SANTA BARBARA CITY COLLEGE
OFFICE OF ACADEMIC AFFAIRS

MEMORANDUM

TO: Vice Presidents, Associate Vice Presidents, Deans,
Department Chairs and Unit Managers

FROM: Jack Friedlander, Chair of the College Planning Council (CPC)

DATE: February 4, 2000

SUBJECT: **Procedure for Submitting Proposals Requesting Funds to Support the Attainment of the Goals and Objectives in the College Plan for 1999-2002**

Attached is a description of the process for submitting proposals requesting funds to help achieve one or more of the goals and objectives in the **College Plan for 1999-2002**. The primary source of dollars available to support these proposals is the college's 2000-2001 allocation of Partnership for Excellence (PFE) funds. A copy of the **College Plan** is available on the college's web site (http://www.sbcc.net/governet/tech/techdocs.htm). Please contact Beverly Schwamm if you want a hard copy of the College Plan.

Action Requested. Please review the attached information with the faculty and staff in your area to determine if there is interest in submitting proposals to support the attainment of one or more goals and objectives in the College Plan. If there is interest in doing so, please respond to each question on the **Request for Resources to Achieve the Goals and Objectives in the College Plan for 1999-2002 Form** and submit it to me by **Friday, February 25, 2000.**

Process for resubmitting proposals requesting PFE funds that were not funded this year. Proposals that were not funded this year will be ranked along with those requesting funds from the college's 2000-2001 PFE allocation. **Departments that submitted a proposal for PFE funds this past fall do not have to resubmit the proposal unless they wish to make changes in their proposals.** Proposals that were not funded this year will be forwarded to the appropriate College Plan work group for review. **A department that submitted a proposal for one-time funding and wishes to have the proposal considered for ongoing funding must resubmit the proposal.** This holds for one-time requests that were funded as well as those requests that were not funded this year.

Please let me know if you have any questions about the process for submitting proposals and resource requests in support of the goals and objectives in the College Plan.

PROCEDURE FOR SUBMITTING PROPOSALS REQUESTING FUNDS TO SUPPORT THE ATTAINMENT OF THE GOALS AND OBJECTIVES IN THE COLLEGE PLAN FOR 1999-2002

Departments and administrative units are invited to submit proposals for achieving one or more of the goals and objectives in the College Plan. The proposals should address each of the questions listed in the attached **Request for Resources to Achieve College Plan Goals and Objectives Form.** The College Plan is available on the college Web site http://www.sbcc.net/governet/tech/techdocs.htm. A separate form should be completed for each proposal to be submitted. The request for resources form should be sent to Jack Friedlander, chair of the College Planning Council. Dr. Friedlander will forward the proposals to the appropriate work group. **The deadline for submitting proposals to Dr. Friedlander is Friday, February 25, 2000.**

Resources needed to achieve the goals and objectives in the College Plan will be submitted to the College Planning Council (CPC) for review and ranking. The primary source of additional resources available to support new initiatives for achieving the outcomes specified in the College Plan is the institution's allocation of Partnership for Excellence funds. We will not know our allocation of Partnership for Excellence funds until the Governor signs the state's budget for next year, probably early July.

Process for resubmitting proposals requesting PFE funds that were not funded this year. Proposals that were not funded this year will be ranked along with those requesting funds from the college's 2000-2001 PFE allocation. **Departments that submitted a proposal for PFE funds this past fall do not have to resubmit the proposal unless they wish to make changes in their proposals.** Proposals that were not funded this year will be forwarded to the appropriate College Plan work group for review. **A department that submitted a proposal for one-time funding and wishes to have the proposal considered for ongoing funding must resubmit the proposal.** This holds for one-time requests that were funded as well as those requests that were not funded this year.

Formation of Work Groups to Develop Strategies for Achieving the Goals and Objectives in the College Plan

Three College Plan work groups will be formed to develop the strategies for achieving specified goals and objectives in the College Plan. The work groups are as follows:

Student Outreach and Responsiveness to the Community Work Group: Pablo Buckelew and Bill Cordero, co-chairs. This work group will review proposals that address on Goals 1, 2 and 3.

GOAL 1...*Enhance community knowledge, appreciation and utilization of Santa Barbara City College programs and services to attract an expanded and more diverse student population.*

GOAL 2...*Expand cooperative strategies with service area K-12 districts to facilitate student transition to Santa Barbara City College.*

GOAL 3...*Establish mutually beneficial partnerships with other institutions of higher education, the business sector, government agencies and community organizations to enhance relationships and increase educational opportunities for students.*

Student Learning and Achievement Work Group: Keith McLellan and Jack Ullom, co-chairs. This work group will review proposals that address Goals 4, 5, 6 and 7.

GOAL 4...*Increase students' attainment of their educational goals, including degrees and certificates, transfer, workforce development, basic skills and life-long learning.*

GOAL 5...*Utilize alternative methods of delivering instruction to increase students' access to and successful completion of courses and programs needed to achieve their educational objective.*

GOAL 6...*Develop curriculum initiatives that respond to changes in the workforce, technology and student needs.*

GOAL 7...*Identify and implement new and/or enhanced support and instructional strategies to increase student attainment of educational goals.*

Institutional Support/Revitalization Work Group: Brian Fahnestock and Bill Hamre, co-chairs. This work group will review proposals that address Goals 8, 9, 10, 11, 12, 13 and 14.

GOAL 8...*Restructure leadership roles and organizational design from a function-based to a process-based model.*

GOAL 9...*Revitalize the college's institutional planning, research and assessment processes.*

GOAL 10...*Development a technology-based infrastructure to allow students, faculty and staff to conveniently access course and college-related information and resources from on and off campus.*

GOAL 11...*Identify and provide facilities needed to support college goals and objectives.*

GOAL 12...*Acquire and allocate resources needed to meet the objectives of the College Plan.*

GOAL 13...*Provide faculty and staff with the training needed to use new technologies and processes to manage ongoing change and to integrate innovations into college operations.*

GOAL 14...*Establish a productive, balanced and rewarding environment in which to work.*

Role of the planning work groups. The work groups will review and prioritize the initiatives and resource requests for achieving the goals and objectives for which they are responsible. The recommendations of the work groups will be submitted to the College Planning Council for review and ranking.

Selection of participants to serve on a work group. Faculty interested in serving as a member of one of the College Plan work groups need to inform Lana Rose, president of the Academic Senate, by February 8. Please note in your e-mail to Lana the work group in which you are interested in serving as a member. Administrators and staff who wish to serve on a College Plan work group need to inform Jack Friedlander of their interest by February 10. The College Planning Council will select the members for each of the three College Plan work groups by February 15.

Timeline for Developing the Strategies for Achieving the Goals and Objectives in the College Plan and for Submitting Requests for Partnership for Excellence Funds

February 3, 2000: Requests for proposals for strategies and resources to support those initiatives are sent to department chairs and unit managers.

February 10, 2000: Requests to serve on a College Plan work group are due to Lana Rose (faculty) or Jack Friedlander (college staff).

February 15, 2000: Planning work groups are formed.

February 25, 2000: Proposals and resource requests to promote the attainment of College Plan objectives are due to Jack Friedlander, chair of CPC.

March 10, 2000: The work groups complete their plans and forward the plans to the following consultation groups: The Academic Senate, Student Services Advisory Committee and the Student Senate.

March 15, 2000: the Academic Senate begins the review process.

March 23, 2000: Student Services Advisory Committee begins its review process.

April 13, 2000: Student Services Advisory Committee takes action on the proposals and sends its recommendations to CPC.

April 19, 2000: The Academic Senate takes action on the proposals and sends its recommendations to CPC.

May 2, 2000: CPC begins its review process.

May 16, 2000: CPC completes its final ranking of the resource requests to be supported with the college's 2000-2001 allocation of Partnership for Excellence funds.

May 2000: Dr. MacDougall reviews the proposed plan and resource rankings. If he accepts the recommended plan, he will place it on the agenda for the June meeting of the Board of Trustees.

July 2000: Resources will be distributed to support the proposals that were ranked high enough to be funded.

Please contact your dean, department chair, manager or Dr. Jack Friedlander, chair of the College Planning Council, if you have any questions about the procedures for submitting proposals for requesting resources to support initiatives designed to achieve the goals and objectives in the College Plan for 1999-2002.

c:/keepers/word/College Plan/Proposal for Funds PFE 1999-2002-2nd

Request for Resources to Achieve the Goals and Objectives in the College Plan for 1999-2002

Include Items 1-5 on the cover sheet:

1. Project title

2. Indicate the person and department/administrative unit submitting the request.

3. Indicate the amount of the funds requested.

4. Indicate if the resources requested are for one-time funding or ongoing funding.

5. List the goal and objective(s) in the College Plan that the proposed strategy is designed to address (e.g., Goal 1, Objective 2).

6. Provide a brief description of the strategy you are proposing to help achieve a particular goal and objective(s) in the College Plan.

7. List the resources needed to develop and implement the proposed strategy. If positions are being requested, note the title of the position and the cost of the position (use the top of the salary range for the position) as well as the cost of benefits for non-hourly positions. If funds are being requested to pay for stipends and/or release time, the estimated number of hours and costs per hour should be noted. Cost estimates need to be noted for equipment and supplies, if requested.

**Please submit your responses to the items on this form to
Jack Friedlander, Chair of the College Planning Council,
by Friday, February 25, 2000.**

Assignments to Coordinate the Development and Implementation of the Strategies for Achieving the Goals and Objectives of the College Plan

GOAL 1

Objective 1	Cordero
Objective 2	McLellan

GOAL 2

Objective 3	McLellan/Friedlander
Objective 4	Friedlander/Fairly
Objective 5	Fairly

GOAL 3

Objective 6	Friedlander/Fairly
Objective 7	Friedlander
Objective 8	Friedlander
Objective 9	Friedlander/Fairly

GOAL 4

Objective 10	McLellan/Friedlander
Objective 11	McLellan/Friedlander
Objective 12	Friedlander/Fairly
Objective 13	Friedlander
Objective 14	Friedlander/Fairly
Objective 15	Friedlander
Objective 16	Friedlander/Fairly
Objective 17	McLellan
Objective 18	McLellan
Objective 19	Friedlander/Fairly/Serban

GOAL 5

Objective 20	Friedlander/Fairly
Objective 21	Friedlander/Fairly
Objective 22	Friedlander/Fairly
Objective 23	Friedlander/Fairly

GOAL 6

Objective 24	Friedlander/Fairly
Objective 25	Friedlander

GOAL 7

       Objective 26   McLellan
       Objective 27   McLellan

GOAL 8

       Objective 28   MacDougall

GOAL 9

       Objective 29   MacDougall
       Objective 30   MacDougall

GOAL 10

       Objective 31   Hamre
       Objective 32   Hamre
       Objective 33   Hamre
       Objective 34   Hamre

GOAL 11

       Objective 35   Friedlander/Fairly
       Objective 36   Fahnestock

GOAL 12

       Objective 37   Fahnestock
       Objective 38   Snyder

GOAL 13

       Objective 39   Ehrlich

GOAL 14

       Objective 40   Ehrlich

CROSS-FUNCTIONAL TEAMS

ROLE OF ADMINISTRATIVE
CROSS-FUNCTIONAL TEAMS

The administrative cross-functional teams will be comprised primarily of a small number of administrators with primary responsibility for achieving major components of the work plan in a particular area (e.g., student success). The teams will be responsible for coordinating the administrative support needed to implement the plans developed by departments, administrative units and committees for achieving the goals and objectives in the College Plan as well as others that have been identified. Team members will work closely with appropriate faculty and staff involved with the design and implementation of the plans. The team leaders will be responsible for:

- Identifying activities and timelines to achieve the objectives in the work plan
- Identifying staff resources
- Identifying evaluation criteria and procedures
- Monitoring the progress of the initiatives designed to achieve the desired outcomes.
- Consulting with appropriate faculty and staff who may be affected by an activity or initiative being considered by the cross-functional team
- Communicating the progress in achieving the desired outcomes to faculty, administrators and staff
- Identifying and resolving issues that are adversely affecting the attainment of the desired outcomes
- Forming ad hoc problem solving teams to address a particular issue and providing these ad hoc teams with appropriate direction and support to complete their assignments
- Coordinating the formative and summative evaluations assessing the attainment of desired outcomes.

Role of the Deans' Leadership Council

The Deans' Leadership Council is comprised of the Executive Vice President and eight deans (i.e., Baker, Buckelew, Cordero, Craven, McLellan, Sanchez, Ullom and the dean of educational technology). The president of the Academic Senate will be invited to attend these meetings. A significant portion of the Deans' Council meetings will be devoted to monitoring the progress of each of the administrative cross-functional teams in achieving their objectives. The Deans' Council will assist in solving problems that cannot be resolved by the members of a particular administrative cross-functional team. The Deans' Leadership Council is responsible for the attainment of the objectives in each of the cross-functional team work plans.

Ad Hoc Problem-Solving Teams

Where appropriate, the administrative cross-functional teams can create ad hoc problem-solving teams to address particular issues. Faculty and/or staff with particular expertise and interest in the issues that need to be addressed will be invited to serve on an ad hoc problem solving team. The teams will have specific assignments to complete. The teams will disband upon completion of their assignments. The question of whether faculty participation on an ad hoc problem solving team can serve as meeting a committee assignment responsibility needs to be addressed.

Role of Faculty and Staff Involved in the Implementation of Activities for Achieving the Objectives of a Cross-Functional Team Plan

The relationships and the roles of instructional and student services departments to their deans do not change. Departments/programs will be responsible for developing and implementing the activities for which they are responsible. The administrative cross-functional teams are designed to identify and coordinate activities, services and staff needed to support the attainment of desired outcomes.

G:Agnes\Cross-Functional Teams.doc

1999-2002 College Plan Goals and Objectives – Need for and Availability of Data

Goal/Objective	Need for data?	Availability/ Accessibility/Source of data
Goal 1. Enhance community knowledge, appreciation and utilization of Santa Barbara City College programs and services to attract an expanded and more diverse student population.	Yes	Most from our data system. Some not directly available/accessible to Institutional Research (IR).
Objective 1. Develop and implement a coordinated college-wide marketing plan that addresses recruitment and service needs of the local community and potential out-of-area students. Outcome expectations for this marketing plan are:		
Sustain overall enrollments between two and three percent above the College's enrollment cap for the duration of the plan.	Yes	Spud Student database (that IR can access directly)
Increase by 10% the number of students age 25 and older enrolled in credit programs.	Yes	Spud Student database
Achieve student enrollments which reflect the ethnic diversity of the district's adult community.	Yes	Not available internally but available from UCSB Economic Project and Census data
Objective 2. Provide multiple options, both on and off campus, for convenient student access to programs, services and information needed to enroll and succeed in college.	Yes	Narrative
GOAL 2 Expand cooperative strategies with service area K-12 districts to facilitate student transition to Santa Barbara City College.	Yes	Not all directly accessible to IR
Objective 3. Enroll 10% of high school students from local feeder high schools concurrently in credit courses offered by the college.	Yes	Number of total local high school students available for public high schools from CBEDS. Private high schools need to be contacted directly. Number of high school students enrolled at SBCC available from the Spud Student database.
Objective 4. Ensure that a minimum of 50% of the high school students who enroll in Continuing Education classes with the objective to transfer to the credit program do so.	Yes	Continuing Education data not directly accessible to IR but available by request from IRD.
Objective 5. Increase by 15%, over a three-year period, the total number of high school students who enroll in Continuing Education classes.	Yes	Continuing Education data not directly accessible to IR but available by request from IRD.
GOAL 3 Establish mutually beneficial partnerships with other institutions of higher education, the business sector, government agencies and community organizations to enhance relationships and increase educational opportunities for students. (Includes Objectives 6-9)	Yes	Narrative
GOAL 4 Increase student attainment of their educational goals, including degrees and certificates, transfer, workforce development, basic skills and lifelong learning.	Yes	Not all directly accessible
Objective 10. Identify and implement intervention strategies for students who are not making satisfactory progress toward attainment of their educational goals of certificate, degree or transfer.	Yes	Partially from Spud student database Partially from other sources (CPEC transfer information by individual student not available. CPEC provides only aggregated data. This might be solved if SBCC will participate in the national loan clearinghouse project)

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Goal/Objective	Need for data?	Availability/ Accessibility/Source of data
Objective 11. Reduce by a minimum of 10 percent, over a three-year period, the number of students placed on academic progress probation, academic probation and academic disqualification, while maintaining standards for academic excellence.	Yes	Spud student database
Objective 12. Increase by 3 percent, over a three-year period, the number of successful course completion rates (A-C, CR), while maintaining standards for academic excellence in each of the following areas:		
All credit classes: 70.3% to 72.4%.	Yes	Spud student database
Transferable courses: 71.3% to 73.4%.	Yes	Spud student database
Occupational courses: 80.8% to 83.2%.	Yes	Spud student database
Pre-collegiate courses: English (below English 100) and math (below Math 100).	Yes	Spud student database
Achieve established performance standards for non-credit core programs (Adult Basic Education, Adult High School, ESL, Citizenship Education and Occupational Education).	Yes	Narrative
Objective 13. Increase by a minimum of six percentage points over a three-year period:		
The percentage of students who enrolled in a basic skills English class (below English 100) and then enrolled in a higher level English class (37.2% to 43.2%).	Yes	Spud student database
The percentage of students who enrolled in a basic skills math class (below Math 100) and then enrolled in a higher level math class (28.2% to 34.2%).	Yes	Spud student database
Objective 14. Establish and achieve the targeted numerical objectives for the percentage of students who successfully transition from:		
English Skills courses to English 100, English 110 and other degree-applicable classes.	Yes	Spud student database
Math 1, 4, 100, 107 to college level math.	Yes	Spud student database
ESL courses to the completion of English 100, English 110 and other non-ESL degree-applicable courses.	Yes	Spud student database
Non-credit students transitioning to credit classes.	Yes	Continuing Ed data not directly accessible to IR but available by request from IRD.
Objective 15. Increase the number of degrees and certificates awarded over a three-year period in each of the following areas:		
The number of Associate in Arts/Associate in Science degrees from 688 to 715 (4% increase).	Yes	Spud student database
The number of certificates from 262 to 278 (6% increase).	Yes	Spud student database

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Goal/Objective	Need for data?	Availability/ Accessibility/Source of data
The number of Skills Competency Awards by 10% (the baseline for this objective needs to be established).	Yes	This information is not currently maintained in the main student data system. Previously Gayle Backer collected this information. Starting this year (1999-2000), Keith McLellan collects it.
Objective 16. Increase by a minimum of 6 percent over a three-year period, the number of students enrolled in an occupational course (S.A.M. Code A, B or C) from 14,151 to 15,000 (duplicated fall, winter and spring terms for credit and non-credit enrollments).	Yes	Credit enrollments available from Spud student database Non-credit enrollments available by request from IRD
Objective 17. Increase the number of students who transfer to four-year colleges or universities by a minimum of three percentage points over a three-year period, and increase by five percentage points the number of students who are transfer eligible for the coming year.	Yes	Number of transfers available from CPEC, with delays Number of transfer eligible – combination between the Spud student database and the degree audit system maintained in Student Services
Objective 18. Achieve rates for ethnic underrepresented students who declare transfer as a goal and do transfer that are equal to the corresponding rates of traditionally represented ethnic students enrolled at the college who declare transfer as an objective.	Yes	CPEC reports aggregated data of transfers thus no link can be made between those who transferred and **individual** SBCC students by ethnicity or transfer goal. **This item needs further discussion.**
Objective 19. Identify student job placement rates and post-college earnings for each of the college's occupational education programs. This data will be used to ensure that programs continue to meet expected program outcomes and enhance recruitment and student advising.	Yes	The data is only partially available from the Chancellor's Office.
GOAL 5 Utilize alternative methods of delivering instruction to increase student access to and successful completion of courses and programs needed to achieve their educational objectives.	Yes	Spud student database
Objective 20. Identify and develop courses, and certificate and degree programs to be offered in alternative instructional formats that meet the needs of targeted groups of students.	Yes	List of courses offered. Enrollment in these courses available from the Spud student database
Objectives 21. Identify the best methods for the design, development and deployment of technology-mediated instruction that increases student access, learning and success in their courses in a cost-effective manner	Yes	Narrative
Objective 22. Enroll by fall 2001 a minimum of 20 percent per year of all credit students in courses offered in alternative instructional formats (e.g., distance learning, self-paced, open-entry/open-exit, guided study, accelerated courses, weekend courses).	Yes	Spud student database
Objective 23. Achieve successful course completion rates for courses offered in alternative delivery formats that are at least comparable to those obtained in more traditional instructional modes.	Yes	Spud student database
GOAL 6 Develop curriculum initiatives that respond to anges in the workforce, technology and student needs.	Yes	Spud student database
Objective 24. Identify annually the need for the college to offer,	Yes	Narrative

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Goal/Objective	Need for data?	Availability/ Accessibility/Source of data
and, when feasible, implement new instructional programs.		
Objective 25. Increase the number of industry-based certification programs offered and the number of students who complete such programs.	Yes	Spud student database
GOAL 7. Identify and implement new and/or enhanced support and instructional strategies to increase student attainment of educational goals.	Yes	Currently not all directly accessible to IR, but available by request from IRD
Objective 26. Assess the process and effectiveness of providing student access to autonomous college information and support services designed to meet their personal needs.	Yes	Narrative
Objective 27. Increase by 15 percent the number of unduplicated students who participate in goal setting, decision making, educational planning and career development activities.	Yes	Currently not directly accessible to IR, but available by request from IRD
GOAL 8. Restructure leadership roles and organizational design from a function-based to a process-based model (includes Objective 28).	Yes	Narrative
GOAL 9. Revitalize the College's institutional planning, research and assessment processes (includes Objectives 29 and 30).	Yes	Narrative
GOAL 10. Develop a technology-based infrastructure to allow students, faculty and staff to conveniently access course and College-related information and resources from on and off campus.	Yes	Spud student database New student information system
Objectives 31, 32, 33	Yes	Narrative
Objective 34. Develop an online management system that provides faculty and staff with needed information to operate and evaluate their courses, programs and services effectively.	Yes	Spud student database New student information system Collaboration with IRD
GOAL 11. Identify and provide facilities needed to support college goals and objectives.	Yes	Spud student database
Objective 35. Develop and implement a plan to maximize efficient use of existing College facilities.	Yes	Spud student database
Objective 36. If passed, develop and implement plans to construct the facilities included in the November 1999 bond measure.	No	NA
GOAL 12 Acquire and allocate resources needed to meet the objectives of the College Plan.	Yes	Narrative
Objective 37. Develop and implement a resource allocation budgeting process that builds from the College Plan.	Yes	Narrative
Objective 38. Develop and implement a systematic plan for the acquisition and management of external funds.	Yes	SBCC Foundation, Other
GOAL 13 Provide faculty and staff with the training needed to use new technologies and processes to manage ongoing change and to integrate innovations into College operations (includes Objective 39).	Yes	Narrative
GOAL 14 Establish a productive, balanced and rewarding environment in which to work (includes Objective 40).	Yes	Narrative

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ATTACHMENT 5

==REVISED==

For consideration by the Academic Senate . . .

WHEREAS, the SBCC Study Abroad program, since its inception, has exemplified the excellence in innovative instruction that is emblematic of Santa Barbara City College, and continues to grow as an essential component of the college's instructional services; and

WHEREAS, high quality, consistent leadership and coordination has proven to be an essential component of the success of the Study Abroad Program, and given the likelihood of the program continuing to grow and expand, will become even more important to the program's future success, and

WHEREAS, since 1995, that leadership has been provided by a regular faculty member on reassigned time, removing that faculty member from the classroom and direct instructional student contact for more than 80% of his instructional load; and

WHEREAS, resources available to support the replacement and new faculty positions are severely limited, and insufficient to meet the college's need for full-time faculty available for classroom instruction and/or counseling; therefore

BE IT RESOLVED THAT it is the position of the Academic Senate that the ongoing assignment of a majority portion of a regular faculty member's load to the performance of administrative responsibilities represents an increasingly inappropriate use of limited and valuable instructional resources; and

BE IT FURTHER RESOLVED THAT the Academic Senate strongly recommends the following:

1. The position of Director, Study Abroad be made a certificated administrator position; and
2. That the funding for this administrative position be derived from sources other than those used to fund full-time faculty positions; and further
3. That the administrative position of Director, Study Abroad not count as part of the quota of full-time faculty as mandated by State and District policy; and

BE IT FINALLY RESOLVED THAT should administrative funding not be immediately available, that funding of the recommended position be allocated from "Partnership for Excellence" funds budgeted for the 2000-2001 academic year, and that consideration of such an allocation by CPC, the Administration, and the Trustees be expedited on a priority basis when CPC takes up allocation review for FY 2001 "Partnership . . ." funds in January, 2000; and should such funds not be available, that the position be funded on a one-year temporary basis, or until such time as adequate ongoing funding can be secured, making use of end-of-year surpluses, "Partnership for Excellence" surpluses, and other available one-time funds as appropriate.

Ctg, 12-3-99
revised 12/8/99

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Work Experience Coordinator II

The position had been discussed as a Certificated (for the Work Experience portion) Coordinator II.

The salary range is $55,337-$69,174 (12 mo.).

The benefit range is $2,925 (single)-$7,306(family).

The 11.54% taxes on $69,174 is $7,982.

The top total Step 5, family benefits=$84,462.

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Replacement Position Request

Qualitative Information

a. Replacement of Pablo Buckelew, former Director of General Work Experience and Study Abroad

b. Viability: How will the program be jeopardized if not replaced?
   This request encompasses two programs, General Work Experience and Study Abroad. This was the position held by Pablo Buckelew prior to being hired as a Dean of Academic Affairs.

   General Work Experience:
   The General Work Experience program has grown in four significant ways over the past three years:

   1. The number of General Work Experience students has increased from approximately 45 per semester to over 300 per semester. This change allows an increased number of students to earn General Work Experience units supporting national (School-to-Career) and State (internships, community service) trends to encourage workforce based learning.

   2. Curriculum has been developed in 14 skill areas to enable Work Experience students to develop the skills identified by local employers (1998 Santa Barbara employer survey) as well as through national research (SCANS). These workforce skills include areas such as customer service, business etiquette, team building, time management, money management, dealing with sexual harassment, etc. These self-paced skill modules, available through the LRC, are designed to make students more successful in the workplace and are required by all General Work Experience students.

   3. General Work Experience has linked with various SBCC programs including CalWORKS (providing materials for training welfare recipients to develop the skills necessary to find and keep jobs), academic department based Internship programs (assisting with design and management procedures), Financial Aid (money management training for financial aid students), and the Career Advancement Center (providing workplace skills training for students seeking jobs).

   4. The General Work Experience program works closely with all four local public high schools. All General Work Experience workforce training modules are loaned to the high schools for use in their work experience programs and all work experience high school students earn dual credit (high school and SBCC) for their work experience.

Without a person teaching the General Work Experience courses and coordinating the overall program, none of the activities listed above could be carried out.

c. Curricular balance: There would be no curriculum if this position were not filled.

d. & e. Contract instructors: Contract instructors are necessary. Title V requires that General Work Experience be taught by a certificated person with the minimum qualifications of an M.A. It would not be realistic to have an adjunct faculty member coordinate the program, develop curriculum as well as teach 300 + students each semester.

f. General Work Experience has already had a dramatic increase (600%) in the past three years, and will likely continue to grow. Workplace based learning is a growing trend nationally and students as well as employers will increasingly look for General Work Experience curriculum to enhance students' ability to succeed at work. In addition, the Director of General Work Experience can provide overall institutional coordination for the the occupational work experience and departmentally based internship coordinators.

Quantitative Data:
Please see attached. Because of the nature of General Work Experience, there is a high WSCH to FTEF, making it #2 of 53 departments. This high WSCH makes the program highly cost effective, although these enrollments do require extensive marketing and outreach efforts by the General Work Experience Instructor Director. The "Spring 1999 Proposed" column on the attached spreadsheet is a simulation if the Instructor/Director of General Work Experience were to receive 7 TLUs per semester.

Study Abroad:
a. See a above

b. Study Abroad has been recognized twice by the SBCC Academic Senate as an exemplary program and this year received an honorable mention from the Chancellor's Office as an exemplary program. SBCC Study Abroad is recognized statewide as the outstanding study abroad program in the State and SBCC Study Abroad is recognized as the second largest community college study abroad program in the nation (Chronicle of Higher Education). Over 3,000 SBCC students have studied abroad through this program beginning in 1972. Nearly 20% of full-time faculty have had the opportunity to direct a study abroad program. Without a director, this program could not exist.

c. There would be no curriculum offered abroad without a program director. The elimination of study abroad programs would particularly adversely affect the foreign language department, English, art, theater arts, and social sciences since those departments regularly offer their curriculum on our campuses abroad. Hundreds of SBCC students would be unable to study abroad each year.

d. & e. The director of Study Abroad should be a contract faculty member for at least three reasons:
   1. A faculty member best understands the curriculum, teaching/learning and student conduct issues inherent in study abroad programs. This understanding is vital to the design, development and delivery of study abroad programs.

   2. A faculty member is an effective advocate to the administration for colleagues wishing to develop/offer a study abroad program.

   3. A faculty member has the necessary respect from colleagues to be able to effectively direct study abroad.

   4. The Director of Study Abroad needs to be full-time contract to ensure program continuity as well as provide the necessary administrative oversight to ensure student safety and minimize the College's legal liability.

f. The SBCC Study Abroad Program serves as the host institution for the Central Coast Study Abroad Consortium. Through this consortium, Allan Hancock, Cuesta, Ventura, Moorpark and Oxnard College all send their students interested in study abroad to our Study Abroad programs. This consortium is directed by the SBCC Director of Study Abroad. Moorpark, Oxnard and Ventura colleges were included in the consortium this fall. This expansion of consortium colleges ensures strong enrollments in our study abroad programs although it does increase the workload for the Study Abroad Director.

Quantitative data:
Please see attached spreadsheet. In addition, please see sample summer program enrollment report. A total of 127 students attended SBCC study abroad summer programs last summer (approximately the same for 1998) generating a total of 25.4 FTES or approximately $86,000. After paying instructor salaries of $24,000, a "profit" of $62,000 was generated. 56% (71) of the 127 students were not regular SBCC students who probably would not have attended an on-campus summer school course.

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General Work Experience

		Fall 1997	Spring 1998	Fall 1998	Spring 1999	Spring 1999 Proposed
Departmental WSCH						
	FTES	3.74	14.62	12.64	26.61	26.61
	WSCH	112.2	438.6	379.2	798.3	798.3
WSCH / FTEF Contract		420.75	657.90	1422.00	N/A	1698.51
WSCH / FTEF Hourly		N/A	N/A	N/A	N/A	N/A
WSCH / FTEF Total		420.75	657.90	1422.00	N/A	1698.51
Theoretical Rank for WSCH / FTEF Total		36 of 54*	11 of 53*	2 of 53*	N/A	2 of 53*
Faculty Information						
Instructional TLU	Contract	4.00	10.00	4.00	0.00	7*****
	% Contract	100.00%	100.00%	100.00%	0.00%	0.00%
	Hourly	0.00	0.00	0.00	0.00	0.00
	% Hourly	.00	0.00%	0.00%	0.00%	0.00%
	Total	4.00	10.00	4.00	0.00	7.00
Non-instructional TLU	Contract	0.00	0.00	0.00	0.00	0.00
	% Contract	0.00%	0.00%	0.00%	0.00%	0.00%
	Hourly	0.00	0.00	0.00	4.00	0.00
	% Hourly	0.00%	0.00%	0.00%	100.00%	0.00%
	Total	0.00	0.00	0.00	4.00	0.00
Total Instructional and Non-instructional TLU		4.00	10.00	4.00	4.00	7.00
	Overload	1.27	3.25	0.84	0.00	0.00
FTEF**	Contract	0.27	0.67	0.27	0.00	0.47
	Hourly	0.00	0.00	0.00	0.00	0.00
	Total	0.27	0.67	0.27	0.00	0.47
Number hourly instructors***		0	0	0	1	0

*This is the theoretical rank only had General Work Experience been included in the WSCH/FTEF departmental rank list

**FTEF is calculated using Instructional TLU only

***Includes only instructors for whom TLUs are present

**** Actual Fall 1999 FTES and WSCH as of 10/22/99

***** The 7 TLUs are for simulation purposes not actual TLUs number. As of 10/28/99, the TLUs report for Fall 1999 shows zero TLUs. For Spring 1999, the actual TLUs per IRD report is 4 non-instructional hourly TLUs.

International Education (Study Abroad)

		Fall 1997	Spring 1998	Fall 1998	Spring 1999
Departmental WSCH					
	FTES	21.67	18.45	9.40	22.13
	WSCH	650.1	553.5	282.0	663.9
WSCH / FTEF Contract		629.13	N/A	N/A	N/A
WSCH / FTEF Hourly		N / A	N/A	N/A	N/A
WSCH / FTEF Total		629.13	N/A	N/A	N/A
Rank for WSCH / FTEF Total		14 of 53	N/A	N/A	N/A
Faculty Information					
Instructional TLU	Contract	15.50	0.00	0.00	0.00
	% Contract	100.00%	0.00%	0.00%	0.00%
	Hourly	0.00	0.00	0.00	0.00
	% Hourly	0.00%	0.00%	0.00%	0.00%
	Total	15.50	0.00	0.00	0.00
Non-instructional TLU	Contract	30.00	49.50	33.00	39.00
	% Contract	100.00%	100.00%	100.00%	100.00%
	Hourly	0.00	0.00	0.00	0.00
	% Hourly	0.00%	0.00%	0.00%	0.00%
	Total	30.00	49.50	33.00	39.00
Total Instructional and Non-instructional TLU		45.50	49.50	33.00	39.00
	Overload	4.01	4.62	0.58	6.25
FTEF*	Contract	1.03	0.00	0.00	0.00
	Hourly	0.00	0.00	0.00	0.00
	Total	1.03	0.00	0.00	0.00
Number hourly instructors		0	0	0	0

*FTEF is calculated using Instructional TLU only

11/4/99

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SBCC Study Abroad
Summer, 1999 Programs
England, France, Mexico, Spain

Work in London	
School	No. of Students
Santa Barbara City College	6
CSU Monterey	1
CSU Fullerton	1
Allan Hancock College	4
UC Santa Barbara	1
Total	13

Cuernavaca, Mexico	
School	No. of Students
Santa Barbara City College	9
Allan Hancock College	2
Cal Poly San Luis Obispo	4
Cal Poly Pomona	1
UC Berkeley	2
UC Santa Barbara	1
West Los Angeles College	1
Pitzer	1
Pomona	1
Cuesta College	1
No school	5
High school	6
Total	34

Paris, France	
School	No. of Students
Santa Barbara City College	13
Allan Hancock College	1
Cuesta College	1
No school	3
Scripps	1
UC Santa Barbara	1
Ventura	2
Total	22

Marbella, Spain	
School	No. of Students
Santa Barbara City College	28
Cal Poly San Luis Obispo	1
CSU Chico	1
CSU Fresno	1
Cuesta College	1
Elegance Academy	1
Glendale City College	1
New York University	1
UC Los Angeles	1
UC Santa Barbara	8
University of Southern California	2
High school	11
No school	1
Total	58

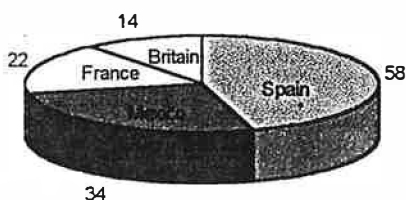| Totals		
School	No. Students	Percentage
SBCC students	56	44%
Other 2 and 4-year colleges	45	35%
High School students	17	13%
No school	9	7%
Total	127	100%

Study Abroad / Work Experience
Annual Review Meeting

I. Study Abroad
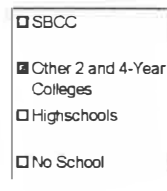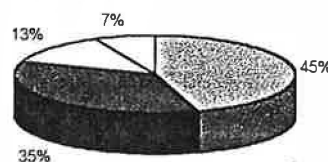
Summer Programs

        Marbella, Spain (Rodriguez) (58; SBCC=28)
        Paris, France (Handloser) (22; SBCC=13)
        Cuernavaca, Mexico (Castillo) (34; SBCC=9)
        Work Abroad in London, England (Smith) (14; SBCC=6)

Summer Programs

Percentage of SBCC Students

Total number of students: 127

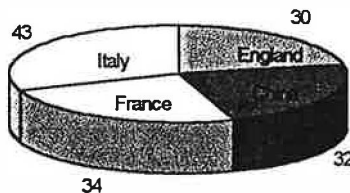### Semester Programs

Fall 1999:
        Cambridge, England (Webber) (30; SBCC = 24)
        China, Vietnam (Haslund/Chesher) (30, SBCC = 22)

Spring 1999:
        Paris, France (Eskandari/Launier) (34; SBCC = 32)
   Florence, Italy (Morlan/Mooney) (43; SBCC= 39)

Semester Programs

Total number of students: 139

II. General Work Experience

A. Recent & ongoing activities

1. Increased the number of students to 350 students in the fall; 269 students currently enrolled, with an additional 100 +/- students anticipated for short course scheduled March 24 - May 26. (Growth to be contributed to flyers and hand-outs distributed on campus, Channels ad, collaboration with the Career Center, Counseling, Financial Aid, and individual student counseling).
2. Revision of Work Experience documents; made available to other departments.
3. Coordination with the Career Center (Jobsline Services, etc.).
4. Participation in the Career Day.
5. Participation in Internship Faculty Workshop.

General Work Experience Enrollments
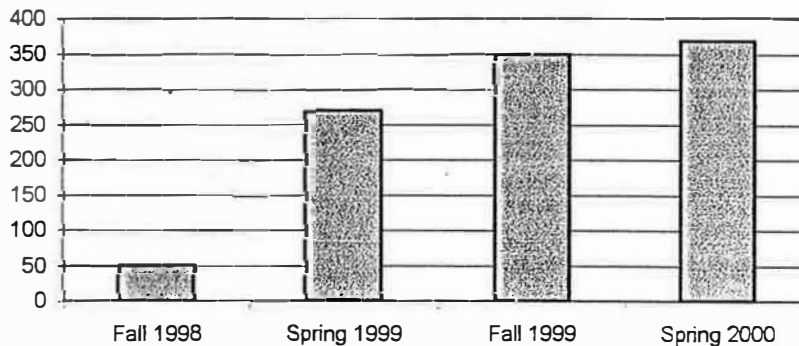
B. Work Experience goals

1. Continue to increase the number of students enrolling in SBCC Work Experience classes (both in the high school and the regular program).

2. Develop on-line materials for Wk. Exp 290 (in the summer of 2000).

3. Promote business skills modules to vocational work experience instructors.

4. Continue to work with other departments, both vocational and non-vocational to develop community/service learning courses associated with their disciplines.

5. Participate in professional organizations in the field of vocational education to help formulate policies and stay abreast of recent developments in the field.

6. Streamline communication with students (separate phone line for WK EXP, orientation video).

PRESIDENT
Peter R. MacDougall

	Executive Vice President Student Learning *Jack Friedlander*							
Cross Functional Team Leadership	**Dean Student Learning** *Bill Cordero* Division Operations: Budget, Facilities & Foundation Liaison	**Dean Student Learning** *Jane Craven* Chair, Student Information System Implementation	**Dean Student Learning** *Keith McLellan* Co-Chair, Student Success Co-Chair, Technology	**Dean Student Learning** *Jack Ullom* Co-Chair, Student Success Co-Chair, Professional Dev't	**Dean Student Learning** *Pablo Buckelew* Co-Chair, VocEd Co-Chair, Enrollment Management	**Dean Student Learning** *Gayle Baker* Co-Chair, VocEd	**Dean Student Learning** *Ramiro Sanchez*	**Dean Ed Tech** Chair, Online College Co-Chair, Technology Co-Chair, Professional Dev't
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* Move Bookstore to Business Services
** Move CalWORKS to Continuing Education

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