

**SANTA BARBARA CITY COLLEGE  
COLLEGE PLANNING COUNCIL**

**October 17, 2006**

**3:00 – 4:30 p.m.**

**A218C**

**MINUTES**

**PRESENT:** J. Friedlander, P. Bishop, J. Sullivan, B. Partee, I. Alarcon, T. Garey, K. Molloy,  
A. Auchincloss, M. Guillen, C. Ramirez, K. Russell

**ABSENT:** S. Ehrlich, P. Buckelew, S. Broderick & G. Thielst

**GUESTS:** Homer Arrington, Pat English & Alexandra Wilcox (*Channels*)

**1.0 Call to Order**

1.1 Chairperson Jack Friedlander called the meeting to order.

**2.0 Announcements**

2.1 Jack Friedlander announced he was present in Orlando when Laurie Vasquez was presented the Meardy Faculty Regional Award by the Association of Community College Trustees. He said Laurie was selected from a very competitive field.

2.2 Dr. Friedlander said that for 2007-08 we will be filling 11 replacement positions from both last year's positions that weren't filled and from retirements at the end of this academic year plus three new growth positions.

**3.0 Information Items**

3.1 Proposition 1D: Kindergarten-University Public Education Faculties Bond Act of 2006

President John Romo asked that this information be provided for the Council. Jack Friedlander said that if this proposition passes it will provide the primary funding for the construction of the SoMA Building.

3.2 Increase of Rebecca Saffold's position in Continuing Education from permanent half-time to full-time Administrative Assistant II. This position will be paid from the categorical funded non-credit Matriculation grant allocation.

The Council was so advised.

3.3 Revised timelines for the start and completion of major construction projects

A. Delay in the remodel of the PS Building from spring to summer 2007.

Joe Sullivan distributed the revised timeline which outlined the construction timing issues for the Physical Science, Drama/Music and SoMA buildings. He also informed

the Council that the completion of the Sports Pavilion is delayed until at least mid November and that the process for developing plans for the parking structure is underway.

3.4 We will begin the process to develop the 2007-2008 budget in January

Joe Sullivan provided the Council with the timeline for the development of the 2007-2008 budget. This will begin in January with the discussion of budget strategies including an estimate of potential revenue and expense increases and concluding with the public hearing and adoption of the final budget at the June 18<sup>th</sup> Board meeting. This process will include a call for proposals for new resource requests which will be reviewed and ranked by the Council.

**4.0 Discussion Items**

4.1 Status of CPC member's review of feedback on the proposed projects in the Long-Range Capital Construction Priorities Plan.

Dr. Friedlander reported that on October 31<sup>st</sup> CPC will determine the final recommendations to the President and EC. He said this is the opportunity to: (1) add items that are top priorities that haven't been taken into account and; (2) indicate our top priorities as a group without ranking these items in any particular order. President Romo will take CPC's recommendations to a Board Study Session for it to review.

Keith Russell presented the recommendations of the Associated Students for inclusion in the Long-Range Capital Construction Priorities Plan. He said it was agreed that: (1) environmental sustainability should be a top priority in the design of new buildings; (2) that academic facilities are given priority over administrative facilities; that replacement of the ECC buildings be a priority; and (3) that a project be added to the list of priorities to widen the bridge connecting the East and West campus to allow for the adding of bicycle lanes. Joe Sullivan and Jack Friedlander added that the first three of these recommendations are or will be addressed. Jos Sullivan said that we would need to assess the feasibility of widening the bridge to add bike lanes.

Kathy Molloy informed the Council that the Planning and Resource Committee was meeting concurrently with today's CPC meeting to form their recommendations for the Long-Range Plan so that they may be addressed by the Academic Senate on October 25<sup>th</sup>. Liz Auchincloss said she hasn't had an opportunity to meet with the classified staff but one issue is that the nursing staff does not want to move to the Wake Center.

Ben Partee said the Educational Programs Student Support faculty and staff met to look at secondary effects of the Student Services Building. Dr. Partee said that what came from that meeting is that the college's student support services has outgrown that building and there are several programs that are outside the Student Services Building that feel that they could more effectively offer their services to students if they were located in the Student Services Building. He said they would deliver to Jack Friedlander the preliminary plans. However, they know that it is a very challenging task to determine who should or should not be located in the Student Services Building. It has to be done in a way that allows for everyone to participate in discussion. Jack

Friedlander said that what is unknown is how student patterns for accessing each of the college's support services will change after the implementation of Banner.

Liz Auchincloss was asked if there had been an analysis of ASPECT of how economically it is to have that group on campus. Jack Friedlander responded that it has exceeded the revenue anticipated both in terms of what they pay the college [per student] and the number of students who are now staying and participating in our International Students Program. Those students are here year-round and their purchases at the Bookstore and Campus Food Services are significant in terms of the additional revenue they provide these campus operations. Joe Sullivan said college has a very good working relationship with ASPECT.

#### 4.2 Clarification on the Equipment Fund and Construction Fund allocations

Joe Sullivan said there was \$1.8m from the budget that was put into the Equipment Fund. There were additional categorical funds that came to us through the state budget and those are the only funds that have been allocated at this point. The categorical funds are in designated accounts for instructional equipment and technology. The non-categorical dollars have been allocated between the different areas of Continuing Education, Educational Programs and Business Services.

#### 4.3 Review of unfunded District maintenance projects.

Recommendation to CPC for consultation on critical deferred maintenance health and safety items.

- A. First source of funds will be from the remaining dollars in this year's \$2m allocation for the Construction Fund.
- B. If item(s) are in critical need of being funded right away and cannot be supported from this year's construction funds, CPC can make a recommendation to John Romo to consider using end-of-year balances to pay for these emergency projects.

Jack Friedlander informed the Council that John Romo wants recommendations from CPC on what it identifies as critical deferred health and safety items. He said the funds identified to pay for these items are the \$1m dollars from this year's \$1.2m dollars allocated to the Construction Fund. As these funds are exhausted, the President is asking CPC to identify which of these items are critical or urgent to be funded sooner rather than later. Once negotiations are concluded, end-of-year balances will be used to fund as many of these projects as possible within the limitations of the amount of money in these accounts. Tom Garey corrected the estimated cost for the wood concert ceiling reflector for the Garvin Theatre from \$50,000 to \$16,000. Joe Sullivan said, from the list, we are able to fund all the health and safety items and the prioritized projects with the designation of "1". Dr. Friedlander said that once President Romo says we could start discussing the allocation of end-of-year balances, then CPC can look at what was not funded on this list and how we allocate end-of-year balances. This will not take place until negotiations are concluded or when John Romo brings requests to support urgent projects to CPC.

**M/S/C [Molloy/Guillen] to fund the critical deferred maintenance health and safety items.**

4.4 Review of CPC's resource ranking for 2006-07

- A. Identification of resource requests that CPC recommends be funded as soon as possible to: (1) meet a critical health and safety needs; and/or (2) if not funded as soon as possible would seriously undermine the ability of the program/service to operate. These critical emergencies resource request items will be forward to John Romo for consideration.
- B. Reconfirm the list of priorities and the identification of any other priorities that are of a critical nature to the operation of the college that were not on this list.

Jack Friedlander said that President Romo is asking: (1) that CPC confirm that the items on the list are still needed; and (2) if there is any item[s] on this list that if not funded right away would cause serious disruption to a program's ability to function appropriately or, would cause serious problems. Joe Sullivan indicated the following items on the list that are currently in the budget: Admission & Records Senior Technician; two FT security officers; the Partnership for Student Success; the FT Catalog/Schedule Specialist [funded by Banner]; the Payroll Technician [Banner]; and the HR/LA Technician [Banner]. He said \$631,000 has been allocated for the Banner backfill and these three positions are being funded from this account through 2006-07. At some point these positions will need to be funded with ongoing District dollars. Liz Auchincloss questioned why the Biological Sciences position was not funded. Mr. Sullivan responded that the positions funded by Banner were done so because without these positions we would not make our implementation timeline. Dr. Friedlander said that the CE Transition Coordinator is being funded from its non-credit matriculation. Dr. Friedlander said that CE got a large augmentation in their non-credit matriculation budget from which this position was funded. Joe Sullivan said he was informed by VP Fairly that the Transition Coordinator position can be pulled from the list because of this funding. The Dual Enrollment Program Specialist is being funded from dollars contributed by Jack Friedlander from the Educational Programs budget on a temporary basis until this position becomes funded. Kathy Molloy questioned whether the Credit/NC Outreach Hispanic Population position can be removed from this list if the responsibilities noted in the rationale for this resource request are being performed by the CE Non-Credit to Credit Transition Coordinator. Dr. Friedlander said that he would find out whether this was the case.

Liz Auchincloss inquired about the augmentation of part-time staff for parking. He responded that this is for funds to hire three full-time people at the beginning of the semester for three weeks. That is the cost of the people running the tram which was never funded. He said he funded these positions because he was directed to do so from other sources. It has never been budgeted.

Jack Friedlander said he will state on behalf of CPC to John Romo that: (1) in reviewing this list (with the exception of the one CE position that has alternative funding and will be removed from the list) the priorities have not changed; and (2) that in the short term we can continue to function in our current manner without these positions [that are not currently funded] or with alternative funding knowing that at

some point before the end of the fiscal year, funding for Banner backfill positions will be depleted.

Joe Sullivan said that he has two positions that are not on the list of CPC priorities that he feels are important to fill in his area. He said that with the opening of the Life Fitness Center as well as adding four new temporary classrooms, there was no augmentation to the maintenance staff. The question arose as to the proper procedure to have a position designed as a critical need position to have it rise above other requested positions. Tom Garey said he recognized the need identified by Joe Sullivan but at the same time there was a process by which we got to this list and that adding these requests at this time would undermine the integrity of last year's resource ranking process. Jack Friedlander enumerated three possible options in addressing this issue: (1) an announcement that CPC is revisiting last year's rankings and is open to emergency positions that may not have been ranked and or if they need to be submitted on an emergency nature; (2) determine if the list we have still good; or (3) question whether we could hold on without funding any of the positions at this point.

Kathy Molloy said she felt it was important to adhere to the process we went through in ranking the resource requests. She said emergencies need to be dealt with but should not be part of this process. Paul Bishop added that there should be model that says that as we add more facilities or grow, we add staff automatically. If funds are not available to do so, we should question the wisdom of adding the facility.

Joe Sullivan said we would be going through this process again after the first of the year as part of the budget process. If there is not funding for all of the ranked items this year then they will roll over and then be reprioritized with the new resource requests.

## **5.0 Other Items**

- 5.1 The next meeting of CPC will be October 31<sup>st</sup> (5<sup>th</sup> Tuesday). It will be canceled if not needed.

## **6.0 Adjournment**

Chairperson Jack Friedlander adjourned the meeting.

## **SANTA BARBARA COMMUNITY COLLEGE DISTRICT**

**CLASS TITLE:** MATHEMATICS, ENGINEERING AND SCIENCE  
ACHIEVEMENT (MESA) PROGRAM COORDINATOR

### **BASIC FUNCTION:**

Under the direction of the Dean-Educational Programs, coordinate, develop, and implement the college MESA program and fulfill related administrative duties as required.

### **REPRESENTATIVE DUTIES:**

#### **ESSENTIAL DUTIES:**

Implement the MESA program in cooperation with faculty sponsors, statewide community college director, deans, and other members of the faculty.

Develop tutoring and study programs for the MESA center which includes the recruitment and training of instructional assistants and tutors (peer, volunteer, and community college sources) in mathematics, science, computer science and engineering, and which incorporates a mix of individual small and large group study activities.

Consult with faculty, teaching assistants, and administrators of support services to assist in improved delivery of service to students.

Plan, schedule, and coordinate activities related to academic advising, career advising and job orientations for students. Recruit and schedule speakers for meetings of MESA students.

Maintain contact with MESA students through personal discussions, regular meetings, and other activities. Maintain a file on each MESA student and transfer student with information on student's current status.

Review all applications for admissions to MESA from underrepresented target students and make recommendations, as appropriate.

Develop, plan, and coordinate activities related to the high school outreach program, student retention program, MESA STC, MESA/CCCP and MESA MEEP.

Process budget items, monitor expenses and work with the faculty sponsor in planning of future budgets of MESA generated funds. Prepare mid-year and annual programmatic and financial reports of MESA generated funds.

Compile data and prepare status reports as required by the local center and the MESA statewide office.

Collect appropriate data to work with faculty sponsor in preparation of MESA grant proposals.

**OTHER DUTIES:**

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Principles and practices of public administration supervision and training.

Standards, practices, goals, objectives and procedures of college outreach, recruitment, advisement, pre-enrollment, orientation and support services relating to student enrollment functions.

Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of students.

College organization, operations, policies and objectives.

Policies and objectives of assigned programs and activities.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

Record-keeping and report preparation techniques.

Public speaking techniques.

Basic budget preparation and control.

Public relations techniques.

Office methods and procedures including business correspondence, grammar, spelling, forms, telephone etiquette, and filing.

**ABILITY TO:**

Plan, organize, and direct the operations of the MESA program.

Interpret, apply and enforce pertinent laws, rules and regulations.

Coordinate, oversee and participate in a variety of outreach and recruitment functions.

Oversee and participate in providing consultation and assistance to prospective and current students, parents and the public concerning College admissions, enrollment, programs and services.

Develop, implement and conduct recruitment and outreach activities at secondary schools.

Oversee and participate in the preparation and distribution of correspondence and a variety of promotional and informational materials.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Prepare and deliver oral presentations.

Meet schedules and time lines.  
Plan and organize work.  
Work independently with little direction.  
Operate a computer and assigned software  
Oversee and participate in the preparation and maintenance of various records and reports.  
Analyze policies and procedures and formulate recommendations for improvement.  
Effectively communicate both orally and in writing.  
Establish and maintain cooperative-working relationships with those contacted during the course of work.  
Utilize computer software applications, and keep records and prepare reports.  
Ability to work independently, assume responsibility, and take initiative in carrying out assignments.

**EDUCATION AND PAID EXPERIENCE:**

Any combination equivalent to: bachelor's degree with major coursework in mathematics or science based field or counseling and three years increasingly responsible paid experience in education or a profession involving work with post-secondary students in mathematics based fields of study, with at least one year of experience providing academic services aimed at improving skills of students in mathematics based fields of study.

A sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students and to staff and students with disabilities.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Indoor work environment.  
Driving a vehicle to conduct work.

**PHYSICAL DEMANDS:**

Dexterity of hands and fingers to operate a computer keyboard.  
Seeing to read a variety of materials.  
Sitting or standing for extended periods of time.  
Hearing and speaking to exchange information and make presentations.

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| <b>ATHLETICS</b> |
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| <b>Topic</b>           | AB 2165 (amendments)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Problem</b>         | <p>AB2165 is set to take effect January 1, 2007. There are several issues regarding the law that need clarification/amendment/revision.</p> <p>First, the law is discriminatory based upon applicability. A state law that does not apply to all is fundamentally discriminatory. The law should apply to ALL students attending "College" in the State of California as "citizens" of the State. Secondly, the Penal Code references don't have applicability across state lines and therefore listing them would not have any meaning to students that transfer from institutions out of state. How are we to identify the applicable law references in the other 49 states? If the intent of the law is to prohibit students that have committed these crimes from representing our institutions, why then is the law restricted to only those students that participate in athletics and not ALL students? In addition, a HS student that has graduated and commits one of the identified crimes during the summer prior to enrollment at a collegiate institution is not covered under the law. Further, there are no provisions of appeal in extenuating circumstances nor is there any "grandfathering" of those falling under the law enrolled prior to the January 1, 2007 date. Lastly, "conviction" is complete upon sentencing and therefore would not impact the ability of students athletes from continuing to participate including those students whose actions provided the impetus for the law.</p> |
| <b>Background</b>      | AB2165 arose out of a single off-campus incident involving a felony assault by students at a CCC that also participated in intercollegiate athletics. The students were permitted to continue in their participation in athletics. The legislation moved through both houses of the Legislature listed with "no opposition" even the COA listed opposition at every step. The opposition is in the language of the law and not the intent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Desired Outcome</b> | First, while improbable, I would recommend a stay in the effective date to ensure that collegiate institutions have the mechanisms in place to comply with the law. Secondly, the law should be amended to be applicable for all students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Statute</b>         | Section 67362 of the Education Code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Support?</b>        | Membership of the Commission on Athletics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Topic</b>           | <b>Regulatory ability of the COA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Problem</b>         | <p>State Education Code Section 78223. The governing board of a community college district may enforce rules and regulations relating to eligibility for and participation in intercollegiate athletics. The rules and regulations may include, but are not limited to, those adopted by a voluntary association, one of whose purposes is to govern intercollegiate athletics among schools and colleges.</p> <p>The problem is the implied ability of a "voluntary" association of independent state units (considered a system) and the ability to regulate with effective authority. Currently sections of the Education Code refer to the responsibility to investigate allegations resting with the County District Attorney. How does the state mandated responsibility "mesh" with the role of the Commission on Athletics. How does a non-profit organization effectively "regulate" State programs?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Background</b>      | none                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Desired Outcome</b> | Strengthen the authority of the CCLC Commission on Athletics to fulfill the implied role identified in Ed Code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Statute</b>         | Education Code 78223                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## ADMISSIONS

### Topic

### Community College Coordinated Early Assessment Pilot Program

### Problem

Fewer than half of entering community college students are adequately prepared for college level work and the remainder require at least some basic skills development. The Board of Governors has recognized the significance of this challenge and made it the centerpiece for implementation of the System Strategic Plan, which calls for promoting college awareness and readiness to increase student success, especially for students lacking basic math and/or English skills. Specific strategies to address this challenge include outreach to promote early awareness of college as a viable option, removing barriers to access and student success, addressing basic skills as the foundation for student success, improving assessment and placement and improving articulation with K-12 instruction.

The System Strategic Plan supports the principle that early identification of students with academic weaknesses in English and math and subsequent intervention while still in high school could significantly improve their direct placement into college-level courses. Several years ago the California State University (CSU) established an Early Assessment Program (EAP) in collaboration with the K-12 system to assess college readiness and utilize the 12th grade to address basic skills deficiencies. A pilot program for community colleges to collaborate with the CSU EAP would provide the opportunity for coordination and the alignment of all three systems to promote access, preparation and articulation.

SB 1563 (Escutia) was introduced in 2006 to enable 25 community colleges to participate in the CSU EAP but was vetoed by the Governor at the behest of the Department of Finance. There was widespread support for the bill both within the system and in the broader education and higher education communities.

Unfortunately, there was insufficient time at the end of the legislative session to resolve concerns that were essentially about potential costs. It is likely that a concerted system effort to promote the benefits of participation in the EAP could produce a better result.

**Desired Outcome** A bill that requires greater coordination between the high schools, the community colleges and CSU EAP through a pilot project for 30 community colleges and their feeder high schools so that alignment of assessment and curriculum are rewarded by greater student eligibility for college-level courses immediately following high school.

Coordinated Intersegmental efforts would provide outreach opportunities to promote college access and enhance student preparation, resulting in enhanced student success.

### Statute

Education Code 60640, 60641, 60643, 78213

### Support?

California Community Colleges Matriculation  
Professionals Association  
Community College Student Services Council

### Topic

### Selective admissions criteria for nursing education

### Problem

Nursing education programs are expanding rapidly to help address the nursing shortage. However, retention rates are dropping and a lost student impacts every semester of 2 year program. Districts are aware that students are unlikely to succeed if they lack the communication or computational skills and have had to repeat science courses to meet the grade point average required are unlikely to succeed.

### Background

State and federal laws require community colleges to maintain open and equal access

for all students. The validation of selective admissions criteria mandates that such criteria have no disproportional impact on protected groups. This issue has been studied by task forces and has been the subject of earlier legislation.

**Desired Outcome** To allow nursing programs to use selective admissions criteria for a stipulated period of time to try to improve their retention rates.

**Statute** 78015 of the education code relating to community colleges.

**Support?** Support:  
CPEC, Nursing Directors at community colleges  
Opposition: FACCC

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**Topic****Contract Education and Related Issues****Problem**

For sometime the System Office has been interested in addressing issues related to contract education. In particular, we would like to allow districts to offer "blended" courses in which some students are claimed for apportionment while others are paid for by a private entity with which the district contracts. There are also many ambiguities in the law related to instructional service agreements and participation in interstate attendance agreements which need to be resolved.

**Desired Outcome**

Some of the needed changes can be accomplished by regulation, but some require legislative action. For example, at present colleges are required to charge nonresident tuition to students who have not established California residency even if they are enrolled in contract education and their employer is already paying the full cost of instruction. This makes no sense and isn't being consistently followed by all districts, but it remains the law and can only be changed by amending the applicable statutes.

**Statute**

One key section which will need to be amended is Education Code section 76140 which currently does not exempt students enrolled in contract education. That section also includes confusing provisions concerning when nonresidents may be claimed for state apportionment. This section needs to be better coordinated with other sections dealing with concurrent enrollment and those related to students attending a California community college under an interstate attendance agreement.

In order to permit blended courses and other reforms in the area of contract education, it will also be necessary to amend other statutes including Education Code sections 78021, 84752, 87470 and 87482.5., If this proposal is approved, we will supply draft bill language.

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**Topic Public Records Act**

**Problem** Community colleges have interpreted the Public Records Act, contained in Government Code Sections 6250, et. seq., to compel them to release information pertaining to faculty classroom grades. to a private proprietary corporation. It is harmful to academic integrity, and higher education to have students select courses based upon which faculty member might grade the most leniently.

**Background** In the Fall 2005, the corporation, "Pick-a-Prof" made a demand that the Los Rios Community College District provide it with aggregate grade data for all courses where ten or more students were enrolled.

Incorporated in 1997, XLIX Corporation (aka "Pick-a-Prof") has been aggressively pursuing this type of data throughout all segments of higher education.

The demand by XLIX has been challenged in multiple states, including an action by UC Davis. Given the ambiguity in the Public Records Act, however, UC Davis did not prevail, did not appeal, and had to pay legal costs.

Based upon the experience of UC Davis, community college districts are reluctant to challenge XLIX, and are caving into its demands -- notwithstanding the reputational damage that it may be causing them.

**Desired Outcome** The Public Records Act be amended to exempt the release of aggregate grade data by higher education institutions.

**Statute** Gov't Code Sections 6250, et. seq.

**Support?** Faculty Association of California Community Colleges  
Los Rios College Federation of Teachers  
California Federation of Teachers  
Community College League of California  
There are likely supporters across all segments of public higher education.

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**Topic Name Change for Noncredit**

**Problem** The request to change the name was first requested by the Board of Governors at their January 11-12, 2005 during the discussion concerning the report Noncredit Instruction: A Portal to the Future. At that time the Board of Governors requested that staff look into the feasibility of changing the name of noncredit to something more appropriate that captures the importance of noncredit instruction as a part of a continuum of learning for all students. Since that time the issue has been raised and the feedback confirms that there is a need for the name change. The issue becomes what name to use.

**Background** In addition to the request by the Board of Governors, initial vetting has taken place through the Noncredit Alignment Project and through the Association of Community and Continuing Education. Additionally the State Academic Senate is in the process of developing a resolution that would call for a change in name and would survey their constituency for an alternative name. A report on the Master Plan for Higher Education refers to noncredit as Adult Continuing Education and to date that name appears to be a front runner. However, additional vetting and conversation is needed to obtain closure on a name.

**Desired Outcome** Name change for noncredit.

**Statute** California Education Code Sections 8534, 84750.05, 84760.5, 8538, 84756, 84757, 84759, 52564, 76380, and any and all section of the code that include the term

**Support?** BOG, AS, and System Advisory Committee on Curriculum

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**Topic** **Part-time faculty continuing employment**

**Background** Add to Education Code section 87482.5 a new section (c) that would provide that any part-time faculty member who has taught four of the previous six semesters, with satisfactory evaluations, shall be granted continuing employment as a part-time faculty in classes for which they are minimally qualified when classes are offered in a subsequent semester. Appointment shall be made by seniority to classes when fewer sections are offered in any applicable semester.

Part-time faculty in community colleges are employed as, at will temporary employees, with no guarantee of continued employment on a semester to semester basis. This legislation would establish rehire rights for part-time faculty who have a continuing relationship with a district as long as their performance over the prior semesters was satisfactory.

Part-time faculty in the Community Colleges are compensated at approximately one-third the amount of their full time colleagues. More than sixty percent of instruction at the colleges is taught by part-time faculty who have no assurance of continued employment despite having the same qualifications as full-time faculty.

**Support?** All part-time faculty in the state, including the California Part-time Faculty Association (CPFA).

**Statute** Add, following Section 87482.5(c), new subsection:

[(d) Notwithstanding Section 87482 or any other provision of law and subject to specified prior rights of regular and contract employees:

(1) Any person employed as a temporary employee pursuant to this section, and any part-time faculty member whose teaching assignment exceeds 20 percent of the equivalent of a minimum full-time teaching assignment, who has taught in four regular semesters or quarters in the six preceding academic semesters or quarters and who has received satisfactory job performance reviews, shall have a preferred right to reappointment to the teaching position previously held, in the order of employment date as determined by the community college district in accordance with this subdivision, unless the person is notified on or before March 15 of the current academic year that the community college district has made a decision not to offer the person reappointment to the teaching position previously held, for the next consecutive academic year.

(2) The right to earn and retain annual reappointment rights granted by this subdivision is subject to the following:

(A) The prior rights of regular and contract employees subjected to a reduction in force pursuant to Section 87743.

(B) The prior rights of regular and contract employees of the community college district established in this code or in a collective bargaining agreement between the district and the employee organization.

(C) The seniority rights of part-time faculty members who have earned and retained annual reappointment rights under this section if fewer sections are offered in any applicable semester or quarter.

(d) (1) Any person employed as a temporary employee pursuant to this section, and any part-time faculty member whose teaching assignment exceeds 20 percent of the equivalent of a minimum full-time teaching assignment who has served a majority of regular semesters or quarters in the six current or preceding academic semesters or quarters may challenge a

decision by a community college district not to offer reappointment, to the teaching position previously held, in the next consecutive academic year under the procedures and conditions described in Section 87610.1 and this subdivision.

(2) An allegation that a community college district, in a decision not to offer the person reappointment to the teaching position previously held, in the next consecutive academic year, made a decision that, to a reasonable person, was unreasonable, or violated, misinterpreted, or misapplied any of its policies or procedures concerning the evaluation of employees, shall be classified and procedurally addressed as a grievance. If there is no contractual grievance procedure, the allegation shall proceed to hearing in accordance with Section 87740.

(f) As used in this section, "order of employment date" refers to the date on which the person first rendered paid service as temporary faculty under this section with no break in service.

A "break in service" is the failure to serve a majority of regular semesters or quarters during the preceding five-year period.

A summer session shall not be considered a regular semester or quarter.

(g) As used in this section, "order of employment date" refers to the date on which the person first rendered paid service as temporary faculty under this section with no break in service.]

Section 87482.5 of the Education Code as amended would then read:

Adult or community college teachers; temporary employees; substitutes; eligibility for contract or regular status

87482.5. (a) Notwithstanding any other provision of law, any person who is employed to teach adult or community college classes for not more than 60 percent of the hours per week considered a full-time assignment for regular employees having comparable duties shall be classified as a temporary employee, and shall not become a contract employee under Section 87604.

(b) Service as a substitute on a day-to-day basis by persons employed under this section shall not be used for purposes of calculating eligibility for contract or regular status.

(c) (1) Service in professional ancillary activities by persons employed under this section, including, but not necessarily limited to, governance, staff development, grant writing, and advising student organizations, shall not be used for purposes of calculating eligibility for contract or regular status unless otherwise provided for in a collective bargaining agreement applicable to a person employed under this section.

(2) This subdivision may not be construed to affect the requirements of subdivision (d) of Section 84362.

(d) Notwithstanding Section 87482 or any other provision of law and subject to specified prior rights of regular and contract employees:

(1) Any person employed as a temporary employee pursuant to this section, and any part-time faculty member whose teaching assignment exceeds 20 percent of the equivalent of a minimum full-time teaching assignment, who has taught in four regular semesters or quarters in the six preceding academic semesters or quarters and who has received satisfactory job performance reviews, shall have a preferred right to reappointment to the teaching position previously held, in the order of employment date as determined by the community college district in accordance with this subdivision, unless the person is notified on or before March 15 of the current academic year that the community college district has made a decision not to offer the person reappointment to the teaching position previously held, for the next consecutive academic year.

(2) The right to earn and retain annual reappointment rights granted by this subdivision is subject to the following:

(A) The prior rights of regular and contract employees subjected to a reduction in force pursuant to Section 87743.

(B) The prior rights of regular and contract employees of the community college district established in this code or in a collective bargaining agreement between the district and the employee organization.

(C) The seniority rights of part-time faculty members who have earned and retained annual reappointment rights under this section if fewer sections are offered in any applicable semester or quarter.

(d) (1) Any person employed as a temporary employee pursuant to this section, and any part-time faculty member whose teaching assignment exceeds 20 percent of the equivalent of a minimum full-time teaching assignment who has served a majority of regular semesters or quarters in the six current or preceding academic semesters or quarters may challenge a decision by a community college district not to offer reappointment, to the teaching position previously held, in the next consecutive academic year under the procedures and conditions described in Section 87610.1 and this subdivision.

(2) An allegation that a community college district, in a decision not to offer the person reappointment to the teaching position previously held, in the next consecutive academic year, made a decision that, to a reasonable person, was unreasonable, or violated, misinterpreted, or misapplied any of its policies or procedures concerning the evaluation of employees, shall be classified and procedurally addressed as a grievance. If there is no contractual grievance procedure, the allegation shall proceed to hearing in accordance with Section 87740.

(f) As used in this section, "order of employment date" refers to the date on which the person first rendered paid service as temporary faculty under this section with no break in service.

A "break in service" is the failure to serve a majority of regular semesters or quarters during the preceding five-year period.

A summer session shall not be considered a regular semester or quarter.

(g) As used in this section, "order of employment date" refers to the date on which the person first rendered paid service as temporary faculty under this section with no break in service.

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## Topic Compliance with 75/25

**Background** The legislature has required that 75% of instruction at the community colleges be taught by full-time faculty. Under the current provisions the Board of Governors has the ability to waive compliance. Since its passage the number of classes taught by part-time faculty has increased not diminished. This provision would provide that the law not be waived and full compliance occurs over a three year period.

Currently the number of part-time faculty teaching in the community colleges has increased as a cost saving issue for college districts. CCA believes that quality education requires that students have access to full time instructors and that educational opportunity is best served by a minimal use of contingent faculty who do not have office hours are paid substandard wages or must commute between colleges in order to make a living.

1) Section 87482.6 of the Education Code is amended as follows:

In Section 87482.6 of the Education Code, delete title and subsection (a) and insert new title and subsection (a): 75 percent of credit instruction to be taught by full-time instructors; allocation of funds; regulations; contents

~~(a) Until the provisions of Section 84750 regarding program-based funding are implemented by a standard adopted by the board of governors that establishes the appropriate percentage of hours of credit instruction that should be taught by full-time instructors, the Legislature wishes to recognize and make efforts to address longstanding policy of the board of governors that at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time instructors. To this end, community college districts which have less than 75 percent of their hours of credit instruction taught by full-time instructors shall apply a portion of the program improvement allocation received pursuant to Section 84755 as follows:~~

~~(1) Districts which, in the prior fiscal year, had between 67 percent and 75 percent of their hours of credit instruction taught by full-time instructors shall apply up to 33-~~

~~percent of their program improvement allocation as necessary to reach the 75 percent standard. If a district in this category chooses instead not to improve its percentage, the board of governors shall withhold 33 percent of the district's program improvement allocation.~~

~~(2) Districts which, in the prior fiscal year, had less than 67 percent of their hours of credit instruction taught by full-time instructors shall apply up to 40 percent of their program improvement allocation as necessary to reach the 75 percent standard. If a district in this category chooses instead not to improve its percentage, the board of governors shall withhold 40 percent of the district's program improvement allocation. Districts which maintain 75 percent or more of their hours of credit instruction taught by full-time instructors shall otherwise be free to use their program improvement allocation for any of the purposes specified in Section 84755.~~

Add, new subsection (a):[(a) The governing board of a community college district shall require that at least 75 percent of the hours of credit instruction in the district shall be taught by full-time instructors.]

Add, following Section 87482.6(b)(4), new subsections:

[(c) Notwithstanding any other provision of law, all community college districts shall be required to comply with this section no later than December 31, 2010.

(d) Notwithstanding any other provision of law, the board of governors shall not have the authority to waive the requirements of Section 87482.6.]

Delete subsection (b)(4).

Section 87482.6 of the Education Code as amended would then read:

75 percent of credit instruction to be taught by full-time instructors; allocation of funds; regulations; contents

(a) The governing board of a community college district shall require that at least 75 percent of the hours of credit instruction in the district shall be taught by full-time instructors.

(b) The board of governors shall adopt regulations for the effective administration of this section. Unless and until amended by the board of governors, the regulations shall provide as follows:

(1) In computing the percentage of hours of credit instruction taught by full-time instructors, the hours of overload teaching by full-time instructors shall be excluded from both the total hours of credit instruction taught by full-time and part-time instructors and the total hours of instruction taught by full-time instructors.

(2) A full-time instructor shall be defined as any regular and contract faculty member teaching credit instruction.

(3) The chancellor shall compute and report to each community college district the number of full-time faculty (FTF) which are to be secured through the use of the prescribed portion of program improvement revenue allocated to each district. This computation shall be made by dividing the applicable portion of program improvement revenue (0 percent, 33 percent, or 40 percent of the program improvement allocation), by the statewide average "replacement cost" (a figure which represents the statewide average faculty salary plus benefits, minus the statewide average hourly rate of compensation for part-time instructors times the statewide average full-time teaching load). If the quotient is not a whole number, then the quotient shall be rounded down to the nearest whole number. If this quotient, once applied, will result in the district exceeding the 75 percent standard, the chancellor shall further reduce the quotient to a whole number that will leave the district as close as possible to, but in excess of, the 75 percent standard.

By March 15th of each year, the chancellor shall report to each district an estimate of the number of FTF to be secured based upon the appropriation of revenues contained in the annual Budget Bill.

~~(4) On or before December 31, 1991, the chancellor shall determine the extent to which~~

each district, by September 30, 1991, has hired the number of FTF determined pursuant to paragraph (3) for the 1989-90 and 1990-91 fiscal years. To the extent that the cumulative number of FTF have not been retained, the chancellor shall reduce the district's base budget for 1991-92 and subsequent fiscal years by an amount equivalent to the average replacement cost times the deficiency in the number of FTF.

(c) Notwithstanding any other provision of law, all community college districts shall be required to comply with this section no later than December 31, 2010.

(d) Notwithstanding any other provision of law, the board of governors shall not have the authority to waive the requirements of Section 87482.6.

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**Topic                    Part time Faculty Health Insurance**

**Background** Modify Education Code Section 87869 et. Seq. to provide full state funding for Part-time Health Insurance Program and full access to such programs by all Part-time Community College Faculty.

Significant numbers of Community College Faculty have no access to any form of Health Insurance. The current program is under funded and in the 2004-05 year had a deficit factor of 67%. The shortfall in funding has prohibited many districts from participation in this program thereby denying thousands of part-time faculty to access to even minimally adequate health insurance.

Access to adequate Health Insurance should not be denied based on part-time employment status. Part-time faculty in the Community Colleges are not generally permitted to enroll in District provided health insurance programs. Significant numbers of Part-time faculty have no coverage for their health benefit needs and therefore place a continuing burden on taxpayers to provide emergency room care.

**Statute** This proposal mandates and fully funds the implementation of the Part-Time Community College Faculty Health Insurance program and expands eligibility.

1) Section 87861(b) of the Education Code is amended as follows:

In the second line of Section 87861(b), delete "40" and insert "20".

Section 87861 of the Education Code as amended would then read:  
Definitions

For the purposes of this article:

(a) "Health insurance benefits" include medical benefits but do not include vision or dental benefits.

(b) "Part-time faculty" refers to any faculty member whose teaching assignment equals or exceeds 40 20 percent of the cumulative equivalent of a minimum full-time teaching assignment.

(c) The changes made to subdivision (b) during the 1999 portion of the 1999-2000 Regular Session of the Legislature shall be operative in any fiscal year only if funds are appropriated for purposes of those changes in the annual Budget Act or in another measure. If the amount appropriated in the annual Budget Act or in another measure for purposes of this section is insufficient to fully fund those changes for the fiscal year, the chancellor shall prorate the funds among the community college districts affected by this section.

2) Section 87862 of the Education Code is amended as follows:

In the first line of Section 87862, delete "may" and insert "shall".

Section 87862 of the Education Code as amended would then read:  
Authority to provide program

The governing board of a community college district ~~may~~ shall provide a program of health insurance for part-time faculty and their dependents.

3) New section is added:

Add new subsection:

The sum of \_\_\_\_\_ dollars is hereby appropriated from the General Fund to the Chancellor of the Community Colleges for the purposes established pursuant to Section 87860 et seq.

This proposal could be addressed by collective bargaining in each community college district, but lack of funding would reduce the possibility of achieving this objective. Any funds appropriated for health insurance premiums to implement the program would be subject to collective bargaining under Education Section 87866. This proposal cannot be adequately addressed by legal proceedings.

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## Topic

## Part Time Office<sup>H</sup>ours

**Background** Modify Education Code Section 87880 et. seq. to provide that adequate funding for conducting the Part-time Office Hours Program be fully implemented on a statewide basis.

Access to office hours consultation with part-time faculty is a hit or miss proposition for students in California Community Colleges. Current funding has restricted access to this program for new participants and current participants are heavily deficiated for reimbursement. This provision would fully fund the program and allow all of California's seventy-two colleges to participate in the program.

Community College Students do not have access to Part-time faculty to individually consult on their education plans and coursework. The current program does not provide adequate funding to implement this program on a statewide basis and therefore discriminates against students who through no fault of their own have a part-time instructor.

## Statute

Section 87883 of the Education Code is amended as follows:

In the first line of Section 87883(a), delete "may" and insert "shall"; and

Delete Section 87883(d).

Section of 87883 of the Education Code as amended would then read:

Compensation for office hours

87883. (a) The governing board of a community college district ~~may~~ [shall] provide compensation for office hours to part-time faculty.

(b) The compensation paid to part-time faculty under this article shall equal at least one paid office hour for every two classes or more taught each week or 40 percent of a full-time load as defined by the community college district.

(c) Nothing in this section precludes compensation under this program for paid office time for each 20 percent of a full-time load, or fraction thereof, as defined by the community college district.

~~(d) The change made to subdivision (c) during the 1999 portion of the 1999-2000 Regular Session of the Legislature shall be operative in any fiscal year only if funds are appropriated for purposes of that change in the annual Budget Act or in another measure. If the amount appropriated in the annual Budget Act or in another measure for purposes of this section is insufficient to fully fund that change for the fiscal year, the chancellor shall prorate the funds among the community college districts affected by this section.~~

1) Add new subsection:

The sum of \_\_\_\_\_ dollars is hereby appropriated from the General Fund to Part-Time Faculty Office Hours Program Fund for the purposes established pursuant to Section 87880 et seq.

Any funds appropriated for implementation of the program would be subject to collective bargaining under Education Code Section 87884.

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To: Academic Senate

From: Planning and Resources Committee

Date: October 24, 2006

**Re: Faculty Response to Long Range Capital Construction Priorities**

After careful review of the **Long Range Capital Construction Priorities** (LRCCP) document dated August 28, 2006 and discussion with colleagues in our respective divisions, the P&R Committee makes the following recommendations. We have examined the proposals in the LRCCP from both pedagogical and fiscal perspectives by asking the following questions:

- Is the project necessary
- Is the proposed timing appropriate
- To what extent will proposed changes increase learning effectiveness?
- Will proposed changes enhance development of new programs and courses within our respective disciplines and/or bring new programs to the campus?
- Is the project necessary at this time?
- Can proposed projects be completed in a manner that is more cost effective and less disruptive to the programs/departments involved?

The committee's comments are organized in the same order as the various projects appear in the LRCCP document dated 8/28/2006.

Drama/Music Building Modernization

To clarify: There should be three items listed in the Long Range Capital Construction Priorities document.

- 1) **Drama Music Modernization Phase 1** – In process and funded by the State for \$10.4M – projected start of June 2008
- 2) **Drama Music Modernization Phase 2** – In process (FPP has been to state) but unfunded at this point – est. \$8.6M – start date TBD
- 3) **Drama Music Expansion** – IPP has been to state but no action has been taken – projected for 2013

## Drama/Music Building Modernization Phases 1 & 2

This project is long overdue and is highly supported; however, there are concerns about the manner in which it has been divided into two phases in the LRCCP document— particularly because as currently projected, it will involve moving the departments/programs twice, which will prove both costly and disruptive. P&R recommends review of the project, in consultation with faculty involved, and consolidation of phases to maximize cost savings and minimize disruption, without jeopardizing state funding.

The DM Modernization project was divided into two phases because early estimates of the preliminary planning yielded a project cost that significantly exceeded the \$10.4 million apportioned by the state for construction costs. With no District funds immediately evident to cover the difference, the preliminary plan submitted to the state had to be scaled back to fit within the state appropriation. The remainder was then relegated to Phase 2 status.

It is essential to note, however, that all of the work envisioned as part of Phase 2 is embodied in the state-approved Final Project Proposal for the DM Modernization. All of the Phase 2 work is essential to the planned modernization of the building. To be sure, it includes much of the technology upgrades to return the facility to current "state of the art," but it also includes basic infrastructure needs and some long-term health and safety needs. Since all of this has been reviewed in the form of the FPP and approved by the state, it is the department's recommendation that Phase 2 be considered a "Project in Process."

Finding a way to develop local funding, perhaps through a local bond, that will enable both phases of the DM Modernization to go forward as one project provides the most economical way to proceed and would yield the most desirable results.

Of even greater importance than the funding issues is the continuity of the programs in these departments. The performance element constitutes a big part of each program. Renting alternative venues is prohibitively expensive. The unique classroom environments of the Scenic and Costume studios, the band, choral and rehearsal rooms make relocation difficult. Off-campus venues would wreak havoc with students' schedules. For this reason, Drama and Music do not want to move out of the building twice.

## Drama/Music Expansion

Drama/Music Expansion is a completely separate project for which an Initial Project Proposal (IPP) has been submitted but on which there has, thus far, been no action. This project is to add approximately 12,000 square feet to the DM building in the form of additional classroom space, music practice rooms, rehearsal spaces, an enlarged electronic music laboratory, etc. This project should appropriately be listed under "Projects Submitted to the State." The projected date of 2013 is reasonable and would not require that the programs move completely out of the buildings.

### Loma Alta Parking Structure

P&R recognizes the success of recent efforts to improve campus parking and encourages further aggressive efforts. At this time, however, P&R cannot support the building of the Loma Alta parking structure without clarification of the August 2006 Transportation Demand Management Plan (TDMP) and verification of the Coastal Commission requirement that the parking structure be built prior to construction of additional buildings.

### Physical Sciences Building/West Wing

The PS building is actually two connected buildings - an original part (the West Wing) and a newer part (the East Wing) that was added in the early 1980s. The current plans to remodel the "old part" of the building, separately from the "new part," will require that faculty and staff move classrooms, laboratories, equipment, offices and teaching materials to temporary buildings twice rather than once. The faculty is concerned about the proposed need for moving twice, and they question the order of the projects. They feel that it is actually the "new part" (the East Wing) that needs remodeling now rather than the "old part" (the West Wing) because that was partially remodeled within the last ten years. However, state funds have been allocated to remodel the "old part" beginning in spring 2007 and then the "new part" 3-4 years later. The current plan will require that both the chemistry and physics departments move to temporary buildings for a year, back into the PS building for 2-3 years, and then repeat the move a second time.

The faculty feels it would be a logistical nightmare to move expensive laboratory equipment and would be highly disruptive to the education of students, as well as to staff and faculty. This "piecemeal" approach means that the temporary buildings would have to be remodeled into chemistry and physics labs and converted back into classrooms twice within 5-6 years. In addition to the general disruption and expense of a double move, there is concern about the effect this would have on their equipment and ultimately the education they would be able to provide. Moving could damage equipment. For example, the NMR spectrometer (similar to an MRI imaging system) weighs over 800 pounds and needs to be in a temperature-controlled room with a source of dry air continuously supplied to it. It is unlikely that preparing a room in a temporary building to house this instrument would be financially feasible.

Members of P&R, along with the faculty and staff in that building, have **serious concerns** with the proposed "piecemeal" remodel of the PS building. They urge the Administration and the Board of Trustees to identify additional resources so that the building can be remodeled all at once rather than as two separate remodels.

### Press Box Replacement/Conference Room

Clearly, there is a need to replace the Press Box with a modern up-to-date structure; however, while the addition of the conference rooms would be beneficial, it is not essential. P&R recommends finding a way to fund this through donations to avoid spending District funds. If securing the additional funds needed for the entire project within a relatively short period of time proves impossible, then we recommend that the existing \$500,000 (donated by Eli Luria) be used to replace the Press Box without the addition of the conference rooms.

### Humanities Building

As discussed in the LRCCP, the core infrastructure of the Humanities Building has reached a critical stage. It needs replacement of ventilation and exhaust systems, abatement of hazardous building materials, reconfiguration of classrooms and laboratories, and additional exits and other accessibility features to meet building code requirements and improve the safety and quality of instructional areas and to effect general modernization of the facility.

Because of the longstanding number of problems with this building and the anticipated high cost of remodeling, P&R recommends that serious consideration be given to replacement rather than renovation of the existing building.

### PS101 Renovation

P&R recommends that this project be removed from the LRCCP and moved into maintenance and classroom improvement. It is understood that some of the work (namely the HVAC) has already been completed.

### Physical Sciences Building/East Wing

See comments above re: Physical Sciences Building/West Wing.

### Physical Education/Athletics Renovation and Expansion

As identified in the LRCCP, renovation of La Playa Stadium, the Sports Pavilion and the athletic facilities at Pershing Park have been needed and discussed for years.

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

Expansion of existing facilities will provide an effective learning environment and a way to increase FTES for the college, as well as ensure that our facilities are safe and welcoming for students and the general public. The following list of Capital projects is presented in priority of need except where low or medium priority is indicated.

### Pershing Park Softball Renovation and Upgrade

The SBCC Women's Softball Program has never had an intercollegiate-level facility. Not only is this a gender equity issue, but also it is also essential to the program, which has been very successful. This is the number one priority of the department. Approx. cost: \$100,000

### Physical Activity Classroom Building

This is a very high priority for the department because limited activity classroom space prevents the addition of new classes. This facility would also relieve overcrowded conditions in the new Life Fitness Center, as student athletes would be able to utilize the new space for strength training. This facility would be located in the eastern end of the stadium and would increase the number of classes by at least 10 sections. Approx. cost: \$200,000

### Sports Pavilion:

- Replacement of Bleachers is an immediate need, as the college is not ADA compliant; the facility is dangerous and causes damage to the existing floor. Cost unknown
- Replacement of floor, baskets and sound system in the gymnasium is an immediate need and should be planned for within the next 2-3 years. Cost unknown
- Renovation of the remainder of the building (i.e. restrooms, locker rooms, etc.) should be a part of the Delayed Construction and Renovation fund.

### La Playa Stadium

- Replacement of stadium seating and addition of railings is an immediate need and one that is a safety concern. As noted above, this stadium was built in 1938 and there has never been renovation of the seating, only necessary repairs. Approx cost: unknown
- Bottom Gate Ticket Booth is a high priority. Approx cost: unknown
- Replacement of track overlay, runways and artificial field will be required within the next five years, but it is not an immediate need. Financial planning needs to begin now.
- Additional issues such as landscaping need to be added to the Delayed Construction and Renovation fund list.

### Sports Pavilion Cyber Café and Concession Stand Reconstruction

As a result of the current remodel project the department has lost their concession stand. The PE Department would like to work with Food Services

to develop a Cyber Café and concession stand. This could become a source of income for the department as well as provide a student/staff-friendly environment. Campus Food services would maintain the primary responsibility. This is a high priority. Approx cost: unknown

#### Renovation and Expansion of PE 113 (Dance Room)

This facility can be expanded out toward the parking lot, which would include a stage as a performance venue. Additionally, the dance floor will need replacement in approx. 6-7 years. Since SBCC's move to the sixteen-week calendar, scheduling conflicts precluded the use of the Garvin Theater for dance performances. This new facility would also draw community events. This is a priority within the next 5-7 years. Approx cost: unknown

#### Aquatics Facility

There has been a need for an Aquatics Facility on campus for many years. This facility would be used by the Marine Diving Technology Department and would not only allow the PE Department to teach existing courses on campus but also add new courses to the curriculum. The department would be able to add Water Polo and Swimming to the athletics program as well as provide recreational activities for students and staff. This is a priority but long range planning is needed. Approx cost: unknown

#### Complete Renovation of Pershing Park

Redesign of the park for collegiate softball and baseball teams and classes would include relocation of the fields and batting cages; installation of new fencing, backstops, lighting, dugouts, seating, press boxes, concession stand, restrooms and scoreboard; hardscaping; and reworking of the landscaping and bikeway. This is a **low priority**. Approx cost: \$3.6 million

#### FUNDING OPPORTUNITIES:

No state funding will be available. All funding will be from the District, Foundation and/or local bond. Total projected cost of these renovations is unknown.

#### EFFECTS:

Modernization of these facilities would safeguard the health and safety of the college's physical education students and student-athletes, and accommodate changes in the types, breadth and conduct of today's Physical Education and Athletics programs.

It is estimated that more than 50,000 individuals attend events at the stadium each year and another 15,000-25,000 use the track and interior field for recreational jogging and physical fitness activities.

Modern and appropriate structures and equipment is important to help ensure the safety of all participants and spectators.

#### MacDougall Administration Center Modernization

While we recognize the need for renovation of this building, which is one of the oldest on campus, the committee feels that proper consideration has not been given to efficient utilization of the MacDougall Administration building. Prior to modernization, additional exploration and consultation with faculty is essential to ensure current and future departmental needs are considered.

#### School of Media Arts (SOMA) Building

While it is recognized that this facility has been approved by the state at \$28 million, the total projected cost is \$45 million – much of which will need to be raised locally. Advantages cited by faculty and staff in the area focused on the synergy that would be gained by having the faculty from the programs in the School of Media Arts housed in one facility and the potential impact and value of many of the secondary effects for other departments and programs. The secondary effects include vacating space in several other buildings (e.g. the Admin. Bldg., the Campus Center, Humanities, the OE Bldg. and the BC Forum) and the availability of a substantial amount of office space for faculty (both faculty in the SOMA and from other departments); however, there are many unknowns related to funding, and the overall price tag for this facility is more than the projected cost of the other two new buildings included in this plan (Multidisciplinary/International Education Center [\$21 million] and the General Classroom Building [\$14.6 million]).

Unless major benefactors for this project can be identified, P&R recommends that this project be re-examined to determine if it can be undertaken at a lower cost. If not, the feasibility of moving forward with this project at this time is questioned. Also, what happens if the bond measure(s) fail? There is **no** other source of funding identified. Will this project draw off all District dollars and the focus of the Foundation, at the expense of other projects?

#### SOMA Building Secondary Effects

These may become a moot issue, if SOMA Bldg. is placed on hold. See comments above.

#### Campus Center Renovation & Expansion of School of Culinary Arts

P&R supports in concept the proposed changes; however, because many of the proposed changes would be dependant on the SOMA Bldg., it may be necessary to develop an alternative proposal should the SOMA Bldg. not be funded. Renovation of the Gourmet Dining Room has already been approved by the Facilities Subcommittee of the BOT, and subject to full Board approval, is scheduled to begin within the coming year.

### Drama/Music Building Renovation & Expansion (Phase 2)

See Drama/Music Expansion, page 2

### Multidisciplinary/International Education Center

The concept of this facility has been in the college's facilities plan since before the last local bond initiative. The ability to house related programs and departments in one building and to eliminate many of the temporary buildings on campus is highly desirable. Based on the fact that the cost of this facility is projected at \$21 million and that the state will fund \$11 million of that, P&R recommends that this building be moved up on the priority list. It is important to note that the School of Modern Languages strongly opposes relocation from the Humanities building as proposed in the LRCCP dated August 28, 2006.

### Learning Resource Center (LRC) Library Renovation

The LRC provides primary campus access to students from every discipline seeking academic support services, making it an essential cross-campus asset for furthering student success. The Learning Resource Center's important work enhancing student success benefits the College through increased student retention and the fiscal impact derived from it. Based on faculty input regarding the Gateway Project and some of the initiatives emanating from the Student Success Project, renovation and reconfiguration of this space needs to be a higher priority. Retention is an effective way to maintain enrollments and generate WSCH, and the LRC is an integral part of providing support in this area.

### School of Health Technologies (at Wake Center)

There is no support from the Health Technologies Division for moving these programs off campus. Areas of concern voiced by faculty include the following:

Many students in the CNA, VNA & ADN Programs are low-income learners, have immense family responsibilities, and are second language learners. Therefore they need and use various college support services (e.g. DSPS, EOPS, personal counseling, math tutoring, writing lab, etc.) Because of the stressful nature of these programs, it is not unusual for students to experience personal crises and for nursing faculty to "walk them over to the Counseling office" in response. Moving off campus would decrease accessibility to all of these student support services.

The VN Program has a working relationship with the college's Student Health Services and provides services such as TB skin tests and flu shots to the college community. This is possible primarily because of the geographical location.

The Nursing profession has worked hard to become acknowledged by the public (and even some academicians) as a profession and an academic field of study. Moving the School of Health Technologies to an "off campus" location may again instill the idea that the field of nursing is technical and non-

academic in the minds of future students and the general public.

Faculty within the Health Technologies Division have historically been very active in campus committees and college governance activities. Although these faculty do spend a part of each week in area hospitals and healthcare facilities, completely dissociating from the main campus may adversely impact the involvement of these faculty.

#### General Classroom Building

Faculty in the Math and English Divisions request that a general classroom building be moved from the category titled, "expansion to meet future needs" to expansion to meet CURRENT needs. At present, offices for Math, English, and English Skills faculty are spread across several areas of the campus (IDC, ECOC, HT), impeding departmental collaboration and mentoring of new faculty (those most often housed in far-off spaces). In addition, these departments have limited access to priority classrooms, which results in scheduling difficulties. Faculty in these departments have identified a need for better access to the Internet in their classrooms. When planning for renovation of classrooms in IDC is initiated, faculty in the Math and English Divisions should be included in the discussions.

The following points, provided by faculty who teach in the temporary classroom buildings, illustrate the current need for a new classroom building:

Some of the buildings are either too hot or too cold (depending on outside temperatures) and when running the heaters or air conditioners, there is considerable noise;

Restrooms are not easily accessible from those buildings; and

The large number of temporary classroom buildings detracts from the overall aesthetics of the campus.

#### **EFFECTS:**

The ability to eliminate nearly half the temporary buildings on campus and the potential for relocating faculty currently housed in the ECOC is highly desirable. The cost of this facility is projected at \$14.6 million. The Long Range Construction Priorities document indicates, "the IPP for this project is under review at the state level" (p13). P&R recommends that the Academic Senate request an update on the status of this project and the potential for receiving state funding. Providing the availability of state funding, P&R recommends that this building be moved up on the priority list.

#### New Instructional Building (at Wake Center)

With a population of close to 90,000 living in the Goleta area, this site could prove an ideal location for the development of a satellite facility. The ability to offer credit courses in ESL, basic skills (English, math, study skills/college success) and core

general education/transfer areas at an easily accessible location is highly desirable and presumably would be appealing to UCSB students as well as residents in that area. P&R supports exploration of partnerships with UCSB and other four-year colleges in a "Higher Education Center."

#### Schott Center Modernization

The need for renovation and/or replacement of facilities at the Schott Center is recognized and, in concept, supported. Services offered to this community through the Continuing Education Division are highly valued and have frequently generated interest in and support for the entire college. P&R recommends that the Academic Senate request an update on the status of the IPP which "is under review at the state level" (p16) and rank this proposal according to the potential for receiving state funding. Perhaps this project could be privately funded.

#### Schott Center: Replacement of Shed Buildings

P&R supports this project as presented.

#### Wake Center Replacement

P&R recognizes the importance to the community of the programs and instruction provided at the Wake Center and supports this project as presented.

#### Schott Center: New Building to Replace Temporary Structure

P&R considers this as part of the overall project related to the Schott Center.

#### Unfunded Major Maintenance Projects

Although these items are included in the Long Range Construction Priorities, they appear to be a separate issue; therefore, P&R recommends that we begin these projects now, up to a certain limit (possibly \$2 million) and that an ongoing fund be established (possibly \$2 million per year), to replace \$2M lost from the state. If that amount is not used in one year, it is recommended that it be kept in reserve for a subsequent year.

#### Americans with Disabilities Act (ADA) Compliance

The Americans with Disabilities Act (ADA) mandates a current, comprehensive self-evaluation of all programs, services, and activities at all SBCC physical sites. The existing plan was developed in 1991 and thus is outdated. If programs can only be made accessible through structural renovations, a "Transition Plan" for making those renovations must be prepared. SBCC must assure that all of its programs, activities, and services are accessible to individuals with disabilities. Though much progress has been made, barriers still exist that impede full access. P&R recommends that SBCC contract with an access consultant in order to perform a self-evaluation to identify solutions that would enable the college to achieve full accessibility at all of its physical sites. The Transition Plan will present a time line and estimated budget for

implementation. With the assistance of the consultant, SBCC shall implement the Transition Plan in order to provide a fully accessible SBCC environment for all students, including those with disabilities.

### Epilogue

The Planning and Resources Committee appreciates the opportunity to consult with stakeholders in the campus community to identify faculty priorities in planning for this institution's future. In some cases, we have reached conclusions that differ from those of the Administration, and we hope that the Academic Senate and Administration find our reasoning and arguments both sound and compelling. Committee members worked assiduously, attending sub-committee meetings and additional meetings, and attending to numerous e-mails and phone calls to gather and share the findings memorialized here. We hope that our efforts serve the Senate well as you consider our recommendations.

## Appendix

*P&R cannot support this project without further clarification. After reviewing the California Coastal Commission's Staff Report: Public Works Program, (dated 7/21/00) provided by Mr. Joe Sullivan, three significant issues have arisen regarding the proposed Loma Alta Parking Structure.*

*First, while the building of the structure has been presented as required by the California Coastal Commission – CCC – before any other structures can be approved, the Staff Report: Public Works Program, (dated 7/21/00) does not state such a requirement. The CCC Report does require a Transportation Demand Management Plan (TDMP) prior to approving any further structures, including a parking structure. At this time the status of SBCC's TDMP is unknown to P&R. The Coastal Commission suggested in its Staff Report: Public Works Program that if SBCC developed an effective TDMP, a parking structure may not be necessary.*

*Second, the Staff Report: Public Works Program, (dated 7/21/00) was based upon the following data: in the year 2000 fulltime enrollment at SBCC was 12,500. At that time, 2,424 parking spaces were in demand, 2,551 were needed \* and 2,496 were actually available. Thus, the deficit was 55 spaces in 2000. The Report anticipates that by 2010 there will be 15,000 fulltime students enrolled with an increase of 546 more parking spaces in demand given the proposed building of the New High Technology Building (SOMA) commencing in 2002, the New Multidisciplinary Classroom commencing in 2003 and the New General Classroom /Offices Building commencing in 2005. Thus by 2010, 3,126 spaces would be required. The shortfall was predicted to be 630 spaces. However, as the decade has actually unfolded, SBCC enrollment reached 17,000 students by 2005 without the groundbreaking of any of the proposed buildings. Following the CCC Report's formula, we now have an increased demand of approximately 900 spaces for a total demand of 3,324. Total available parking spaces to meet this demand should then be 3,498, which leaves us presently with a deficit of 1,002 parking spaces, without any of the proposed buildings having been constructed. Though the proposed Loma Alta parking structure will provide 452 new spaces, we will still have a deficit of 550 spaces. Thus, if new buildings are still viewed as a means of increasing enrollment and present institutional planning is dedicated to continual growth, then according to the 2000 CCC Report's figure of an increase of 2,500 full time students, building the Loma Alta Parking structure will not appease the Coastal Commission. Instead, our 19,500 full-time students in 2010 will demand 4,270 parking spaces, leaving SBCC with the need for 4,494 spaces and a deficit of 1,546 spaces, which is more than double the problem faced in 2000 when the CCC denied our request to build. If the parking structure is to meet these demands and appease the CCC, it may have to be three times its present size.*

*Third, the CCC's data and calculations seem to rely upon the assumption that full-time students are on campus every day of the week throughout the entire day. This apparent assumption needs clarification if the above calculations are based upon it. Considering that SBCC Security reported that the fall '06 semester saw a measurable improvement in the campus parking situation, given last year's many recommendations from the Parking Committee, it remains an open option that a comprehensive TDMP as required by the CCC would have a pervasive, positive effect and satisfy the CCC. From SBCC Security's vantage point, the SBCC parking problem is different on each side of campus and varies over the course of each semester. In a*

recent Parking Committee meeting it was not clear how many cars would need to be eliminated from the campus during the early semester peak hours to actually mitigate the parking problem. With the apparent fall '06 improvement in the campus parking situation, the creation on campus of a part-time position this past year to deal specifically with the parking mitigation issues, a highly energized Environmental Studies Department involved in "greening" the campus, volatile variables such the rising price of fuel, proposed new mass transit coming on line locally, and the growing student ecology movement, the building of an \$11.5 million parking structure from SBCC institutional funds at this time appears to be either a false start regarding the Coastal Commission's "requirements" or a permanent solution to what may be a temporary problem.

*Recommendation: Develop an effective TDMP, as required by the CCC. The TDMP should involve the SBCC Environmental Studies Department along with broad SBCC community input. Determine that the proposed Loma Alta Parking structure, given new and very different 2006 demographics, would actually satisfy the CCC.*

*\* The difference between In Demand and Needed is that parking availability is considered full at 95% occupancy. Thus, the CCC considers the In Demand number to be 95% of what is actually Needed.*

**SANTA BARBARA CITY COLLEGE -- COLLEGE PLANNING COUNCIL  
RESOURCE REQUESTS FINAL RANKINGS 2006-07**

| Ballet Order | RESOURCE REQUESTS,<br>INSTITUTIONAL AND VPs'<br>PRIORITIES                                   | FUNDS     | CPC rank |                                             |
|--------------|----------------------------------------------------------------------------------------------|-----------|----------|---------------------------------------------|
|              | <b>Institutional (1&amp;2) &amp; VP (3-20) Priorities</b>                                    |           |          |                                             |
| 8            | Admissions & Records - Sr. A&R Tech                                                          | \$68,626  | 1        | \$68,626 Funded                             |
| 1            | Security - 2-FT Security Officers Phase I                                                    | \$118,330 | 2        | \$186,956 Funded                            |
| 2            | Educational Programs - Implementation of first year Partnerships for Student Success Program | \$370,000 | 2        | \$556,956 Funded                            |
| 11           | Scheduling Office - FT Catalog/schedule Specialist                                           | \$63,551  | 3        | \$620,507 Funded by Banner thru 06-07       |
| 13           | Biological Sciences - 1/2 time Lab Tech, 12 months                                           | \$37,554  | 3        | \$658,061                                   |
| 3            | Business Services - FT Payroll Technician                                                    | \$54,300  | 4        | \$712,361 Funded by Banner thru 06-07       |
| 17           | HR/LA - Technician 1 (Confidential)                                                          | \$60,248  | 5        | \$772,609 Funded by Banner thru 06-07       |
| 12           | Earth & Planetary Sci., FT Lab Tech                                                          | \$75,109  | 6        | \$847,718                                   |
| 4            | Facilities & Operations - Maintenance Tech                                                   | \$74,794  | 7        | \$922,512                                   |
| 18           | DTC/ITC Initiatives                                                                          | \$300,000 | 8        | \$1,222,512                                 |
| 7            | Security - Augment PT Staffing for Parking Conditions Support                                | \$26,790  | 9        | \$1,249,302                                 |
| 6            | Accounting - 1/2 time Acct. Tech I for Accounts Payable                                      | \$28,043  | 10       | \$1,277,345                                 |
| 5            | Facilities & Operations - Automotive Technician (create new classification)                  | \$69,597  | 11       | \$1,346,942                                 |
| 15           | Credit/NC Outreach Hispanic population & AB540                                               | \$70,000  | 11       | \$1,416,942 Funded non-credit Matriculation |

**SANTA BARBARA CITY COLLEGE -- COLLEGE PLANNING COUNCIL  
RESOURCE REQUESTS FINAL RANKINGS 2006-07**

| Ballet Order | RESOURCE REQUESTS,<br>INSTITUTIONAL AND VPs'<br>PRIORITIES                                   | FUNDS     | VOTING SCORES |      |      |      |      |      |      |      |      |       |       |       |       |       | Total<br>Voting<br>Points | Cum \$ |             |
|--------------|----------------------------------------------------------------------------------------------|-----------|---------------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|---------------------------|--------|-------------|
|              |                                                                                              |           | CPC1          | CPC2 | CPC3 | CPC4 | CPC5 | CPC6 | CPC7 | CPC8 | CPC9 | CPC10 | CPC11 | CPC12 | CPC13 | CPC14 |                           |        |             |
|              | Institutional (1&2) & VP (3-20) Priorities                                                   |           |               |      |      |      |      |      |      |      |      |       |       |       |       |       |                           |        |             |
| 8            | Admissions & Records - Sr. A&R Tech                                                          | \$68,626  | 1             | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1     | 2     | 1     | 1     | 2     | 1                         | 16     | \$68,626    |
| 1            | Security - 2-FT Security Officers Phase I                                                    | \$118,330 | 1             | 2    | 1    | 1    | 2    | 2    | 2    | 2    | 2    | 1     | 1     | 1     | 1     | 1     | 2                         | 20     | \$186,956   |
| 2            | Educational Programs - Implementation of first year Partnerships for Student Success Program | \$370,000 | 1             | 1    | 1    | 1    | 2    | 2    | 2    | 1    | 1    | 2     | 3     | 1     | 1     | 1     | 2                         | 20     | \$556,956   |
| 11           | Scheduling Office - FT Catalog/schedule Specialist                                           | \$63,551  | 2             | 2    | 1    | 2    | 1    | 1    | 1    | 2    | 1    | 1     | 2     | 2     | 2     | 1     | 3                         | 21     | \$620,507   |
| 13           | Biological Sciences - 1/2 time Lab Tech, 12 months                                           | \$37,554  | 3             | 1    | 1    | 2    | 1    | 1    | 1    | 1    | 3    | 2     | 2     | 1     | 1     | 1     | 3                         | 21     | \$658,061   |
| 3            | Business Services - FT Payroll Technician                                                    | \$54,300  | 2             | 3    | 2    | 1    | 1    | 1    | 1    | 2    | 2    | 1     | 1     | 1     | 2     | 2     | 4                         | 22     | \$712,361   |
| 17           | HR/LA - Technician 1 (Confidential)                                                          | \$60,248  | 1             | 2    | 3    | 1    | 1    | 1    | 1    | 2    | 2    | 1     | 1     | 2     | 3     | 2     | 5                         | 23     | \$772,609   |
| 12           | Earth & Planetary Sci., FT Lab Tech                                                          | \$75,109  | 3             | 1    | 2    | 2    | 1    | 1    | 1    | 1    | 3    | 2     | 2     | 3     | 1     | 1     | 6                         | 24     | \$847,718   |
| 4            | Facilities & Operations - Maintenance Tech                                                   | \$74,794  | 2             | 3    | 1    | 2    | 1    | 1    | 1    | 3    | 2    | 2     | 1     | 1     | 2     | 3     | 7                         | 25     | \$922,512   |
| 18           | DTC/ITC Initiatives                                                                          | \$300,000 | 1             | 1    | 1    | 3    | 3    | 3    | 3    | 1    | 1    | 2     | 3     | 1     | 2     | 1     | 8                         | 26     | \$1,222,512 |
| 7            | Security - Augment PT Staffing for Parking Conditions Support                                | \$26,790  | 2             | 2    | 2    | 2    | 2    | 2    | 2    | 1    | 1    | 3     | 1     | 3     | 3     | 2     | 9                         | 28     | \$1,249,302 |
| 6            | Accounting - 1/2 time Acct. Tech I for Accounts Payable                                      | \$28,043  | 2             | 3    | 2    | 2    | 2    | 2    | 2    | 3    | 3    | 1     | 1     | 3     | 2     | 2     | 10                        | 30     | \$1,277,345 |
| 5            | Facilities & Operations - Automotive Technician (create new classification)                  | \$69,597  | 2             | 3    | 2    | 2    | 2    | 2    | 2    | 3    | 2    | 1     | 1     | 3     | 3     | 3     | 11                        | 31     | \$1,346,942 |
| 15           | Credit/NC Outreach Hispanic population & AB540                                               | \$70,000  | 3             | 2    | 3    | 1    | 2    | 2    | 2    | 3    | 1    | 2     | 2     | 2     | 3     | 3     | 11                        | 31     | \$1,416,942 |

|                      |                                                                                                               |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |             |
|----------------------|---------------------------------------------------------------------------------------------------------------|--------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|-------------|
| 16                   | Continuing Ed - Transition Coordinator (Non-Credit to Credit) for ESL, Adult H.S., short-term Voc Ed Students | \$68,626           | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 12 | 32 | \$1,485,568 |
| 19                   | Information Technology/DTC - Identity Management                                                              | \$13,000           | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 13 | 32 | \$1,498,568 |
| 14                   | Physical Ed/Health Ed - Convert LTA from hourly to FT (\$75,109-(\$13,650) current hrly.)                     | \$61,459           | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 2 | 1 | 14 | 33 | \$1,560,027 |
| 10                   | Dual Enrollment Prog Specialist (\$40k available in Tech-Prep grant for one-time funds)                       | \$74,618           | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 1 | 2 | 15 | 35 | \$1,634,645 |
| 9                    | Dual Enrollment Coordinator (Carol Flores) 11 to 12 mo., lateral, Tech Prep to District Funds                 | \$82,848           | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 2 | 16 | 36 | \$1,717,493 |
| 20                   | Information Technology/DTC Wireless Access                                                                    | \$25,000           | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 17 | 39 | \$1,742,493 |
| <b>TOTAL</b>         |                                                                                                               | <b>\$1,742,493</b> |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |             |
| <b>Number of 1's</b> |                                                                                                               |                    | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 20 | 98 |             |
| <b>Number of 2's</b> |                                                                                                               |                    | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 8 | 7 | 7 | 7 | 20 | 99 |             |
| <b>Number of 3's</b> |                                                                                                               |                    | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 5 | 6 | 6 | 6 | 20 | 83 |             |