

FTES Target 1998-99 (2)

Annual Update (October 4, 1999)				
<u>Category</u>	<u>Credit</u>	<u>Noncredit</u>	<u>Total</u>	<u>Comments</u>
1997-98 Apportionment Data				
P2 Funded Base	9,423.88	2,071.20	11,495.08	P-2
Growth	52.43	61.35	113.78	P-2
Total Funded FTES	9,476.31	2,132.55	11,608.86	P-2
Actual FTES	9,576.69	2,116.58	11,693.27	Annual Report
Unfunded FTES	.00	.00	.00	P-2
Funded Basic Skills	.00	.00	.00	P-2
Funded GAIN	.00	.00	.00	P-2
Net Unfunded FTES	-	-	.00	P-2
Emergency FTES Claim	79.48	24.47	103.95	Funding Confirmed
1998-99 Apportionment Base	9,656.17	2,141.05	11,797.22	(From 1997-98 First Recal)
Potential Growth FTES				
New Allowable Growth	233.86	51.85	285.72	2.07 % Growth Plus 17 %
1998-99 Funded FTES				
Allowable Growth	9,890.03	2,192.90	12,082.94	2.42%
1998-99 Basic Skills				
\$ 214,292 "Guarantee"	60.00	10.00	70.00	0.59%
1998-99 Potential FTES Target				
Allowable Growth & Basic Skills	9,950.03	2,202.90	12,152.94	3.02%
-99 Actual FTES				
Fall Estimate	9,590.00	2,140.00	11,730.00	
P-1 Report	9,608.85	2,195.10	11,803.95	
Spring Estimate	9,490.00	2,190.00	11,680.00	
P-2 Report	9,558.59	2,257.35	11,815.94	
Annual Report	9,680.98	2,320.30	12,001.28	
Revised Annual	9,762.64	2,320.30	12,082.94	
Growth FTES	106.47	179.25	285.72	2.42% Roughly \$600,000 Growth
Estimated FTES - Allowable	-127.39	127.40	0.00	
% Difference	-1.29%	5.81%	0.00%	
Estimated FTES - Target FTES	-187.39	117.40	-70.00	
% Difference	-1.95%	5.49%	-0.60%	

FTES Target 1999-2000 (2)

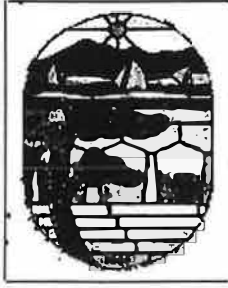
Fall Projection (October 4, 1999)				
Category	Credit	Noncredit	Total	Comments
1998-99 Apportionment Data				
P2 Funded Base	9,558.59	2,257.35	11,815.94	P-2
Growth	.00	.00	.00	P-2
Total Funded FTES	9,558.59	2,257.35	11,815.94	P-2
Actual FTES	9,558.59	2,257.35	11,815.94	P-2
Unfunded FTES	.00	.00	.00	P-2
Funded Basic Skills	.00	.00	.00	P-2
Funded GAIN	.00	.00	.00	P-2
Net Unfunded FTES	-	-	.00	P-2
1999-2000 Apportionment Base	9,762.64	2,320.30	12,082.94	Annual FTES (Revised Summer)
Potential Growth FTES	254.80	60.56	315.36	
SBCC Estimated Allowable Growth	315.36	0.00	315.36	2.61 % Growth Cap (\$ May be reduced up to 20%)
1999-2000 Funded FTES				
Allowable Growth	10,078.00	2,320.30	12,398.30	2.61%
1999-2000 Basic Skills				
\$ 225,133 "Guarantee"	80.00	0.00	80.00	0.66%
1999-2000 Potential FTES Target				
Allowable Growth & Basic Skills	10,158.00	2,320.30	12,478.30	3.27%
	4.05%			
1999-2000 Actual FTES				
Fall Estimate	10,100.00	2,320.30	12,420.30	3.46 % Credit Growth, 0 % Noncredit (Includes Jack's Augmentations)
P-1 Report	0.00	0.00	0.00	
Spring Estimate	0.00	0.00	0.00	
P-2 Report				
Annual Report				
Estimated FTES - Allowable	22.00	.00	22.00	
% Difference	0.22%	0.00%	0.18%	
Estimated FTES - Target FTES	-58.00	.00	-58.00	
% Difference	-0.57%	0.00%	-0.47%	
Nonresident FTES	1,050.00			
Total Credit FTES	11,150.00			
Growth FTES	337.36	0.00		(Roughly \$860,000 Growth Revenue)

Memo

To: Dr. Peter MacDougall
From: Andreea Serban
Date: 10/1/1999
Re: Midterm accreditation report

Attached is the updated midterm accreditation report. I made changes and additions based on your comments and feedback from Bill, Jack and Brian. If any other changes/corrections are needed please let me know. If this version does not need changes, then the guidelines from the Accrediting Commission ask that you sign the Statement of Report Preparation on page 2 and that the report be approved by the Board of Trustees. Then we can mail the report to the Accrediting Commission (I received a copy of the letter you prepared for the Commission that will accompany the report).

Thank you.



Santa Barbara City College

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SANTA BARBARA
CALIFORNIA 93109-2394

Midterm Accreditation Report
October 1, 1999

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STATEMENT OF REPORT PREPARATION

The midterm accreditation report is the result of the collaborative work of Dr. Peter MacDougall, Superintendent/President, Dr. Jack Friedlander, Vice President for Academic Affairs, Mr. William Hamre, Associate Vice President for Information Resources, Dr. Andreea Serban, Director of Institutional Assessment, Research and Planning, Mr. Dan Oroz, Vice President for Human Resources and Mr. Brian Fahnestock, Vice President for Business Services. The preparation of the report involved a thorough review of the recommendations received from the Evaluation Team and the Action Letter from the Accrediting Commission. The report reflects the actions and initiatives Santa Barbara City College has taken in response to the Team's recommendations and the progress the College has made towards the goals of the Project Redesign.

Dr. Peter R. MacDougall
Superintendent/President

October 1, 1999

RESPONSES TO TEAM RECOMMENDATIONS AND COMMISSION ACTION LETTER

STANDARD ONE: INSTITUTIONAL INTEGRITY, PURPOSES, PLANNING AND EFFECTIVENESS

Evaluation Team's Recommendation:

1. It is suggested that the college continue and intensify its efforts to develop and implement a responsive and integrated database and information system to support its planning and decision making processes.

In May 1997, Santa Barbara City College decided to convert its legacy systems to Oracle applications and to an integrated database and information system. The Oracle Financial system was implemented first. This implementation started in January 1998 and was completed for production on July 1, 1998. Since then, the college has been using the Oracle Financial system. The College has begun efforts to extract information from this system for college budget managers. Much work needs to take place in this area for college personnel to be able to manage their budgets effectively. In addition, the potential for the Financial system will not be realized until the integration with the Human Resources and Student Information systems is complete. A solid first step has been made, but many more must follow.

The design and set-up phases of the Human Resource system implementation have been completed. Currently, the College is conducting the testing of the configuration and set-up of the system. We expect to run the Oracle Human Resource system in parallel with the current system from November 1999 through June 2000 and proceed with full use of the Oracle system beginning July 1, 2000.

Santa Barbara City College is one of six colleges nationwide working with the Oracle Corporation to develop a Student Information System that will be integrated with the Financial and Human Resource systems. The definitional phase of the development of the Student System Information will be completed by the end of October 1999. The College will pilot test the beta version of the Student Information System from April through June 2000 and will work on the production implementation from September 2000 through March 2001 for the Summer and Fall 2001 terms.

The implementation of the three integrated Oracle systems will greatly facilitate the efforts of the College to improve access to information for faculty, students and staff and to provide the reporting capabilities necessary for planning and decision making.

2. It is suggested that SBCC determine the most appropriate means for managing institutional research so that it can be focused in an effective way to meet the increased needs created by the Project Redesign, requirements of external agencies, and internal needs of the faculty and administration for planning and decision making.

Plan for 1999-2000 as well as the development of strategies for achieving these goals and objectives. These strategies will be used to guide budget priorities, requests and allocations.

Training and staff development are central areas of the College Plan. One of the goals of the plan and two related objectives emphasize the commitment of the College to 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. Specific strategies are being developed to bring this goal and its related objectives to fruition.

To ensure extensive campus-wide communications of all Project Redesign initiatives, in Spring 1998, the College created the Redesign Communication Committee. The Committee has developed four methods to address questions and concerns related to the Project Redesign implementation: e-mail communication, telephone communication, two suggestion boxes and an information bulletin board. The status of Project Redesign related initiatives are disseminated to faculty and staff through announcements via the College Memo and periodic reports to the College Planning Council, the Academic Senate and college-wide meetings of the faculty, administrators and classified staff.

In Fall 1999, the College decided to have the District Technology Committee meet jointly with the College Planning Council to review technology initiatives and resource requirements. The combining of these two committees was done to ensure the integration of the College's technology needs within its overall planning and budgeting process.

STANDARD FIVE: LIBRARY AND LEARNING RESOURCES

Evaluation Team's Recommendation: None

STANDARD SIX: PHYSICAL RESOURCES

Evaluation Team's Recommendation: None

STANDARD SEVEN: FINANCIAL RESOURCES

Evaluation Team's Recommendation:

6. While the College proceeds with Project Redesign, existing budget procedures need to be maintained. As a new resource acquisition and resource allocation budgeting process is developed, the entire campus community must be engaged and involved.

The College has developed a process to link new resources to its budgeting procedures. The attached memo from Dr. Friedlander, the Vice President for Academic Affairs, to the college community explaining the procedure to apply for Partnership for Excellence funds exemplifies this process.

The commitment of the College to integrate its planning and budgeting and achieve the team's recommendation is also demonstrated by one of the College Plan goals that asks for the development and implementation of a resource allocation budgeting process that builds from the College Plan.

The College will begin an initiative to incorporate the Government Finance Officer's Association principles in budgeting and fund accounting into the process of resource allocation. Through better presentation of financial sources available to the College and anticipated uses as well as actual revenue and expenditures comparisons from prior periods, a greater understanding of budget decisions and their consequences is anticipated.

STANDARD EIGHT: GOVERNANCE AND ADMINISTRATION

Evaluation Team's Recommendation:

7. The team recommends that Santa Barbara City College reexamine the support staff's involvement in committee membership so that they feel that they have a voice in the decision making process at the College.

Santa Barbara City College has continued to support the participation of the Classified Council and classified staff in the College Planning Council and other college committees. The College's responsiveness to this recommendation is manifested in the College Plan that includes a goal related to the continuous improvement of the work environment and identification of strategies to enhance the ability of faculty and staff to perform their job effectively and increase their work satisfaction. A work group has been formed to identify such strategies.

SUMMARY DISCUSSION OF SELF-IDENTIFIED ISSUES UPDATE ON THE PROJECT REDESIGN

In October 1996, Santa Barbara City College presented to the Accrediting Commission its institutional self-study for reaffirmation of accreditation that included a case study of the College's Project Redesign and a discussion of its phases, goals and activities in light of the eight accreditation standards. This section provides updates on some of the activities and actions of the Project Redesign.

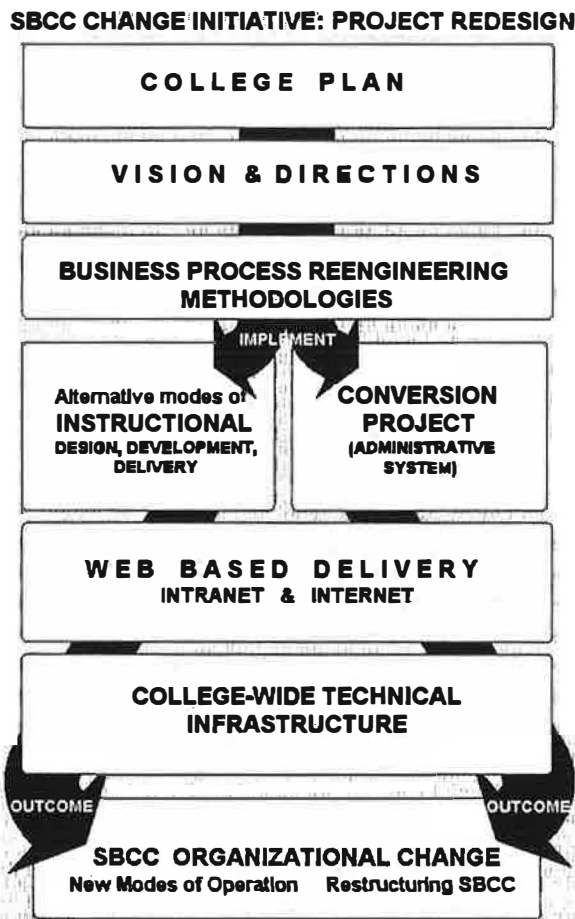
STANDARD ONE: INSTITUTIONAL INTEGRITY, PURPOSES, PLANNING AND EFFECTIVENESS

The College has created a Change Management Team and process that have focused on the evaluation of the five goals of the Project Redesign:

1. Transform College practices to meet future challenges effectively;
2. Improve the quality of instructional programs and support services;

3. Develop a client focus for College operations;
4. Enhance the fiscal condition of the college;
5. Develop effective uses of technology and information.

The major activities of the Project Redesign are summarized in the figure below.



In early Fall 1999, a decision was made to make the Cabinet responsible for policy related discussions regarding Project Redesign and the Change Management Team and to have the Team focus on strategies for implementing the recommendations from the Cabinet. This was done to ensure greater understanding and involvement of all members of the Cabinet in technical related issues pertaining to Project Redesign, in general and the conversion of its major software applications, in particular (i.e., financial, human resources and student information systems).

STANDARD TWO: EDUCATIONAL PROGRAMS

Through the Project Redesign, the College has made significant progress in the area of instructional design and delivery by achieving delivery of online courses. From only two online courses offered in Fall 1998, the College has expanded to 19 in Spring 1999 and to 25 in Fall 1999. We expect to offer 40 online courses in Spring 1999. In Fall 1999, close to a thousand students enrolled in online courses. This number is expected to increase to 1,500 in Spring 2000. Approximately 25% of these students are enrolled only in on-line courses.

STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT

As mentioned earlier Santa Barbara City College is in the process of developing a new student information system with the Oracle Corporation. This system will facilitate improved access for students to information related to course offerings, schedule, and grade by moving to a web-based "self-service" model for access to student information.

STANDARD FOUR: FACULTY AND STAFF

As a result of Project Redesign activities, the College provides web access to job vacancies. The web access has influenced positively the recruitment and selection of faculty and staff.

STANDARD FIVE: LIBRARY AND LEARNING RESOURCES

The staff of Learning Support Services (LSS) has been actively involved in several projects designed to implement effective strategies for promoting student success. These strategies are available to all faculty on a web site maintained by LSS and serve as a reference for staff development. The LSS staff has implemented a tutor training program and has made substantial progress in working with the faculty to integrate support services with classroom instruction.

A new academic senate committee has been formed to focus on student success. LSS staff supports this committee. Leadership for these efforts has been made possible by the creation of a new position – Director of Learning Support Services.

The College is implementing a new library software system (Horizons) that will be available to all students, faculty and staff by January 2000. This software will provide web access not only to the College's library holdings but also to those of other California and national libraries. In October 1999, the College will initiate a new service that will enable its users to access full-text articles and periodicals online from computers on and off campus.

STANDARD SIX: PHYSICAL RESOURCES

The College will apply for a \$44.8 million bond issue to be voted on November 2, 1999. The planning process for preparing the bond issue application lasted almost one year. The bond measure will pay for a new technology building, a new classroom building, a major renovation of the life science geology building and renovations and expansions of the two off campus continuing education centers of the College.

The equipment budget for technology renewal and new initiatives was increased from \$320,000/year to \$920,000/year. The increase was funded through lottery funds, instructional equipment replacement, a blockgrant and ending balances.

STANDARD SEVEN: FINANCIAL RESOURCES

The College completed the conversion of its financial applications to the Oracle system. We are currently in the process of developing the ability for managers to extract information to enhance the financial monitoring and analysis college wide. One step taken in this direction is the development of a separate multi-user, distributed decision-support system. This separate data-warehouse will be designed to enable staff to run standard reports or create ad hoc queries and reports through commonly known tools such as Access, Microsoft QUERY and Excel. In addition, we will be working on a thorough review of the College's budget process.

Santa Barbara City College has a new Vice President for Business Services who will provide leadership to enable College personnel to more effectively use the Financial system and to critique the College's budgeting process.

STANDARD EIGHT: GOVERNANCE AND ADMINISTRATION

The governance, leadership and management of the College are critical areas for the College's planning goals. Included in the College Plan is a goal that aims to restructure leadership roles and organizational design from a function-based to a process-based model. In support of this goal, the College intends to complete a redesign project that examines the College's administrative and governance systems and leadership roles and, where appropriate, implement the recommendations.

After decades of stability, the College has witnessed major turnover in its upper management. The Vice President for Continuing Education accepted a position with Planned Parenthood of America and the Vice President for Student Affairs was reassigned to Continuing Education. The current Vice President of Human Resources will retire in March 2000 and the Vice President for Business Services has began his duties in August 1999. This change in upper management has resulted in an opportunity for change and for re-examination of the administrative structure in order to achieve the planning goal mentioned earlier.

SANTA BARBARA CITY COLLEGE
HUMAN RESOURCES

September 30, 1999

FR: Dan Oroz, Vice President, Human Resources

RE: Request for Partnership for Excellence Funds - Human Resources

This request is indirectly related to all the goals of the college plan in that the HR positions must be adequately staffed to support the college's efforts to meet the plan's objectives.

1. Increase in hours for Certification Clerk (S. Timm) from 5 hours/12 months to 8 hours/12 months.

New Hires:

1973-74 43 credit hourly instructors

1998/99 377 credit hourly instructors (876% increase with no increase in staffing)

- Added new clerical/technical duties: Affirmative Action, EEO record keeping, AB1725 Minimum Qualifications, Immigration Reform Act, etc.
- Significant increase in grants and programs requiring new hourly faculty hires, e.g., Cosmetology, Infant/Toddler Program, High School courses, On-Line/Distance Learning, UCSB Math classes, MAT/Graphics Department expansion, Professional Development Studies.

Cost: \$16,000

2. Increase in hours for Intermediate Typist Clerk (S. Brown) from 5 hours/12 months to 8 hours/11 months.

New Hourly Hires:

1974-75 50-75 hourly classified employees

1998-99 1000+ hourly classified employees (2000% increase)

New Regular Hires:

1996-97 22 classified hires

1997-98 67 classified hires

1998-99 65 classified hires

Increase in Number of Regular Employees:

1975-76 151 regular classified employees

1998-99 247 regular classified employees and growing (163% increase)

- Added new clerical duties: EEO/Applicant tracking, Immigration Reform Act, etc.

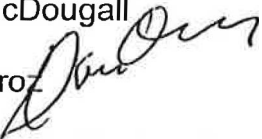
Cost: \$6,600

3. Increase Affirmative Action Advertising Budget from \$10,000 to \$30,000

- \$10,000 advertising budget not sufficient due to overall increase in hiring and new hourly advertising requests.
- Must stay competitive with other colleges, i.e., State average is \$31,924 for advertising vs. SBCC's budget of \$10,000.
- New legal emphasis on Affirmative Action recruitment vs. preferences in hiring.

Cost: \$20,000

HUMAN RESOURCES

DATE: March 24, 1999
TO: Dr. MacDougall
FROM: Dan Oroz 
SUBJECT: Request for Partnership for Excellence Funds

I am requesting an allocation of Partnership for Excellence Funds to provide for increasing the hours of two part-time positions in the Human Resources Department. Both positions have experienced significant increases in workload and assigned duties and responsibilities. These increases have been primarily due to the increased number of employees at SBCC and the implementation of various state and federal laws.

Shar-Lynn Timm (Certification, 5 hours/day, 12 months)

Shar-Lynn Timm is responsible for the employment processing of all credit hourly instructors. She works with instructors and deans to ensure that new instructors obtain the appropriate minimum qualifications/disciplines for the courses assigned, evaluate transcripts and determine salary placement. She also reviews application materials, maintains personnel records and EEO data, and is responsible for data processing input.

There has been a graduated increase in the number of hourly faculty members each semester. In 1973-74, we had 49 credit hourly instructors and the certification clerk worked 6 hours per day, 12 months a year. During 1997-98, we had 352 hourly instructors and the certification clerk works 5 hours per day. This change represents a 718% increase in the number of hourly faculty. In addition, there have been several new clerical and technical duties and responsibilities added to this position since 1974-75, which were the result of several new legal requirements such as Affirmative Action hiring procedures, EEO record keeping, AB1725 Minimum Qualifications, Collective Bargaining, Immigration Reform Act, EDD Child Support, Cash Balance, etc.

This position has absorbed a tremendous increase in workload without an increase in assigned hours. The position was actually decreased by one hour per day.

I am requesting that the certification position be increased from 5 hours/day to 8 hours/day. The cost is approximately \$16,000/year.

Shirley Brown (Intermediate Typist Clerk, 5 hours/day, 12 months)

Shirley's responsibilities have evolved greatly over the past few years as the Human Resources Department has experienced an increase in recruitment activity, as well as an increase in the number of classified hourly workers processed and maintained. Shirley is responsible for all classified hourly activity which includes processing personnel and payroll paperwork, maintenance of employee files, and follow-up with both supervisors and employees. Her workload has expanded due to the steady increase in the number of employees and new legislation. In 1974-75, we hired approximately 50-75 classified hourly employees. We currently hire approximately 800-1,000 hourly employees per year.

Shirley Brown is responsible for tracking all faculty and staff applications, and the preparation of required EEO/Affirmative Action data for all positions filled. She serves as receptionist, handling inquiries and providing assistance to all applicants. There has been a significant increase in the number of applications processed as a result of the new HR website, and the substantial increase in the number of classified positions filled each year. For example, during 1996-97, we filled 22 classified positions; in 1997-98, we hired 67 new employees; and to date for the 1998-99 school year, we have hired 50 employees. Given these statistics, since 1996-97 recruitment has increased 300%.

As a result, there has been a significant increase in the classified staff over the years which has resulted in more work for the classified clerical staff. For example, we had 151 non-management classified employees in 1975-76, and currently we have 247 classified employees, (and growing as a result of the Partnership for Excellence funded positions, as well as the numerous grants awarded to SBCC which include new positions.)

The cost for increasing Ms. Brown would be approximately \$6,600 per year.

Increasing these positions will increase the continuity and efficiency of the Human Resources Department, as other staff members must currently cover for the positions during the hours that they are gone for the day.

In conclusion, I would like to point out that over the years, there has been a tremendous increase in the number and complexity of responsibilities assigned to Human Resources without a similar increase in clerical staff. These increased HR responsibilities can be appreciated by looking at the attached taxonomy.

The Human Resources clerical and professional staff has done an excellent job in efficiently carrying out these responsibilities. This increase in hours will help assure that this level of performance will continue and even improve.

Please let me know if any additional information is desired regarding this request.

SANTA BARBARA CITY COLLEGE

HUMAN RESOURCES

April 7, 1999
TO: Dr.
Ma

ICLDogall

FROM: Dai Orz
SUBJECT: HR Advertising Budget

It has become very apparent that the District needs to increase its advertising budget for our classified and certificated employment recruitment program. We have had to ask department heads to provide the advertising funds for positions that open up late in the fiscal year when the HR advertising allocation is expended.

I conducted a survey of the California Community Colleges (attached) which shows that the average budget for advertising is \$31,924 and we only budget \$10,000. Our \$10,000 comes from the State's Staff Diversity Funds (categorical funds). In discussions with my colleagues from other California Community Colleges, they say that they find that they are needing to increase their advertising and recruitment efforts due to a shortage of applicants and smaller applicant pools. SBCC will need to remain competitive with other employers.

I am requesting that the District increase its advertising budget by \$20,000.

Please let me know if any additional information is needed to support this request.

Cc: Cabinet, Affirmative Action Committee, K. Hanna, Pres. Academic Senate

**CALIFORNIA COMMUNITY COLLEGE
ADVERTISING EXPENDITURE SURVEY - April 5, 1999**

Single College Districts

Annual Expenditure

Barstow	26,766
College of the Canyons	70,000
College of the Sequoias	19,000
Feather River	25,000
Lake Tahoe	29,100
Mendocino	25,000
Mira Costa	20,000
Mt. San Jacinto	25,000
Napa Valley	33,500
Ohlone	30,000
Rancho Santiago	70,900
Redwoods	30,000
Rio Hondo	35,000
Riverside	90,000
San Joaquin Delta	40,000
Santa Barbara	10,000
Santa Rosa	25,000
Shasta	16,000
Sierra	20,000
Solano	22,000
Taft	9,000
Victor Valley	18,000
West Hills	25,000
Yuba	20,000

734,266

\$31,924 Average

Multi College Districts

Chabot-Las Positas	20,000
Coast (3)	83,000
San Bernardino	38,000
San Diego	295,000
San Mateo (3)	23,000
Ventura (3)	110,000
West Valley Mission (2)	125,000

694,000