

**Revised Nepotism Policy**  
(Board Approved August 17, 2000)

Contrary to present policies (2470 for faculty and 2300 for classified employees) which vary slightly, this proposed, more inclusive policy would apply to and be identical for all employees of the college.

The definition of "immediate family" references the definitions of "immediate family" in the academic and classified employee policies of the college.

This policy will be assigned a unique number in the near future when a comprehensive numbering scheme is developed.

**2470 and 2300 Nepotism**

The District may employ, for any position, qualified persons who are related to the current employees of the District provided all of the following conditions are met:

Employees of the District shall not initiate or participate in decisions involving a direct benefit (initial employment, retention, promotion, salary, leave of absence, etc.) to members of their immediate family;

Employees of the District shall not exercise direct supervision over another person who is in their immediate family; and

Employees of the District shall not participate in the evaluation of another person who is in their immediate family.

For purposes of this policy, "members of the immediate family" as used in this section means the mother, father, mother-in-law, father-in-law, grandmother or grandfather of the employee or the spouse, spouse, grandchild, son, son-in-law, daughter, daughter-in-law, stepson, stepdaughter, brother or sister of the employee, stepparents or any relative living in the immediate household of the employee.

The District retains the right to reassign or transfer one of the related individuals to eliminate any potential for creating any adverse impact on supervision, safety, security, morale, or other potential conflicts of interest.

If, subsequent to appointment to any position, an employee becomes legally related to another employee of the District, the District may require one of the parties to change department or position to avoid a conflict of interest.

H:Nepotism Policy (8/00)

## BP 7310 Nepotism

Reference:

***Government Code Section 12920 et seq., 1090 et seq.***

The District does not prohibit the employment of relatives [*or domestic partners as defined by Family Code Section 297 et seq.*] in the same department or division, with the exception that they shall not be assigned to a regular position within the same department, division or site that has an immediate family member who is in a position to recommend or influence personnel decisions.

Personnel decisions include appointment, retention, evaluation, tenure, work assignment, promotion, demotion, or salary of the relative [*or domestic partner as defined by Family Code Section 297 et seq.*].

Immediate family means spouse, parents, grandparents, siblings, children, grandchildren and in-laws or any other relative living in the employee's home.

The District will make reasonable efforts to assign job duties to minimize the potential for creating an adverse impact on supervision, safety, security, or morale, or creating other potential conflicts of interest.

Notwithstanding the above, the District retains the right where such placement has the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest, to refuse to place spouses in the same department, division or facility. The District retains the right to reassign or transfer any person to eliminate the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest.

## **Administrative Procedures for Implementing the District's Nepotism Policy (BP 7310)**

- 1.0 The District will allow flexibility in the application of its Nepotism Policy when relatives (or domestic partners as defined by Family Code Section 297 et seq.) would be in the same department.
- 2.0 If two persons in the same department should marry or enter into a domestic partner relationship, while both are employed by the District, they may continue their employment in the same department provided that they not work in any position that would require one to be in a decision-making role relative to another.
- 3.0 In those instances where developments would result in a relative/partner having recommending or decision-making responsibilities over another relative/partner, the appropriate Vice President in consultation with Superintendent/President will intercede to ensure that there is no conflict of interest. Actions may include reassignment to another department.

# **Proposed Role of CPC in College Planning and Budgeting**

Reviewed by CPC at its April 16, 2002 meeting

## **Role of CPC in the College Planning Process**

Review of CPC's stated roles and responsibilities

1. Development of the college plan: every three years

### **Phase 1**

- A. Environmental Scan
- B. Identification of goals and objectives
- C. Completion of the three-year college plan

### **Phase 2**

- A. Identify strategies for achieving goals and objectives in the College Plan
- B. Identification of priorities
- C. Identification of resources required to achieve College Plan objectives
  1. Additional funds allocated from state to the college beyond COLA and growth
  2. Reallocation of budget/expenses
  3. External funds

### **Phase 3:**

- A. Implementation of the plan to the extent that resources are available to achieve plan priorities

### **Phase 4:**

- A. Evaluation of SBCC's effectiveness in achieving the Goals and Objectives in the College Plan.
2. As part of the responsibilities regarding the College Plan, review new initiatives and plans pertaining to:
    - A. Facilities

- B. Technology
- C. New Educational Programs
- D. Human Resources

A master plan will be developed and updated each year that specifies the timelines for accomplishing the planning tasks that CPC is involved with in A-D above.

### **Role of CPC in the College Budgeting Process**

1. Review and recommend district budget principles to Superintendent/President on a periodic basis and at least once every three years.
2. Review annual district budget: Income
  - A. Be informed of actions that influence district income (e.g., state funding, actions of the Legislature and governor, increases in the cost of utilities)
  - B. Review allocations of COLA, growth and special funding
  - C. Review three-year average of changes in out-of-state and international student fees
3. Review annual district budget: Expenses
  - A. Be informed of developments that influence district expenses
    - 1) Adjustments to salaries from step and column increases and salary increases
    - 2) Amount of funds needed to pay salary increases not included in the State-funded COLA
    - 3) Cost of utilities and insurance
    - 4) Salary and benefits increases in accord with collective bargaining agreements
    - 5) Cost of new faculty positions needed to meet state staffing requirements
    - 6) New classified staff and management positions
    - 7) Other new expenses
4. Review and recommend modifications regarding positions from growth funds and categorically funded positions

5. Review and recommend modifications regarding the redistribution of existing expenses to better meet college goals.
6. If major funding is received beyond growth and COLA, develop a process for the distribution of those funds that will maintain present priorities and address new funding initiatives to achieve College Plan objectives.

C:/Ed Programs/Word/CPC/CPC Planning & Budgeting Paper

## SANTA BARBARA COMMUNITY COLLEGE DISTRICT

## PRINCIPLES OF BUDGET DEVELOPMENT

There are numerous examples of organizations that have become ineffective because of a lack of sound fiscal planning. Organizational leaders should assure (Drucker) that organizations have: a capacity for survival; structural strength and soundness; and, the ability to survive a blow, adapt to sudden change, and to avail ~~itself-themselves~~ of new opportunities.

The delineation of principles applied in developing the College's budget is intended to protect SBCC's viability as an institution capable of fulfilling its educational mission for the greater Santa Barbara community. Providing students with quality educational and student services consistent with our mission and State funding is the objective sought through applying these principles.

Principles:

1. The College must balance the budget, ie. expenses must be supported by ongoing income and a reserve of 5 percent of the unrestricted general fund operating budget must be maintained.
2. The College will proceed with firm additions or reductions on the basis of To the extent possible, budget and program decisions will be made based on what is known. Other actions will be taken to enable us to increase appropriations or implement reductions as factors such as enrollment declines or budget shortfalls materialize. The College will not budget revenue from enrollment until it is realized.
3. Lay-offs will be avoided if possible. In the event of funding shortfalls, certificated and classified positions that become vacant may not be filled, and reassignments may be necessary. In addition in the event of funding shortfalls in categorical program positions may be eliminated.
4. It is recognized that the faculty and <sup>s</sup> staff are SBCC's greatest resource. In addressing budget issues ~~the~~ faculty and staff will need to participate <sup>be</sup> included in identifying solutions and increasing effectiveness and efficiencies. Staff development activities to increase the capability of faculty and staff to contribute promote the above will be supported. e.g. using technology to increase effectiveness. will be supported.
5. The FTE cap must be met. If it is not, fiscal problems may develop. Consistent with the ability to meet our mission, a higher WSCH/FTES will be a major factor in considering program retention.
5. The FTES cap must be met. If it is not, fiscal problems may develop.
6. Prior to allocation for discretionary expenses, growth revenue must be allocated to state mandated expenses and other related expenses needed to support growth.

7. With fewer resources, it *may not be* possible to ~~conduct~~ continue the scope of academic instructional and support programs that we currently have. Consistent with the ability to meet our mission, a higher WSCH/FTEF will be a major factor in considering program reduction/retention. Reductions will not be across the board. High cost programs and services, particularly if student demand is not high, will be considered for reduction/elimination.
8. Serious effort ~~should be~~ will be made to assure that salaries do not deteriorate.
9. Equipment replacement and repair funds will be maintained at the minimum level specified in Board policy. (Board Policy #3, 1991-92, 8/22/91). Support of maintenance and purchase of equipment that enables SBCC to apply technology to gain efficiencies effectiveness will be a priority.
10. Buildings and grounds must be *developed and* maintained ~~sufficiently~~ to accommodate student and programmatic needs to assure the campus remains attractive to students and *to develop* and protect the investment in these facilities. To achieve this year-end balance in accounts, funds (except non-categorical) will be transferred to the Construction Fund for maintenance projects as per Board policy (Board Policy #2, 1991-92, 8/21/91).
10. Because long term efficiencies are viewed as being heavily dependent on technology, additional investments may have to be made there and in other areas in order to realize cost savings.
11. Categorical funds, e.g. DSPS, EOPS, and staff development, must be spent in accord with the program guidelines.
12. All Federal, State, and local legal mandates shall be complied with, e.g. collective bargaining agreements, etc..
- 13.11. One-time funds will not be used to fund essential ongoing programs or activities.
- 14.12. Utility, liability and property insurance, salary steps, and reserve expense increases are projected annually, and allocations will be made early in the budget development process (~~preliminary budget~~) to meet these these mandated expenses.
- 15.13. For non-state income (out-of-state fees, international student fees, interest income, lottery), a conservative estimate is made utilizing, e.g. a three year historical trends is used to establish a base, and adjustments are made for current conditions revenue projections.
16. The District equipment inventory is estimated at \$12 million. To assure the College's capacity to provide quality programs, this inventory should be replaced in a timely fashion. Items have an estimated life of ten years; thus, \$1.2 million is needed annually to maintain current levels; that is a minimum goal. Under no circumstance should the replacement go below a 15 year replacement criterion (\$800,000). To achieve



this, lottery income will continue to be used primarily for the systematic and timely replacement of the District equipment inventory. (Board Policy #3, 1991-92, 8/22/91)

- 17.14. ~~There is a responsibility to maintain the College's buildings and grounds. To achieve this, year-end balances in accounts (except categorical) will be transferred to the Construction Fund for maintenance projects. A minimum level of funding to maintain College buildings and grounds is projected to be \$1.2 million/year. (Board Policy #2, 1991-92, 8/22/91)~~



COMMUNITY COLLEGE LEAGUE OF CALIFORNIA  
ON THE WEB: WWW.CCLEAGUE.ORG/LEGINFO

# S TATE BUDGET UPDATE

UPDATE # 20 ♦ SEPTEMBER 5, 2002

*A status report on the actions, discussions, and rumors in Sacramento related to the community colleges' state budget for fiscal year 2002-03. This update is faxed to all chief executive officers for distribution to trustees, administrators, faculty, classified, public/governmental relations officers and student leaders.*

## Governor Signs 2002-03 State Budget

Governor Gray Davis today signed a \$98 billion spending plan that increases overall community college funding by \$72 million (1.63%). The budget maintains a 2% cost-of-living adjustment for apportionments and selected categoricals, and would provide 3% enrollment growth funding, enough for an additional 31,864 students. Despite the overall funding increase, districts will be challenged this year, as the budget does not provide funding for the \$238 million in unfunded enrollment projected in the 2002-03 fiscal year, and several categorical programs have been significantly reduced. The changes made to the budget at the time of signing follow, with the Governor's comments italicized.

### CalWORKs (Reduced by \$9 million, for a total reduction of \$30 million):

*I am also deleting the legislative augmentation of \$9,000,000 for Special Services for CalWORKs Recipients. I am supportive of this program as indicated by the \$20,000,000 General Fund restoration I provided for this program in the May Revision, for which local districts will provide an additional \$20,000,000. With this reduction, a total of \$63,000,000, will remain to support CalWORKs recipients attending community colleges.*

### Faculty and Staff Development (\$1 million remaining funding eliminated, for a total reduction of \$5.2 million):

*I am . . . deleting the proposed augmentation of \$1,000,000 to continue the Faculty and Staff Development program. . . . [F]unding for the Faculty and Staff Development program contains little meaningful accountability and represents only a fraction of the funds used by districts for training. I believe this is a significantly lower priority for state assistance than direct classroom instruction. Districts may use discretionary funds, as necessary, to fund these activities on a priority basis. I am revising Provision 1 to conform to this action.*

### Matriculation (Reduced by \$10 million, for a total reduction of \$22 million):

*I am reducing the legislative augmentation for Matriculation by \$10,000,000 . . . With this action, \$54,307,000 still remains to support Matriculation services. I also note that the general apportionment funding increase of over \$192 million in this Budget is more than \$43 million above the statutory requirement. Therefore, this Budget provides sufficient funds for colleges to sustain matriculation services if they are a priority.*

### Reappropriation language, to preserve unused funds leftover from 2001-02 for categorical programs:

*I am deleting Item 6870-486, which would provide authority for the Chancellor to reappropriate for specified purposes up to \$20 million in prior year savings from categorical programs in Item 6870-101-0001. Such authority would limit the flexibility of the Administration and Legislature to allocate Proposition 98 Reversion Account funds for future high priority K-14 demands.*

	Final 2002-03 Budget			
	Estimated	Proposed	Proposed Change	
	2001-02	2002-03	Actual	Percentage
General Fund	\$2,828,476	\$2,735,250	(\$93,226)	-3.30%
Property Taxes	\$1,855,334	\$2,013,537	\$158,203	8.53%
Student Fees	\$162,413	\$169,422	\$7,009	4.32%
Lottery	\$138,089	\$138,089	\$0	0.00%
<b>TOTAL</b>	<b>\$4,975,312</b>	<b>\$5,056,298</b>	<b>\$71,986</b>	<b>1.63%</b>
State-supported				
FTES	1,062,142	1,094,006	31,864	3.00%
Funding per FTES	\$4,684	\$4,622	(\$62)	-1.33%

Source: League Staff Analysis



**2002-03 State Budget**

*(All figures are increases over 2001-02 funding levels. Only items with changes from last year are shown.)*

Budget Item	2001-02 Funding Level	Governor's May Revise	Senate Budget Bill	Assembly Budget Bill	Final 2002-03 Budget
<b>Enrollment Growth</b>	<b>3% Growth</b>	<b>118,706,000 (3%)</b>	<b>118,706,000 (3%)</b>	<b>118,706,000 (3%)</b>	<b>118,706,000 (3%)</b>
<b>Cost-of-Living Adjustment</b>	<b>3.87% COLA</b>	<b>81,667,000</b> (2% Apportionment; 1.66% Categoricals)	<b>81,667,000</b> (2% Apportionment; 1.66% Categoricals)	<b>82,359,000</b> (2% Apportionment; 2% Categoricals)	<b>82,359,000</b> (2% Apportionment; 2% Categoricals)
<b>Scheduled Maintenance</b>	<b>17,000,000</b>	<b>49,000,000<sup>1</sup></b>	<b>49,000,000<sup>1</sup></b>	<b>49,000,000<sup>1</sup></b>	<b>49,000,000<sup>1</sup></b>
<b>Instructional Equipment</b>	<b>15,000,000</b>	<b>49,000,000<sup>2</sup></b>	<b>49,000,000<sup>2</sup></b>	<b>49,000,000<sup>2</sup></b>	<b>49,000,000<sup>2</sup></b>
<b>Tech II (TTIP)</b>	<b>44,300,000</b>	<b>24,500,000</b>	<b>24,500,000</b>	<b>24,500,000</b>	<b>24,500,000</b>
<b>CalWORKS Services</b>	<b>65,000,000</b>	<b>35,000,000<sup>3</sup></b>	<b>44,000,000<sup>4</sup></b>	<b>44,000,000<sup>4</sup></b>	<b>44,000,000</b> <i>reduced to</i> <b>35,000,000</b>
<b>GAIN</b>	<b>8,000,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Matriculation</b>	<b>76,290,000</b>	<b>49,490,000</b>	<b>66,490,000</b>	<b>57,365,000</b>	<b>64,307,000</b> <i>reduced to</i> <b>54,307,000</b>
<b>Faculty and Staff Development</b>	<b>5,233,000</b>	<b>0</b>	<b>2,000,000</b>	<b>1,000,000</b>	<b>1,000,000</b> <i>all funding</i> <i>eliminated</i>
<b>Fund for Student Success</b>	<b>16,218,000</b>	<b>6,233,000</b>	<b>6,233,000</b>	<b>6,233,000</b>	<b>6,233,000</b>
<b>Economic Development</b>	<b>45,172,000</b>	<b>36,322,000</b>	<b>36,322,000</b>	<b>36,322,000</b>	<b>36,322,000</b>
<b>Energy Costs</b>	<b>49,000,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Teacher/Reading Development</b>	<b>10,000,000</b>	<b>5,000,000</b>	<b>5,000,000</b>	<b>5,000,000</b>	<b>5,000,000</b>
<b>Nursing Program Expansion</b>	<b>5,000,000</b>	<b>4,000,000</b>	<b>4,000,000</b>	<b>4,125,000</b>	<b>4,000,000</b>
<b>Net Program Change</b>		<b>102,705,000</b>	<b>130,705,000</b>	<b>121,397,000</b>	<b>108,072,000</b>
<b>Ongoing Revenue Change</b>		<b>68,207,000</b>	<b>68,207,000</b>	<b>68,899,000</b>	<b>73,699,000</b>
<b>One-time Revenue Change</b>		<b>34,498,000</b>	<b>62,498,000</b>	<b>52,498,000</b>	<b>34,373,000</b>

<sup>1</sup> Scheduled maintenance: \$31.8 million ongoing funds; \$17.2 million one-time funds.

<sup>2</sup> Instructional equipment: \$31.8 million ongoing funds; \$17.2 million one-time funds.

<sup>3</sup> \$15 million for CalWORKs child care services; \$20 million for student support, matched on a dollar-by-dollar basis by participating districts.

<sup>4</sup> The Senate and Assembly Budget Subcommittees approved an additional \$9 million above the May Revise proposal for CalWORKs support services, using one-time funds.

## **Presentation on Enrollment Management**

### **Overview of the Presentation**

1. Identification of the amount of growth that has occurred in the past five years and where the growth has taken place with respect to programs and on-and off-campus: Andreea Serban
2. Identification of the benefits, costs and challenges associated with growth in the Credit Program: Jack Friedlander
3. Projected future state-funded enrollment growth: Jack Friedlander
4. Challenges the college will need to address in the near future to meet its funded FTES growth targets: Jack Friedlander

### **Why Grow?**

#### **Educational Reasons**

1. Fulfill mission of providing access to higher education to all who can benefit, including economic development, the newest mission for California community colleges.
2. The education we provide students enriches their lives as well as the economic, cultural and civic vitality of our community.
3. Allows college to hire additional full-time faculty and adjunct instructors which serves to enhance the quality and vitality of our educational programs.
4. Enables the college to offer a greater breadth and depth of programs and courses.
5. Additional students, especially those from out-of-the area, other states and other countries contribute to the diversity of the student population which enriches the quality of the educational experience for local area students as well as for the faculty and staff of the college.
6. Reach segments of the communities' population who have not traditionally participated in post-secondary education and who need higher education to improve their economic situations.

## **Financial Reasons**

1. State funded FTES and fees from out-of-state and international students are the college's primary sources of new revenues
  - A. Projected increase in revenue this year due to FTES growth that took place in 2001-2002: \$2.4 million
  - B. Increase of \$330,000 in revenue from out-of-state and international student fees
  
2. Other than the state-funded COLA, funded FTES growth is the only other new ongoing revenue (Unrestricted General Fund) available to the college to pay for such items as:
  - Salary and benefits increases
  - Salary and benefits increases for positions which receive no COLA from the state
  - Increases in other operational costs that are not fully paid for by the COLA
  - Additional courses and support services
  - New initiatives
  - Equipment replacement and new equipment acquisition
  - Construction Fund
  
3. Funds provided to the college to support its categorically funded programs are based primarily on FTES. These categorically funded programs include:
  - EOPS
  - DSPS
  - Matriculation
  - PFE
  - Lottery allocations
  - Instructional equipment
  - Faculty and staff development
  - COLA
  - Tech II (TTIP) funds for technology
  - Part-time instructor salary augmentation
  - Other categorically funded programs
  - Energy

4. Amount of growth funds that has been added to the Unrestricted General Fund during the past seven years:

<b>Unrestricted General Fund</b>	
<b>Growth Funds (&amp; Basic Skills)</b>	
▪ FY 1995-96	\$1.1 million
▪ FY 1996-97	\$2.1 million
▪ FY 1997-98	\$0.8 million
▪ FY 1998-99	\$0.6 million
▪ FY 1999-00	\$1.6 million
▪ FY 2000-01	\$1.5 million
▪ FY 2001-02	\$2.4 million

5. Much of the growth that has occurred in the past three years has been at significantly lower cost than that of traditional campus-based classes:

- Dual Enrollment
- Center for Management and Staff Development
- Work Experience
- Cosmetology
- Filling available seats in existing courses
- Non-state funded faculty positions in the Associate Degree Nursing and Certificated Nursing programs that allow for increase in enrollments.

6. How have growth funds been used?

- Since mandated new faculty positions are not hired until the year after growth is realized and the portion of growth funds applied to salary and benefit increases is not given until January of the fiscal year, growth funds are used to help fund the Equipment and the Construction funds each year. If there were no growth funds from last year, the district would not have \$2.4 million to transfer to the Equipment and Construction funds this year. Growth funds have been used to:
  - A. Hire new full-time faculty
  - B. Augment the budget to hire more adjunct instructors
  - C. Hire new staff
  - D. Support new initiatives that will help generate additional growth (e.g., equipment for the Entertainment Production Center, staff for the MAT program, the Digital Arts Center, the Center for Management and Staff Development and the Cosmetology Academy)
  - E. Other operating expenses such as purchasing temporary buildings for faculty and staff offices.

- Over the last three years the use of growth money has been as follows:

Hire new full-time faculty	55.6%
Salary increases	22.4%
Non-staff support	14.5%
New support staff	7.4%

7. After the first year in which growth is received, all growth funds are allocated to support growth which may at times have beneficial effects on other aspects of the college (e.g., remodel of Cosmetology Academy, addition of the temporary office buildings and instructional support staff who support existing as well as new students).

### **Consequences of Limiting Growth**

- May limit the college's ability to fully serve all segments of the community that could benefit from postsecondary education.
- Since the state-funded COLA does not cover actual cost increases, the lack of growth funds would result in budget reductions.
- No new faculty positions
- Less money to support college infrastructure, including technology and instructional equipment.
- Less money available for salary and benefits increases.
- May have an adverse effect on employee morale.

### **Challenges of Supporting Growth**

1. The increase in students has increased the workload of many areas of the college. These areas include:

- The Admissions and Records Office
- The Financial Aid Office
- Counseling
- The Learning Resources Center
- Technical support staff involved in supporting instructional computer labs
- Facilities and Operations staff
- Assessment

In most instances, the staff and budget levels of these departments have not been increased to accommodate the increased number of students they have been asked to serve.

2. The increase in the number of full-time faculty, adjunct instructors and support staff hired as a result of growth in the college's FTES has increased the workloads for:
  - Human Resources and Legal Affairs
  - The Scheduling Office
  - Payroll
  - Purchasing
  - Printing and Duplicating
  - Information Resources Division
  - Department secretaries and support staff
  - The deans and the Vice President of Educational Programs who now have more faculty and staff under their supervision.
  
3. Although the college has done an excellent job in diverting cars from campus as a result of its Transportation Demand Management (TOM) efforts, Online College and off-campus course offerings, the increase in on-campus students this fall and the increase in faculty and staff resulting from growth have added to the shortage of parking. The absence of adequate parking discourages some members of our community from taking classes at the college and contributes to the withdrawal rate that takes place during the first few weeks of the semester (the college is not reimbursed from the state for students who withdraw from classes before the fourth week of the semester).
  
4. The growth in enrollments and the increased number of faculty and staff hired as a consequence of that growth has and will continue to result in spending district resources to:
  - A. Purchase temporary buildings to house faculty and staff offices
  - B. Acquire through state funds and possibly a bond measure funds to construct new buildings and a parking lot on the main campus.
  - C. Allocate additional funds to support additional faculty and staff (e.g., computers, telephones, supplies, assistance from support staff).
  - D. Meet increased costs of printing and duplicating class materials and college-related documents for students as well as increased postage and mailing costs.

In an effort to help address some of the challenges noted above that have resulted from growth, much of the Partnership for Excellence funds were used to hire additional support staff and to pay for facilities expansion projects.



5. The college will continue to look for new approaches and efficiencies to respond to growth in the campus population (e.g., Campus Pipeline, online registration and other support services that can be accessed via the Web once the Oracle Student System is implemented).

## **Projected Growth in Enrollments**

We anticipate being funded to grow by:

- 5.34% in 2002-2003
- 3.73% in 2003-2004
- 2% +/- in subsequent years

## **Challenges in Achieving State Funded FTES Growth Targets**

1. The college's service area population is increasing by less than 1% per year.
2. Changes in the demographics in the college's service area:
  - Aging population
  - Growing Latino population in the secondary schools whose participation rates in higher education have been historically lower than those of non-Latino students.
  - Increased percentage of area residents with Bachelor's degrees or higher as a result of extraordinarily high home ownership and rental costs
3. Lack of affordable housing for families with children and for out-of-area students and area students who do not wish to live at home.
4. Over time, a greater number of area high school graduates and other residents who in the past attended SBCC will enroll at CSU, Channel Islands, particularly when student housing is built on and near the CSUCI campus.
5. Projected steady and then decline in the number of area high school students that will begin in a few years.
6. The addition of a large student parking facility at Ventura College may result in many students in Carpinteria attending Ventura College to avoid the challenge of parking at SBCC.
7. Increased competition from other providers of postsecondary education, particularly from those who deliver instruction via distance learning (e.g., online courses, interactive video and TV courses) and other alternative formats.

## **Strategies for Maintaining/Increasing Credit FTES**

1. Continue to develop and build upon existing partnerships with employers, high schools, Continuing Education and community-based organizations to provide education to targeted segments of our population (e.g., Dual Enrollment Program, EU, Center for Management and Staff Development, Museum of Natural History): **Growth through partnerships theme.**
2. Continue efforts to increase the course completion, college persistence, degree and certificate completion, transfer and job placement rates of our students: **Growth through student success theme.**
3. Expand methods of providing instruction and support services to make it easier and more convenient to access the courses and programs offered at the college (e.g., Online College, tele-web courses, interactive video courses, ADVANCE Program, including accelerated eight week courses), and offering courses during the winter inter-session and a second summer session if needed.
4. Continue to offer new instructional programs and support services
5. Expand community-based outreach efforts to encourage under-served segments of the community to enroll in college courses.
6. Encourage making it easier to access the college through convenient public transportation options and expanded campus parking.
7. Enhance the articulation programs with UCSB and CSUCI through such means as the proposed UCSB Transfer Academy and possible a CSUCI Transfer Academy.
8. Expand course offerings, particularly in the evening, at off-campus sites (e.g., high schools).

## FALL 2002 ENROLLMENT AS OF SEPTEMBER 9, 2002

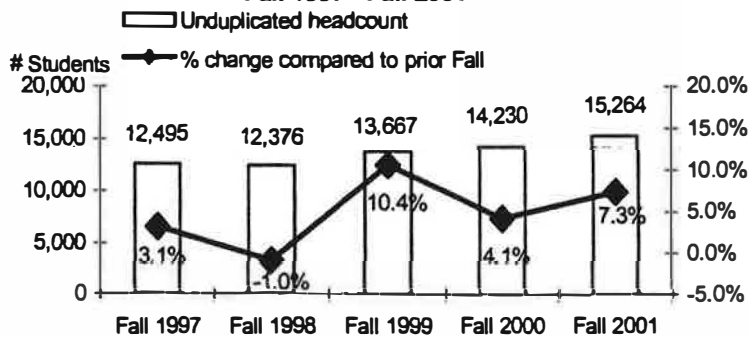
A point in time comparison of unduplicated headcounts indicates a 5.34% increase in overall headcount. The significant change is the large increase of 10.7% in full-time students. This increase will impact positively the total FTES. The final census headcount for Fall 2002 is expected to exceed 16,500 due to late start classes and processing of enrollments of high school and Center for Management and Staff development students later or after the semester ended. The expected increase in FTES in Fall 2002 compared to Fall 2001 is 6%.

Student Headcount/Units	Fall 2001 as of September 10, 2001		Fall 2002 as of September 9, 2002		% Change Fall 2001 to Fall 2002
	N	%	N	%	
Units					
<2.00	613	4.51%	727	5.07%	18.60%
2.00-5.99	3495	25.69%	3509	24.48%	0.40%
6.00-11.99	4545	33.40%	4614	32.19%	1.52%
12.00+	4953	36.40%	5483	38.25%	10.70%
Total	13606	100.00%	14333	100.00%	5.34%

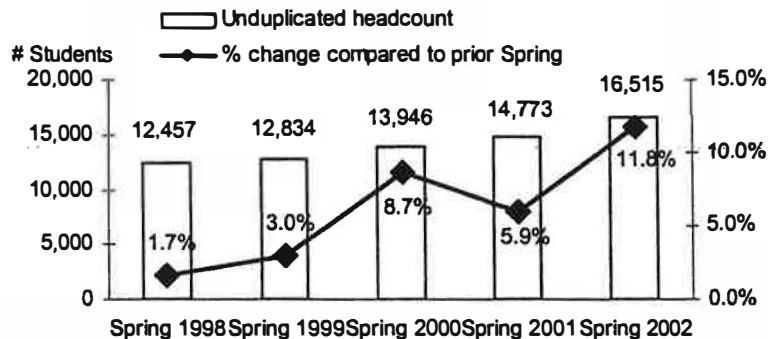
### HEADCOUNT – FINAL CENSUS COUNTS 1997-98 TO 2001-02

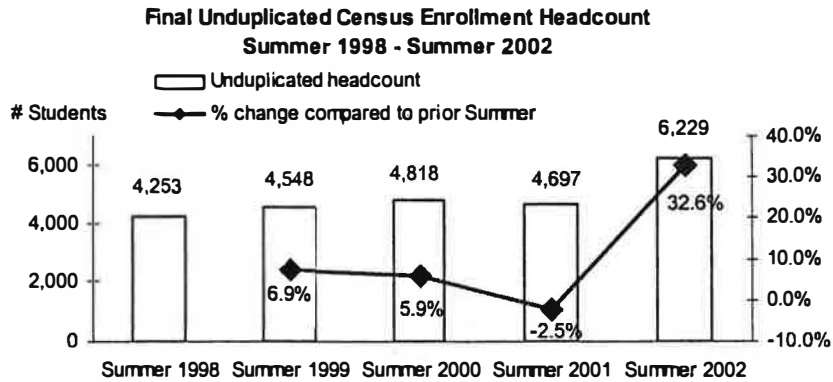
The Fall 2001 enrollment of 15,264 represents a 7.3% increase over Fall 2000 and the third consecutive year of enrollment growth. To a large extent this significant increase is related to the expansion of classes delivered online, at high schools and through the Center for Management and Staff Development. In addition, in Fall 2001 the college has opened a new Life Fitness Center available to college staff as well as students. 1,121 students registered in PE 149 (the life fitness course) in Fall 2001. 241 of the 1,121 enrolled in PE 149 only. The headcount continued to grow reaching 16,515 in Spring 2002, a 11.8% increase compared to Spring 2001. The summer headcount increased to 6,229 in Summer 2002. The 912 students enrolled in the Life Fitness Center contributed significantly to the Summer 2002 headcount.

**Final Unduplicated Census Enrollment Headcount  
Fall 1997 - Fall 2001**



**Final Unduplicated Census Enrollment Headcount  
Spring 1998 - Spring 2002**





**FINAL FTES REPORTED TO THE STATE  
1997-98 TO 2001-02**

Over the five-year period, the CA resident FTES increased by 14.8% from 9,656.17 in 1997-98 to 11,081.85 in 2001-02. The non-credit FTES grew by 19% from 2,141.05 in 1997-98 to 2,548.39 in 2001-02. In the last three years, the growth in CA resident FTES has exceeded the cap; thus, a number of FTES was funded from Basic Skills.

The growth caps are adjusted throughout the fiscal year based on the reported growth by all other districts. The final funded growth cap was 2.54% for 1999-00 and 2.43% for 2000-01. The initial growth rate of 9.4% for 2001-02 was adjusted downward to 6.93% after districts reported the projected FTES in April 2002. The final funded growth cap for 2001-02 will be known in February 2003 after the Chancellor's Office processes the final attendance reports submitted by all districts. For 2002-03, SBCC has a growth cap of 5.35% (which will most likely be reduced) and for 2003-04, the preliminary growth cap is 3.73%.

	Actual Final FTES				
	1997-98	1998-99	1999-00	2000-01	2001-02*
CA resident credit FTES	9,656.17	9,762.66	10,237.03	10,411.84	11,081.85
Non credit FTES	2,141.05	2,320.30	2,387.25	2,417.82	2,548.39
<b>Total CA Resident FTES</b>	<b>11,797.22</b>	<b>12,082.96</b>	<b>12,624.28</b>	<b>12,829.66</b>	<b>13,630.24</b>
Non CA resident credit FTES	1,004.78	1,051.99	999.22	1,086.46	1,170.53
<b>TOTAL</b>	<b>12,802.00</b>	<b>13,134.95</b>	<b>13,623.50</b>	<b>13,916.12</b>	<b>14,800.77</b>
Funded FTES CA Resident	11,797.22	12,082.96	12,389.74	12,690.72	13,570.19
Basic Skills Funded FTES	0	0	234.54	138.94	60.05
Net Unfunded	0	0	0	0	0

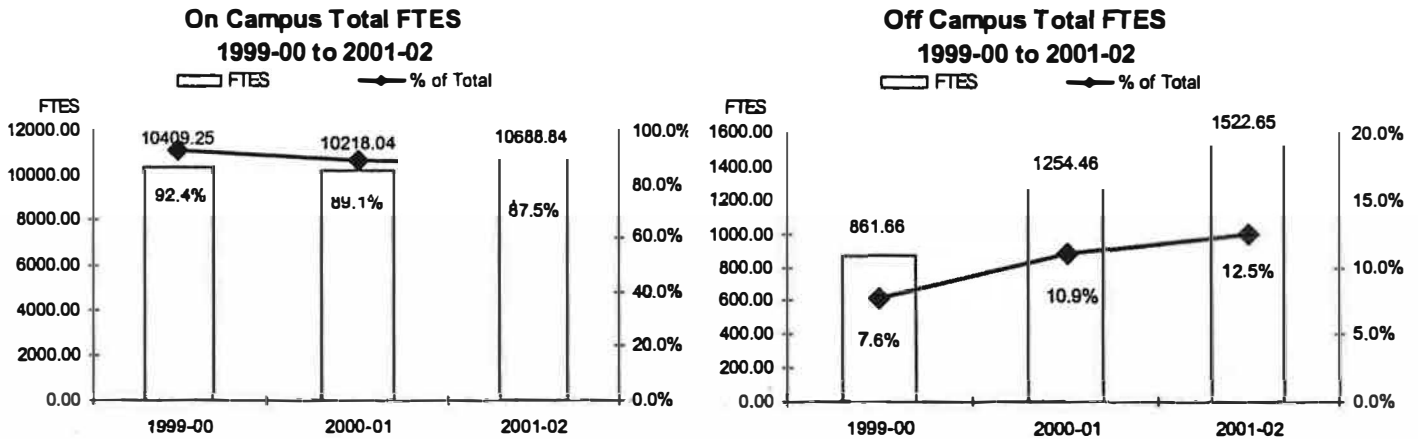
\* Final FTES for 2001-02 will be submitted next week. The 2001-02 funded FTES are based on the assumption of a 6.93% growth cap per June 12, 2002 - 2001-02 Second Principal Apportionment. The Basic Skills funding is based on the assumption that the college qualifies for it per Basic Skills Guarantee published in the Chancellor's Office Statewide Budget Information Workshops 2001-02. Actual final funding of the 2001-02 FTES is finalized in February 2003.

## ON AND OFF CAMPUS FTES 1999-00 TO 2001-02

The FTES generated by instruction offered either online or at off campus locations (e.g., high schools, county, Magnolia Shopping Center, hospitals, Sheriff) increased by 77% from 861.66 in 1999-00 to 1,522.65 in 2001-02. Off campus FTES represented 12.5% of the total (CA and non-CA residents) in 2001-02 compared to 7.6% in 1999-00.

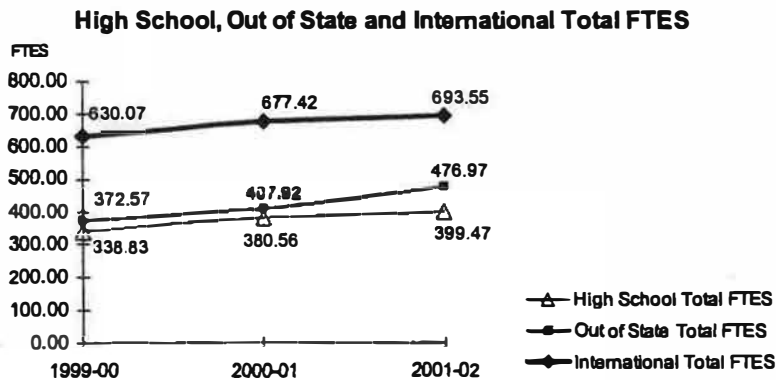
The on campus FTES has also increased in 2001-02 after a decline in 2000-01. The on campus FTES grew by only 2.7% from 10,409.25 in 1999-00 to 10,688.84 in 2001-02. Zero unit labs and the Life Fitness Center contributed to the increase of on campus FTES.

Off campus and online instructional offerings have been the primary contributors to the overall FTES growth.



## FTES GENERATED BY HIGH SCHOOL, OUT OF STATE AND INTERNATIONAL STUDENTS 1999-00 TO 2001-02

The FTES generated by all international students (student and other type of visas) increased by 10% from 630.07 in 1999-00 to 693.55 in 2001-02. This rate of growth is higher than the 8.3% for credit students, California residents over the three-year period. The out of state FTES grew by 28% and the high school FTES (for all high school students attending off and on campus classes) by 18%.



**FTES MAJOR AREAS OF GROWTH  
1999-00 TO 2001-02**

Over the last three years, significant growth was experienced in online courses (297% increase, see table below) and dual enrollment offered on high school campuses (92%). Departments such as Professional Development Studies (which includes all classes offered to county and other employees as well as teacher education), Health Information Technology, Personal Development, Multimedia Technologies and several others represented the major contributors to the overall FTES growth.

<b>Department</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>% Change 1999-00 to 2001-02</b>
Professional Development Studies	8.58	187.88	133.33	1454.4%
Health Information Technology	23.78	49.50	75.28	216.6%
Personal Development (includes Career Dev. course)	56.90	61.46	121.64	113.8%
Graphics/Photography	79.91	110.46	143.75	79.9%
Admin of Justice (includes Alcohol and Drug Counseling)	84.37	91.64	151.17	79.2%
Marine Technology	64.77	63.43	111.20	71.7%
Multimedia Technologies	374.00	489.57	515.56	37.8%
Computer Network Engr/Electms	127.97	152.98	167.41	30.8%
Athletics	99.99	99.84	127.12	27.1%
European & Asian Languages	160.23	163.54	203.65	27.1%
Spanish	269.73	283.73	322.01	19.4%
Phys Ed/Recreation/Health Ed	536.74	519.31	639.65	19.2%
Early Childhood Education	111.24	113.49	129.04	16.0%
ESL	659.09	685.03	751.49	14.0%
Philosophy	175.39	186.07	197.43	12.6%
English Skills	352.52	354.42	390.41	10.7%
Political Science/Economics	239.69	262.36	264.33	10.3%
<b>Areas (courses offered by multiple departments)</b>				
All Online Courses	144.97	406.19	575.08	296.7%
Dual Enrollment (at high schools)	138.13	145.48	265.1	91.9%

**Changes to membership of College Planning Committee  
defined at the April 16, 2002 CPC meeting:**

1	Executive Vice President (Chair)
4	Vice Presidents
1	Academic Senate President
1	Academic Senate President-Elect or Past President
1	Academic Senate Vice President
1	Academic Senate Planning and Resources Committee Liaison Representative appointed by Academic Senate President
1	<u>Dean of Educational Programs (Student Services emphasis)</u>
1	<u>Director of Institutional Assessment, Research and Planning (non-voting resource)</u>
1	Classified Employee (nominated selected by <u>CSEA Rep.</u> , selected by Supt./Pres.)
1	Student

### **Functions and Responsibilities**

- Assesses trends and plans/develops short- and long-term objectives of the college. ~~Reviews department/program plans and coordinates the development of the Statement of Institutional Direction~~
- Develops the College Plan
- Participates in the development of the college budget
- Makes recommendations to the Superintendent/President on permanent personnel positions and allocation of college resources.
- Serves as advisory group to the Superintendent/President on fiscal/planning matters.



# Master Planning and Budgeting Calendar

## Template

### Planning Template – Major Reviews and Updates

Review/Update	Month	Person(s) Responsible
Semiannual review of college plan	January September	A. Serban consulting with VPs
Facilities	April September December Plus monthly updates as needed	B. Fahnestock
Technology	May September	W. Hamre
Educational Programs	September April And as needed	J. Friedlander/L. Fairly
Human Resources: New non-faculty positions based on growth	November	Cabinet

### Budget Template – Major Reviews and Updates

Review/Update	Month	Person(s) Responsible
Budget principles	September every 3 years	CPC and Superintendent/President
Update state budget and implications for college and response to changes, as needed	September	Cabinet
Fall FY FTES estimate and implications for college budget	October	A. Serban
Discussion of reallocation of existing expenditures and exploration of new ways of doing business to allow for budget reallocations	October - December	CPC
Prior fiscal year actual final FTES allocation and implications for current year funding	February	A. Serban
Governor's budget for following year and implications for college funding	February	CPC
May revise of Governor's budget for following year and implications for college funding	May	CPC



## BP 3720 Computer Use

Employees and students who use District computers and networks and the information they contain, and related resources have a responsibility not to abuse those resources and to respect the rights of others. The Superintendent/President, in a manner consistent with the District's policy on shared governance, shall establish procedures that provide guidelines to students, administrators, faculty and staff for the appropriate use of information technologies. The procedures shall include provisions that users must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users.

C:/Ed Programs/Word/Policies/BP3720 Computer Use

- of District policies listed in Appendix B;
- c. when there are *compelling circumstances* as defined in Appendix A, Definitions; or
  - d. under *time-dependent, critical operational circumstances*.

When under the circumstances described above, the contents of electronic communications must be inspected, monitored, or disclosed without the holder's consent, the following sections shall apply.

#### **3720.61 Authorization**

Except in *compelling circumstances*, or *under time-dependent, critical operational circumstances*, or *emergency circumstances* as defined in Appendix A, Definitions, such actions must be authorized in advance and in writing only by the College Superintendent/President or responsible Vice President. ~~This authority may not be further delegated.~~ Authorization shall be limited to action no broader than necessary to resolve the situation.

#### **3720.62 Emergency Circumstances**

In *compelling, critical operational*, or *emergency circumstances*, the least perusal of contents and the least action necessary to resolve the emergency may be taken immediately without authorization, but appropriate authorization must then be sought without delay following the procedures described in Section 3720.61.

#### **3720.63 Notification**

In either case, the responsible authority or designee shall at the earliest possible opportunity that is lawful and consistent with other District policy notify the affected individual of the action(s) taken and the reasons for the action(s) taken.

#### **3720.64 Compliance with Law**

Actions taken under Section 3720.6 shall be in full compliance with the law and other applicable District policies, including laws and policies listed in Appendix B, References. Advice of Counsel must be sought prior to any action involving electronic communications (a) stored on equipment not owned or housed by the District, or (b) whose content is protected under the federal Family Educational Rights and Privacy Act of 1974.

#### **3720.65 Recourse**

Faculty and Staff:

District personnel grievance procedures shall be used as the process for review and appeal of actions taken under Section 3720.6 to provide a mechanism for recourse to individuals who believe that actions taken by employees or agents of the District were in violation of this Policy.

Students: Board Policy 3235 – Student Grievance Policy, shall be used as the process for review and appeal of action taken under Section 3720.6.