs to participate in decisions about the non-credit-
SBCC programs that have a significant impact upon them as students.

2. The role of students in participatory government is identified in Title 5 of the
California Administrative Code and in SBCC Board Policy 2510.

   See Attachments 1 (Title 5 section 51023.7 Students) and 2 (Board
   Policy 2510 Participation in Local Decision Making)

3. The extensive and varied nature of SBCC Continuing Education programs are a
reflection of the wide ranging community needs, characteristics and interests of
those enrolled in Santa Barbara City College continuing education courses.
4. The number of students who enroll in SBCC continuing education courses is extensive and the patterns of enrollment vary from enrollment in a single occasional course and/or in one or more courses repeated over years to students who seek to courses that will lead to a High School diploma, English language proficiency or a vocational certificate that may help them attain employment.

5. A significant problem is the logistical challenge of developing or finding technology that maximizes identification of students in a given semester, communicates information to students, and produces reliable, effective, efficient fast responses from students in response to communications.

As recently as 2008 after the decision was made to use Lumens to facilitate electronic registration for courses, it was still neither logistically nor financially feasible to provide the capability for all students to sign up electronically and be reachable by e-mail for information exchange, informal polling of opinions and the conduct of secure student body elections.

When a student registers for a class, a student profile is created with appropriate demographic information (name, address, telephone number, etc). Currently, the Continuing Education Division has a database with 55,000 student profiles. Not all of the student profiles are active and many are duplicates. However, there are approximately 18,000 active student profiles activated each term (these are unduplicated numbers).

Only 50 percent of Continuing Education students have e-mail addresses. The other 50 percent are contacted by telephone or mail. Many students are still processed manually using “blue cards.” Managed enrollments [can this be defined] occur for the Inmate Education Program courses, OMEGA/Elderhood (courses at assisted living facilities), Adult High School, GED, ESL, and parent education courses offered at the Parent Child Workshops.

The Board may have to request an informal assessment of what would be required to set up a one student/one vote mechanism for receiving input from students or for meeting basic requirements under the California Education Code for recognizing a student government. According to Education Code, a formal student government organization, Board recognized as the representative voice for all students, mandates academic standards and enrollment requirements for student officers, requires assurance that all currently enrolled students have an opportunity to vote, and includes a provision for the possible assessment of a student fee at the time of enrollment that would be used for advocacy of student issues. See Attachment 3 Education Code Sections 76060-76065.

The prohibitive cost and timing of using regular mail or some combination of mail and the current on-line registration system to reach all currently enrolled students in any given semester in order to maintain a traditional one student/one vote government are challenges for this process.
Background

Continuing Education Citizens’ Advisory Council:
The Continuing Education Citizens’ Advisory Council has served as a communication link between Continuing Education and the community for over 60 years. Members include representatives from the business, education, health and media community. Representatives may be past or current SBCC Continuing Education Students but are not required to be students.

The role of the Advisory Council has varied over the years. Initially, it served as an advisory group related to matters of curriculum, policy-making and public relations. Currently, it has 26 members.

The Advisory Council currently has three major initiatives:
1) Scholarship Committee- to identify and award student scholarships
2) Public Relations/Communications Committee – to enhance communication with the community
3) Fundraising – to develop a long-range strategy for program funding and sustainability

While the role of the Advisory Council is critical to the success of the Continuing Education program, its composition and current initiatives do not provide the structure or focus to adequately constitute a student governance organization for Continuing Education.

Continuing Education Consultation Council

This group, initiated in 2010 by the Vice President of Continuing Education, is comprised of Continuing Education faculty and staff appointed by the Continuing Education Instructors’ Association (CEIA), the California School Employees Association (CSEA) and managers of the college, and of students appointed by the Continuing Education Student Council (CEEC), and the Association of Continuing Education Students (ACES).

The Continuing Education Consultation Council mirrors membership of the College Planning Council. Members make advisory recommendations to the Vice-President on matters related to budget, workload reduction, and other matters that impact students, staff and faculty.

The group serves as a consultation body advising the Vice President of Continuing Education. Although there is student input on the committee, it has been clear since the inception of the council that there is a very strong interest in a separate body whose primary purpose is to exercise student right to input consistent with Title 5 and District policy.
Current Student Self-Formed Organizations

Two self-formed student groups, ACES, a group of past and present continuing education students and interested community members and The Continuing Education Student Council (CEEC) have both been active and vocal at Board meetings in speaking to student issues and have held regular meetings of their respective constituents. There is a serious question as to the ability of either to speak exclusively for the full range of student needs and interests in the Continuing Education program.

An on-going question is whether either group represents all continuing education students. The challenges listed above in developing a formal student government - specifically the extensive range of continuing education student characteristics and needs and the difficulty/present impossibility of establishing efficient and timely communication with all students - have posed challenges for both ACES and The Continuing Education Student Council (CEEC). ACES has clarified that it would be willing to represent all students but acknowledges the difficulty of doing this because of lack of resources necessary to communicate with the large number of students that attend SBCC continuing education classes in a variety of very different courses and programs. The Student Council maintains that not all students have the same needs and that a structure that recognizes and accommodates multiple student points of view is more appropriate and acceptable to them. An established group that is already organized would find it difficult to represent those groups of students not present or represented when the culture and structure of the group was established, especially considering the wide range of students, courses, and programs that exist in SBCC’s Continuing Education division.

Both ACES and the Student Council, have been assigned an advisor from the Continuing Education staff and have been assisted in promoting and holding meetings.

Both of these groups are to be commended for significantly raising awareness of increased student interest and need to have input into potential decisions of the college that have significant impact upon students.

The challenge of continuing education students exercising a right of input/participation in governance gained momentum when ACES formally requested of the Governing Board that ACES be recognized as the student government for Continuing Education students at SBCC. They were challenged by The Continuing Education Student Council (CEEC), which indicated that ACES did not have the same concerns as its membership. The CEEA made the same request of the Board that it be designated to represent all the students in Continuing Education.
The Challenge

The challenge is to develop a model/process that
- Insures students of continuing education non-credit programs at SBCC the full opportunity to participate in decisions relating to matter that affect them and that is consistent with Title 5 guidelines.
- Promotes, enhances and increases student awareness of issues affecting them as continuing education students;
- Is responsive to a varied group of students who are enrolled in a variety of courses ranging from single session or a weekend class to weekly meetings of full term instruction;
- Provides for an efficient and timely exchange of information and discussion;
- Provides a trustworthy process for bringing forth ideas and concerns of the students in continuing education that acknowledges that these students may not speak with a single voice and may have different, conflicting or overlapping interests and needs.
- Has staff support and resources to support this process.
- Has the potential to evolve as the need arises and as technology permits in a way that will continue to insure opportunities for student participation in governance.

The Task Force Process

Membership
Members were appointed to the task force based on the ten areas or categories of programs for state funded courses as defined by the Chancellors Office for Continuing Education programs. A representative for community education (fee-based classes) was also appointed. In addition, The Continuing Education Instructors Association and the California School Employees Association and the Community Advisory Council were invited to send a representative to the Task Force. College administration was represented as well.

Where possible, current students were sought as Task Force representatives for their area of course interest. When it was not possible or feasible to have a student from one of the ten area of program focus represent the interests of other students in those respective programs, the Continuing Education Director or a staff member for those programs was appointed. It should be noted that students in continuing education do not limit course enrollment to one area. Several committee members were currently students in more than one program area. After the initial meeting, an English-Spanish interpreter was present to facilitate the discussion and the flow of ideas.
Continuing Education Student Demographics, Fall 2010

Fall 2010 Unduplicated Headcounts by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>1,378</td>
<td>11.10%</td>
</tr>
<tr>
<td>Immigrant Education</td>
<td>54</td>
<td>0.40%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>663</td>
<td>5.30%</td>
</tr>
<tr>
<td>Health &amp; Safety</td>
<td>195</td>
<td>1.60%</td>
</tr>
<tr>
<td>Disabilities</td>
<td>16</td>
<td>0.16%</td>
</tr>
<tr>
<td>Parenting Education</td>
<td>932</td>
<td>7.20%</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td>180</td>
<td>1.50%</td>
</tr>
<tr>
<td>Older Adults</td>
<td>4,283</td>
<td>34.50%</td>
</tr>
<tr>
<td>Short-term Vocational</td>
<td>1,512</td>
<td>12.20%</td>
</tr>
<tr>
<td>Workforce Prep</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Fee-Based/Tuition</td>
<td>1,143</td>
<td>9.20%</td>
</tr>
<tr>
<td>Multiple Categories</td>
<td>2,052</td>
<td>16.50%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12,408</strong></td>
<td></td>
</tr>
</tbody>
</table>

Monthly meetings of the Task Force emphasized using consensus for decision making and building a model process for student participation in governance issue that could be accepted by the Governing Board as a practical approach for student participation in governance decisions.

While it is a given that such a model would not satisfy the current legal requirements for a traditional, credit, one/student-one vote structure for governance that would have the potential to assess student fees, that model is not workable for non-credit educational programs. If the Board accepts a the proposed model this action would achieve the following:

- Expand significantly Continuing Education student participation in governance;
- Endorse a local process for student input similar to the participatory process delineated in Title 5 for credit programs that would create a non-credit student government structure, designate representatives from specified groups, insure broadly chosen representatives to the Continuing Education Consultation Council, and insure a process for bringing input to the Board of Trustees. Formalize a system for informing students of pending matters on which they have a right to have input;
- Permit the assignment of resources necessary for further implementation of this model;
Best Practices

Santa Barbara Community College District is one of a limited number of the 72 Community College Districts in California that maintains a non-credit program. Most non-credit instruction was originally provided through K-14 school districts. When the Community College system was created, in most of the former K-14 districts, non-credit instruction was retained by K-12 districts and is limited in focus to English language learning and the attainment of high school diplomas.

The Task Force was directed to materials from the San Diego Community College District and reviewed the structure within which an informal (as opposed to a traditional credit one/student-one vote) council has been created in San Diego, a multi-college district. The membership of the San Diego Student Body Association for Continuing Education consists of three deans, one student per campus, one ASB advisor or faculty per campus, and two classified employees. The advisor for this governance body is also a dean. See Attachment 4 describing the San Diego model

Proposed Model

A model evolved from discussions that would have the following characteristics and structure:

- The model would be a “Council of Student Groups” and would focus on issues of governance
- This Council would have Board authority to engage in a participatory governance process for Continuing Education students.
- The Council would consist of representatives from student groups structured as follows:
  The areas of state-funded courses designated by the Chancellor’s Office plus the category of community education (fee-based) classes were adapted to match the SBCC student programs in continuing education. Several groups were consolidated. These program areas plus community service classes were grouped as follows:
  1. Elementary and Secondary Basic Skills (Adult High School Diploma and GED)
  2. English as a Second Language and Citizenship for Immigrants
  3. Short Vocational Programs with High Employment Potential/Workforce Preparation
  4. Community Service (Community Education, Fee-Based))
  5. Parenting/Health and Safety/Family & Consumer Sciences
  6. Older Adults (Group 6A: Omega/Elderhood)
  7. Education Programs for Individuals with Substantial Disabilities
ACES is included in this model as representing the Older Adult category. CEEC is included in the model as representing ESL/Citizenship for Immigrants area of Continuing Education.

A diagram of a model for a possible Council of Student Groups was distributed with a Task Force Legend of areas defining the above seven categories for Continuing Education courses. See Attachment 5

Recommendations/Questions for the Task Force Model of a Governance Structure for Continuing Education

Formation of the Council

- One way to begin is for the Task Force representatives to return to the groups they represent and, supported by college resources, use whatever means is presently available for contacting potential members of that group. The Task Force can decide on the core message but representatives can adapt the message for their particular group, inviting participation. Some students will belong to more than one group, and may choose which group(s) to participate in.
- Each Task Force representative arranges a meeting (or perhaps a social media connection) with members of the group they represented at which the Council representative is chosen by whatever method the group decides to use.
- Council members may not necessarily be students, at least at the beginning, as some groups, such as inmates, the elderly, persons with disabilities, etc. may need to be represented by a faculty member or by some other manager or assistant to their group.
- The Task Force sets up an orientation meeting with Council representatives.
- Administration should be a liaison and support the Council to facilitate the obtaining of resources and to answer questions that involve operational issues.
- A Continuing Education student could be chosen as Council president/chair to preside over meetings and present reports and information to the Board of Trustees on matters of Council concern.

- Initially the Council may want to
  - Acquire and disseminate useful information about the participatory governance process and the relationship of participatory governance to decision making by administrators;
  - Decide if the groups/sub-committees/categories of continuing education student representation are reasonable and feasible, at least initially;
  - Ascertain the best role for the representatives of each group, which may not be the same for all as the groups differ in types of students, access to students, and ability of students to participate;
  - Understand the various structures of each group and facilitate a process whereby the representative of each group share best practices in regard to formation, organization, contact methods, etc.;
Council members may want to study the process followed by ACEs (See Attachment 6 What Has Worked Well for ACES) and assist the representatives in carrying these ideas back to their respective groups. Each group needs to discuss and decide how to structure and choose leadership;

- Disseminate the idea for each group to develop a mission statement, as represented by the CEEC (See Attachment 7 Adult Education Student Council Mission Statement);
- Define the different methods each group may need for contacting members, depending upon the type of student, i.e. email, telephone, flyers, director communications to instructors, announcements in class, social media. Discover if the following can be placed registration forms and added to online registration: Do you give us permission to provide contact information to student governance groups? Discuss the challenges involved in contacting members, offer ideas for solutions, and develop requests for resources to assist in this task.

- Possible additional actions/roles for the Council:
  - Develop a mission statement or a “charge” for the Council, i.e. what is it meant to do?
  - Propose a budget based on resource needs, and decide how resources should be allocated to the various groups;
  - Use input from representatives to bring attention to “unmet” needs, i.e. greater integration of learning English and Computer Science, more bilingual courses, particularly in Parent Ed, more vocational/workforce preparation courses and programs, more courses in health, particularly for seniors;
  - Establish liaison with credit governance organizations in order to share ideas and resources;
  - Respond to requests for continuing education student membership on other college committees;
  - Report advisories from the Chancellor’s office regarding requirements for state-funded course outlines and claims for apportionment;
  - Report ideas/models for developing community education classes.
  - Report budget developments;
  - Provide data/facts/clarification to control rumor and fear during budget cuts and re-visioning of continuing education;
  - Develop a standing report for the Board of Trustees as an authorized college organization.

- Additional Recommendations:
  - Use the Faculty Advisor model for supervision of any CE student organization (See Attachment 8 Faculty Advisor Duties and Responsibilities). Payment of a stipend to adjunct faculty who assume this role would be appropriate;
  - Add the CE Student Consultation Group to the Regular Board Agenda under Communications. This would constitute the formal communication
venue between CE students and the Board of Trustees for Continuing Education student participatory governance.

- It would not preclude individuals or other groups associated with Continuing Education from addressing the Board. Just as credit faculty, staff, and students are able to speak to the Board as individuals, so would Continuing Education students be able to present personal points of view. Propose need for a staff support resource person to assist with clerical and contact work;
- Propose need for administrative support of the various student groups, and of the Council itself;
- Reports and information can be presented at Council meetings as a range of ideas and opinion on an issue, as consensus concerning a direction or action the college may take, or as a vote count on a specific issue. The Council’s presentation to the Board should reflect these different responses, depending upon the issues;
- This model should begin formation in fall, 2011 and evolve through the remainder of the 2011-2012 academic year.

**Advantages of This Model**

This model, if recognized as an initial functional approach to the furtherance of student participatory governances for Continuing Education, could be supported by the college. Technological advances in the student registration system could be made with the goal of having an unduplicated pipeline account for each currently enrolled Continuing Education student. In the interim, the administration could utilize printed schedules and web information to alert students to issues identified by the Council for which input is needed, and could promote agendas for group meetings and for meetings of the Council itself.

This model can evolve as need arises, as levels of awareness and effectiveness promote increased participation, and as core programs and student characteristics fluctuate due to state directives and funding, changing local interests and needs, and change in ability to effective deliver programs
§ 51023.7. Students.

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

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

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

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

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

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

(1) grading policies;

(2) codes of student conduct;

(3) academic disciplinary policies;

(4) curriculum development;

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

(6) processes for institutional planning and budget development;
(7) standards and policies regarding student preparation and success;

(8) student services planning and development;

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

(10) any other district and college policy, procedure, or related matter that the district
governing board determines will have a significant effect on students.

(c) The governing board shall give reasonable consideration to recommendations and
positions developed by students regarding district and college policies and procedures
pertaining to the hiring and evaluation of faculty, administration, and staff.

(d) Nothing in this Section shall be construed to impinge upon the due process rights of
faculty, nor to detract from any negotiations or negotiated agreements between collective
bargaining agents and district governing boards. It is the intent of the Board of
Governors to respect agreements between academic senates and collective bargaining
agents as to how they will consult, collaborate, share or delegate among themselves the
responsibilities that are or may be delegated to academic senates pursuant to the
regulations on academic senates contained in Sections 53200-53206.

(e) The governing board of a community college district shall comply substantially with
policies and procedures adopted in accordance with this Section.
BP 2510 PARTICIPATION IN LOCAL DECISION MAKING

Reference: Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board's action and administrative procedures for Superintendent/President's action under which the District is governed and administered.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate(s) (Title 5, Sections 53200-53206)

The Board or its designee(s) will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Academic and professional matters include:

1. Curriculum, including the establishment of prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and College governance structures as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the
governing board and the academic senate.

In addition, the consultation will include faculty hiring processes.

Staff, Management and Supervisors, Confidential Employees (Title 5, Section 51023.5)

Staff, managers and supervisors, and confidential employees shall be provided
with opportunities to participate effectively in the formulation and development of
policies and procedures that have a significant effect on them. The opinions and
recommendations of the California School Employees Association and its
Chapter 289, the management/supervisory group, and confidential employees
will be given every reasonable consideration.

Non-Credit Instructors

Non-credit instructors shall be provided with opportunities to participate
effectively in the formulation and development of District policies and procedures
that have a significant effect on non-credit instructors. The opinions and
recommendations of the Continuing Education Instructors Association will be
given every reasonable consideration.

Students (Title 5, Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in
the formulation and development of District policies and procedures that have a
significant effect on students, as defined by law. The recommendations and
positions of the Associated Students will be given every reasonable
consideration. The selection of student representatives to serve on District
committees or task forces shall be made after consultation with the Associated
Students.
§ 76060. Student body associations; activities; use of premises; more than one association; district assumption of responsibilities upon association dissolution

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

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

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

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

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

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

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

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

§ 76061. Elected student officers; enrollment and scholarship

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

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

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

76063. Deposit or investment of student funds

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

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

(b) Investment certificates or withdrawable shares in state-chartered savings and loan associations and savings accounts of federal savings and loan associations, if the associations are doing business in this state and have their accounts insured by the Federal Savings and Loan Insurance Corporation and if any money so invested or deposited is invested or deposited in certificates, shares, or accounts fully covered by the insurance.

(c) Purchase of any of the securities authorized for investment by Section 16430 of the Government Code or investment by the Treasurer in those securities.
(d) Participation in funds that are exempt from federal income tax pursuant to Section 501(c)(3) of the Internal Revenue Code and that are open exclusively to nonprofit colleges, universities, and independent schools.

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

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

76064. Additional uses of student funds

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

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

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

Two or more student body organizations of the same community college district may join together in making the investments in the same manner as is authorized herein for a single student body. Nothing herein shall be construed so as to limit the discretion of the local governing board in charging rental for use of community college district property by student body organizations as provided in Section 76060.
76065. Supervision and audit of student funds

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

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

The governing board of a community college district may also provide for a continuing audit of student body funds with community college district personnel.
Attachment 4

Santa Barbara City College
Continuing Education
Division

Student Association Task
Force

Model: San Diego Community College District Continuing Education
Division Participatory
Governance

(SEE SEPARATE DOCUMENT)
Santa Barbara City College  
Continuing Education Division  

Student Association Task Force  

Model: San Diego Community College District Continuing Education Division Participatory Governance  

Overview  
The San Diego Community College District Continuing Education governance structure includes the Associated Student Body Committee. The overall structure includes the Executive Governance with a secondary level called the Administrative Governance Council (see chart).  

Associated Student Body (ASB) Committee  
The ASB Committee is an Administrative Governance committee. The primary function of the committee is to provide Continuing Education students with a leadership voice in the institution. This voice transfers into the governance structure via recommendations to the Administrative Governance Council. The Dean of Disabled Students Programs & Services (DSPS) advises this committee.  

Committee Membership:  
- Dean, DSPS  
- Dean of Student Affairs  
- Dean of Matriculation  
- One student per campus (possible the campus ASB president)  
- One ASB advisor or appropriate faculty per campus  
- Two classified employees (possibly, Student Services Assistants)  
- And others (TBD)  

Committee Goals/Issues:  
TBD by the committee  

Routing Issues  
Committees are comprised of people who have a specific interest and/or level of expertise in certain areas. Accordingly, individuals process issues directly to the appropriate committee for review and recommendations. The Executive Governance Council (EGC) only accepts recommendations reviewed through the committee structure. Committees routes recommendations to EGC if:  
- The matter is in opposition to current policy:
Attachment 4

- The matter will change current policy or procedure, temporarily or permanently, or
- The matter will establish a new policy.
Participatory Governance

Home  About  Committees

Committees

The Continuing Education governance structure includes committees of the following functions and responsibilities:

Click on the committees for details.

http://gov.sdce.edu/committees
CE STUDENT TASK FORCE LEGEND

Group 1: Elementary and Secondary Basic Skills (Adult High School, General Education Diploma and Adult Basic Education)

Group 2: English as a Second Language (ESL) and Citizenship for Immigrants

Group 3: Short-term Vocational Programs with High Employment Potential and Workforce Preparation

Group 4: Community Service (also known as Community Education, Fee-Based, Tuition courses)

Group 5: Parenting/Health and Safety Education/ Family & Consumer Sciences

Group 6: Education Programs for Older Adults

Group 7: Education Programs for Older Adults (Omega Elderhood)

Group 8: Education Programs for Persons with Substantial Disabilities
### Authorized Areas of Noncredit instruction

**Special Populations**

There are four (4) special population categories.

- **Citizenship for Immigrants** - Courses for immigrants eligible for educational services include citizenship, ESL and workforce preparation. Classes include the basic skills of speaking, listening, reading, writing, mathematics, decision making and problem solving. This curriculum is specifically designed to provide immigrants and their families with the opportunity to become active and participating members of economic and civic society and may include preparation for citizenship.

- **Parenting** - Courses include parent cooperative preschools, child growth and development, and parent-child relationships. This curriculum is designed to offer lifelong education in parenting, child development and family relations in order to enhance the quality of home, family, career and community life.

- **Education Programs for Persons with Substantial Disabilities** - This curriculum is designed to provide students with life skills proficiencies that are essential in the fulfillment of academic, vocational and personal goals. A person with substantial disabilities is a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment or a person who is perceived by others as having such impairment.

- **Education Programs for Older Adults** - This curriculum is designed to offer lifelong education that provides opportunities for personal learning that helps maintain and improve the quality of life outcomes, including improving the wellbeing and life expectancy of a growing aging population.

**Disciplines or Skill Areas**

The remaining six (6) categories address several disciplines or skill areas.

- **Elementary and Secondary Basic Skills** - This curriculum is designed to provide instruction for individuals beginning at elementary and secondary levels in reading, writing, computation, and problem-solving skills. Elementary level skill development addresses the content and proficiencies at levels from first (1st) through the eighth (8th) grade. Secondary level instruction addresses the content and proficiencies at levels ninth (9th) through the twelfth (12th) grade and may incorporate a high school diploma or GED.

- **English as a Second Language (ESL), (including Vocational ESL)** - This curriculum is designed to provide instruction in the English language to adult, non-native English speakers with varied academic, vocational and personal goals. ESL provides instruction primarily in, but not limited to, the areas of listening, speaking, reading and writing, and may integrate other areas such as computer literacy and cultural competency.

- **Family and Consumer Sciences (Home Economics)** - These courses are designed to offer lifelong education to enhance the quality of home, family, career and community life. This area of instruction provides educational opportunities that respond to human needs, future technologies, consumer decision-making and lifelong learning.

- **Health and Safety Education** - This curriculum is designed to offer lifelong education to promote the health, safety and well-being of individuals, families and communities.

- **Short-term Vocational Programs with High Employment Potential** - These programs, known as Career Technical Education (CTE), are organized in a sequence of courses leading to a vocational/career technical objective, certificate, or an award that is directly related to employment.

- **Workforce Preparation** - These classes are designed to provide basic employability skills and are for students eligible for educational services pertaining to basic skills. In addition to basic skills, workforce preparation introduces students to skills such as valuing diversity at work, accessing and navigating informational technology and applying interpersonal skills necessary for team work.
What Has Worked Well For ACES

Formation:

ACES (Associated Continuing Education Students) started in the spring of 2010. Students were beginning to get concerned about what was happening to the Adult Education Programs and there were all kinds of rumors circulating. Several of us thought that what we needed was a student organization that would have a web page to keep everyone informed. We also wanted to have meetings where students could share their concerns.

We set the date for a formation meeting and passed out flyers inviting students to come so we could see if there was interest in an Adult Education Association. The response was overwhelming. Our flyer had a section that students could tear off and respond if they wanted us to form an organization if they were unable to attend this meeting. Here again we got hundreds of positive responses along with contact information.

Officers and Senators:

At our formation meeting we elected temporary officers. (With one exception, they have been subsequently re-elected as regular officers.) In recognition of the fact that people are busy and have various commitments we elected Co-Presidents, Co-Vice Presidents and Co-Secretary/Treasurers and this has proved invaluable to both share the work and attend meetings. We also elected Senators to get broad representation and share responsibilities. We then had a subsequent meeting that was noticed and there we adopted By-Laws and a Constitution that had been patterned after the credit side student organization.

Meetings and Communication:

ACES set up monthly meetings, a web-site (www.SBCCACES.com) and an e-mail list. We met with President Serban and Vice-President Arellano and introduced our organization to them. They told us we needed a Faculty Advisor who was one of the Program Directors. We then asked Andy Harper and this was formalized by Dr. Arellano. He has been our faculty advisor ever since. He has a place on our agenda and provides us with information. He also sees to it that we have a meeting room. We put information in all of the instructors’ boxes for them to tell their students about ACES.

We meet monthly at the Wake Center and post the agenda of our meetings in conformance with the Brown Act at both the Wake and Schott Centers and have this information on our web-site and send it out to the e-mail list. We have a one page information sheet we hand out and we keep getting more names for our e-mail list.
Attachment 6

Why This Works For Us:

There is nothing particularly unique about our structure and it is the model that most of us are familiar with since we have been involved in unincorporated associations and/or non profits. The only thing different is that we have Senators (patterned after the credit side student association) as opposed to board members on a board of directors.

As previously mentioned, having elected co-presidents, co-vice presidents and co-secretary/treasurers, works well for us in order to share responsibilities. Being able to correspond with each other by e-mail, works well, so we can be in constant communication.

We are also fortunate to have a good web-mistress, who upgraded our web-page and manages our e-mail list. She is always available and responsive to add information by e-mail. She handles any e-mail correspondence we may receive from our web-page.

Sharing information is one of our purposes. We put information on our web-page and notify our e-mail list, so that we can inform everyone of what is happening. Since many of our members are busy with their classes, work and other activities, this fulfills our purpose of sharing information, while at the same time allowing people to read this material when it is convenient for them.

Our meetings, which generally run about 2 hours, are scheduled to be after the Agenda for the Board of Trustees' meeting is available and just before the actual Board meeting. Officers review the agenda and report to the group on items coming up that affect us. This provides the opportunity for students to discuss these items and allows us time to prepare responses. We also receive reports from ACES's representatives and observers on different committees and the Board Study Sessions and discuss this material as appropriate.

We are fortunate to have Andy Harper, our Faculty Adviser, who can discuss things with us and who has a slot on our meeting agenda. He answers questions and keeps us informed. If he doesn't know the answer to questions, he comes to the next meeting with the information. He also facilitates scheduling of our monthly meetings.
We have a good group of people who rise to the occasion. At the recent Holiday Craft Faire, an ACES member chaired the event and ACES members worked to make it a success.

We are open to all students and we are constantly trying to tweak things to make our organization run smoother.

Prepared by Cathie McCammon, Co-President of ACES March 3, 2011

Distributed to Task Force 3/23/11
Attachment 7

Adult Education Student Council  [CEEA]

MISSION STATEMENT

CEEA mission is to support equality in education, to maintain and improve the existing programs, to promote new initiatives that assure educational achievements for adults, to inform the community and have the community participate in the system of Continuing Education, maintaining an open and responsible communication with the Board of Trustees.

Objectives
To advise the Board of Trustees of Santa Barbara Community College District concerning the needs of the community and concerning the usage of the funds for the program of continuing education.

To act with a sense of responsibility, cooperation and commitment with the community and with the Board of Trustees.

To create incentives so that the adult community becomes involved in the programs of continuing education.

To promote the improvement of quality in the programs of continuing education as well as the developments of new initiatives.

To create programs that develop the potential and the leadership quality of the students.

To create an environment of respect and trust between CEEA, the Board of Trustees, the community, the administration, the employees and the students.
Attachment 8

Continuing Education Division
Faculty Advisor Duties and Responsibilities (DRAFT)

Duties and Responsibilities
1. Disseminate information about the student organization to faculty, staff and students
2. Facilitate the election or appointment of officers
3. Reserve a room, schedule and maintain a regular meeting schedule
4. Assist in the orderly operation of each meeting
5. Guide students regarding district policies and operating procedures
6. Assist in the development and implementation of appropriate student initiated activities
7. Attend and provide supervision at all events and activities
8. Meet regularly with other advisors for coordination and planning

Recommended skills:
1. Good leadership, organizational and planning skills
2. Knowledge of SBCC policies and procedures
3. Ability to work well with diverse students, faculty and staff
4. Ability to follow-through in a timely manner
5. Ability to work independently with minimal supervision

(Adapted from San Diego Community College District Continuing Education)
Task Force Report Participatory Governance for SBCC CE Students, Report to the Board of Trustees August 2011

ACES Minority Report

While we appreciate all of the work that has gone into the creation of a structure to insure that the Continuing Education students have a voice in shared governance, we believe that this effort should be placed on hold for a number of reasons:

- It is premature to set up a student government in light of a potential assessment and evaluation of the Continuing Education program
- This whole effort was started in the past and things have changed
- Many things are in flux specifically the state budget
- CE is in transition, specifically the proposed changes for converting classes to fee-based (Community Service)
- In a time of budget cutbacks and scarce resources, this seems a luxury that the college cannot afford at this time

In light of the above, ACES proposes an interim solution, that there be a permanent slot on the Board of Trustees Agenda for Continuing Education students to address the board on matters of concern to them. This will save money by not requiring a costly complex bureaucratic model.

Specific Concerns ACES has with this Report:

1. Model: On page 6 it is stated that “While it is a given that such a model would not satisfy the current legal requirements for a traditional, credit, one/student—one vote governance,…
ACES had made it clear at a number of meetings, that the lack of Proportional Representation was a major drawback with the proposed model. To treat this as a “given” implies a consensus which did not exist.

2. Additional Recommendations: On Page 9, second bullet, second sentence it states that “This (model) is identified as the appropriate communication venue between CE students and the Board of Trustees... “ This attempt to channel or limit the ability of students to address their elected representatives illustrates a fundamental flaw in the understanding of what participatory government is all about.
This point was discussed at some length. We believe that it was clearly understood that we live in a democracy where a fundamental and legal right of our citizenry is the right of constituents to present and address their concerns to their elected representatives.

3. There is a major inconsistency as to who would be the representative to address the Board of Trustees. On page 6, second bullet point, it states... insure a process for bringing input to the Board of trustees, possibly through a designated representative from Continuing Education. On page 9 it states that “A Council president/chair should be chosen to manage meetings and present reports to the Board of Trustees.” Since this is a student organization created for the students, the representative to the Board should be a student.

4. On Page 4 it states that “Both ACES and the Student Council, in the interim, have been assigned an advisor from the Continuing Education staff and have been assisted in promoting and holding meetings”. (emphasis added) The use of the words “in the interim” implies that at some point the staff advisor would potentially go away. However, the report implies that all of the designated groups would be given faculty advisors and that all groups would be expected to continue to have this support as long as the Model was in existence.

Summary

ACES believes that the timing of this proposed model and process is just wrong. It sets up an expensive, time consuming bureaucracy at a time when we all should be cognizant of the need to save money and not to spend it unnecessarily. SBCC has many important issues to deal with at this time. CE is undergoing major evaluation and transitional shifts that could lead to significant changes. We think that worrying about a student organization at this time is premature.

We believe that the alternative of allowing a time slot for CE students to address the Board will allow those groups and their representatives the opportunity to directly address the Board on those matters of concern that directly affect them.