Att.

City College board makeup could shift

By MORGAN GREEN
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A petition to choose Santa Barbara City College trustees from seven South Coast electoral districts has been unanimously rejected by the committee in charge of the way school systems are set up countywide.

But the question of whether to change the City College district's election practices is not dead: In a companion action at its Monday night session in Goleta, the Santa Barbara County Committee on School District Organization unanimously decided to investigate options for the election of the board that runs the 12,000-student college.

The committee informally asked City College officials to bring in some ideas themselves. The committee is to take up the matter at its session April 9.

The City College district is run by a board of trustees from within its boundaries, which encompass the South Coast from Carpinteria to Ellwood. The district is divided into four electoral areas that were drawn when the district was set up in 1965.

But in the 35 years since then, the South Coast's population centers have dramatically shifted, said Craig Beebe, a committee member. "I'd like us to consider reapportionment," he said.

As it stands, one trustee must come from Carpinteria, population about 18,000; one from from Montecito, population about 9,700; three from Santa Barbara, population about 90,000, and two from the Goleta Valley including Hope Ranch, population about 80,000, said Wendy Shelton, county education office spokeswoman. Although candidates must live in their electoral area, all South Coast voters can cast ballots for all board seats.

The movement that triggered the reapportionment debate was lead by Michael Warnkenton of Goleta, a former student-advisory member of the City College board, and an unsuccessful candidate last year for a regular seat on the panel.

Last year, Warnkenton collected 604 signatures on petitions that asked for seven districts, with voters in each to select one trustee. Under the state Education Code, 250 signatures are required for a mandatory review by the countywide committee.

Warnkenton has claimed the college board is a "good ol' boy" club, and said reapportionment would force some trustees to run against each other, opening the way for new blood.

More than a dozen people spoke in favor of the petition at Monday's hearing, including former Santa Barbara School District board member Lanny Ebenstein, Libertarian Party local chairman Robert Bakhaus, and Jean Blois representing the Goleta Valley Chamber of Commerce.

City College President Peter MacDougall was among several opponents.

"I feel one of the tremendous advantages of working in the district has been the stability of the board of trustees," MacDougall said Wednesday.

SANTA BARBARA CITY COLLEGE
OFFICE OF EDUCATIONAL PROGRAMS

MEMORANDUM

TO: All Faculty and Staff

FROM: Dr. Peter MacDougall
Superintendent/President

DATE: January 31, 2001

SUBJECT: **Guidelines for Responding to the Loss of Electricity Due to a Rolling Blackout and Strategies for Reducing the Use of Energy**

The state of California is encountering a severe and costly energy shortage. Santa Barbara City College will feel the effect in much higher energy bills and very probably in an abrupt loss of power. A loss of power could result in cancelled classes, disrupted work and other consequences.

As a result of a "rolling blackout", the college may be subjected to having its electricity disrupted for periods of 90 minutes to two hours. Southern California Edison has informed us that advanced notice is unlikely when electricity is lost because of a planned rolling blackout. The lack of advanced notice will preclude our informing everybody of steps to take regarding the holding of classes or conducting their work. To assist in such an emergency, these guidelines are being provided.

Guidelines for Responding to the Loss of Electricity

1. During the day, if there is a loss of electricity while a class is in session, the instructor should use his/her discretion whether learning can take place without lights and instructional equipment. If the answer is yes and there is no obvious threat to the safety of the people in the classroom, the class should continue to be held. If it is not possible to conduct the class without electricity and/or the loss of power presents a possible threat to the safety of the students and instructor, the class should be dismissed. The same decision-making process should be followed in the event the power is turned off just before the start of a class. It is unlikely that class sessions that are cancelled due to a rolling blackout will be rescheduled.

2. In the event of the loss of electricity after 5:00 p.m., evening classes are to be cancelled.

3. In the event of a rolling blackout, staff members will be expected to remain at the college during their scheduled work times. In the event that the office environment is too dark or unsafe to perform work, the area supervisor will direct staff members to locations that are safe. All staff members are required to remain on campus unless they have their supervisor's

approval to leave before the end of their scheduled work time. The decision to close the college for business will be made by Dr. MacDougall. (Reference, *Administrative Guidelines--Emergency Closure and Leave*)

Please contact the dean for your area or your supervisor if you have any questions about these guidelines.

STEPS YOU CAN TAKE TO CONSERVE ENERGY:

Our current budget for gas and electricity is approximately $925,000 but given the projected rate increases, our expenditures next year will likely reach $1.5 million. That is an increase of almost $600,000 over the budgeted expense. Our biggest opportunities for savings are related to lighting, heating and air conditioning. To reduce the financial impact, you can assist in reducing energy use by taking the following steps:

- Turn off nonessential equipment or technology when not in use (*e.g., computers, monitors, printers at the end of the day*)

- Turn off nonessential lighting in your work area (*keep safety in mind*) and turn off lights at the end of the workday.

- If the heating/air-conditioning thermostat is under your control, please keep at a reasonable temperature. Keep doors and windows closed if you are using heating or air conditioning.

We need to look for energy conservation measures and we need your help. If you see energy waste, in whatever form, contact Brian Fahnestock, Vice President for Business Services.

G:AA/AK/Power.doc

Energy-related initiatives currently underway

1. <u>Electrical Audit.</u> We have contracted with Southern California Edison to perform an electrical audit of the campus. The audit, which cost approximately $15,000 and will be partially funded through our State Scheduled Maintenance program, will take place in February. The results of the audit will be a comprehensive listing of the high voltage infrastructure of the campus and the necessary periodic maintenance it requires.

2. <u>Energy Audit.</u> Several companies have contacted us recently regarding this type of work, though we have already contracted with Southern California Edison to accomplish it. This type of audit will survey the type of electrical equipment currently in use on campus such as lighting fixtures, HVAC components, sensors, motors, etc. The results of the audit will be comprehensive list of recommended changes, estimated costs and expected savings. Because of the current financial situation with Edison, they may not be able to begin until April.

In the meanwhile, I have contacted one consultant (SLI lighting Solutions) to survey the electrical efficiency of one building, the Campus Center. That survey should be completed within the next three weeks. I anticipate this abbreviated survey will give us an indication of the overall efficiency of the campus and the work effort that will be required for the campus as a whole.

3. <u>State Energy Efficiency Programs.</u> The State Legislature has recently enacted legislation to fund incentives for energy efficiency. We intend to investigate the availability of funding for our expected changes.

4. <u>Southern California Edison Rebate Program.</u> Edison has a rebate program that partially offsets the cost of new, more energy efficient equipment. We have participated in this program in the past and will continue. A recent example of our participation in this rebate program is the Life Science Geology Remodel. To assist in our replacement of certain HVAC equipment, Edison paid us over $12,000.

5. <u>Daily Electrical Usage Monitoring.</u> Recently we began participating the in the Southern California Edison AMICOS project which is an online monitoring of our energy use. Through this program we can monitor our daily use of electricity for both east and west campus. The cost of this service is approximately $1,200 per year.

6. <u>Energy Purchasing Consortium.</u> The Community College League of California formed an energy-purchasing consortium several years ago and we will probably join this group if they again accept new members.

7. <u>Co-Generation.</u> Governor Davis recently declared that community colleges should look toward co-generation of electricity to lower their cost of energy. We have recently provided a consultant with the energy use profile of the college to determine if co-generation is economically feasible.

8. <u>On-going Modernization Efforts.</u> In addition to the items above, we are engaged in an on-going effort to modernize and upgrade our facilities. These efforts include increased energy-efficient lighting, HVAC equipment, windows and automated controls.

For many years, City College has employed a number of measures to decrease the volume of drive-alone trips to campus. As part of the long-range development plan adopted in the 1980's, the College has attempted to manage the transportation choices of its students, faculty and staff in the following ways:

1. Requiring all students (as a part of registration) to purchase a Metropolitan Transit District (MTD) bus pass that enables them to make unlimited trips not only to/from campus, but also around other parts of town as well.

2. Operating an aggressive carpool program with kiosk and parking enforcement personnel.

3. Converting 15% of all parking spaces on campus to carpool only.

4. Cooperating and coordinating with MTD to provide five bus routes coming to campus, some of which are direct, express lines from Isla Vista.

5. Requiring all students to purchase a pass in order to park on campus.

6. Offering a distance learning environment with a wide selection of Internet courses.

7. Constructing on-campus bicycle paths and parking at several locations.

8. Constructing off-street passenger drop-off and pick-up points for bus transit and ride sharing.

9. Annual monitoring of parking demand / survey of ridership.

In February 2000, the College adopted a new long-range development plan. Part of that plan includes increasing efforts at TDM. The following are measures which the Board of Trustees has adopted and which will be implemented as indicated:

1. <u>Consideration College funding for off-campus facilities.</u> Over the past year, the College has engaged in discussions with landowners in several remote locations for the development of a variety of facilities that could be used by City College. The locations span the District from Carpinteria to Western Goleta. While these discussions have not yet proven fruitful, the College will continue to pursue opportunities to develop off-campus facilities. The facilities being considered include housing, satellite classroom buildings and transit facilities that reduce parking demand on the main campus.

2. <u>Appoint a TDM administrator.</u> The Vice President of Business Services has been appointed TDM Administrator to coordinate efforts in increasing vehicle occupancy, promoting transit use, encouraging alternative transportation use, and providing a marketing plan for TDM participation.

3. <u>Increase carpool spaces from 15% to 25% of total parking spaces on campus.</u> In an effort to lessen the number of single occupant vehicles arriving to campus, the number of carpool spaces will be gradually increased from 15% to 25% over the next two years.

4. <u>Consideration of an all-weather bus stop</u>. Annually, over the next three years, a survey of students, faculty and staff will be taken to determine the necessity of an all-weather bus facility.

If ridership is determined to be negatively effected by the open-air bus stops currently in use, more substantial buildings will be erected.

5. Provide incentives for increased bicycle use. The location of City College in relation to the majority of our student's home makes bicycle travel to campus somewhat problematic. The relatively long distance eliminates the travel option for most students. The college is however committed to increasing bike usage wherever possible. Incentives may be developed to encourage bike use such as bookstore or cafeteria discounts.

6. Expanded, more convenient bicycle parking. Although current bicycle parking is extremely light on campus, there are improvements that can be made. Over the next five years, additional bicycle parking will be constructed in locations that will encourage, through convenience, bicycle ridership.

7. Provide vanpooling incentives. A growing number of faculty and staff commute to campus from Santa Maria, Ventura, Oxnard and beyond. The College will facilitate the creation of vanpool groups and will reserve parking spaces for vans of three occupants or more. Additionally, other incentives such as cash payments or paid time off may be considered.

8. Provide emergency transportation. For faculty and staff that have taken an alternative means of travel to campus, emergency ride-home services will be provided on a limited basis. The details of the emergency ride-home program will be finalized over the next year.

9. Vary class or work schedules outside peak periods. The College will continue to schedule, to the greatest extent possible, classes that do not begin between 4PM and 6PM.

10. Increase Internet class offerings. The college is committed to distance learning as an ever-increasing aspect of course offerings. In Fall 1998, SBCC offered 2 online courses for 44 students. In Fall 2000, 53 courses are offered to over 1,600 students. The college is investing heavily in the technology to allow an increase in course enrollment through the Internet. Such classes allow for enrollment to expand without increasing traffic on campus.

11. Increase number of off-campus classes. The college currently conducts class in 16 off-campus locations throughout the District and over 1,000 workplace, employer-based sites. If off-campus opportunities to develop facilities materialize, the college will increase the use of these locations to lessen the impact of increased enrollment on the harbor area.

12. Create a TDM work group to provide regional perspective. In January 2000, a group of interested agencies was convened to assist the College in the creation of an improved TDM plan. That group consisted of employees from the College, City of Santa Barbara, County of Santa Barbara, Metropolitan Transit District, Association of Governments, CALTRANS, City Harbor Department and others. The group had met several times and has developed and discussed a number of TDM measures.

As a result of the efforts of the regional TDM work group over forty additional TDM measures were identified. While many of those measures are not feasible at this time because of financial constraints, many are appropriate and will be implemented. The group will continue to be convened to provide assistance in the College's TDM planning.

Proposed Table of Contents for the SBCC Self-Study
(Self-Study needs to be completed by June 1, 2002)

Tentative
Not discussed
with/approved by ACCJC

I. Introduction
- SBCC's Focused Self-Study: Background
    A. Compatibility of objectives between Accreditation and Project Redesign
    B. ACCJC approval for SBCC to conduct an experimental re-accreditation process (Self-Study and Accreditation Team Visit)
    C. Areas of departure from the traditional Accreditation process
    D. Means for ensuring that the Standards for Accreditation are met or exceeded
    E. Description of the SBCC experimental self-study

II. Methodology for Completing the Self-Study

III. Responses to recommendation of the previous Accreditation Visiting Team

IV. SBCC's verification that the Ten Standards are being met
    A. Institutional Mission
    B. Institutional Integrity
    C. Institutional Effectiveness
    D. Educational Programs
    E. Student Support and Development
    F. Information and Learning Resources
    G. Faculty and Staff
    H. Physical Resources
    I. Financial Resources
    J. Governance and Administration

V. SBCC's approach to defining and achieving a model community college for the 21st century: Building on SBCC's project redesign
    A. Concept of a model community college
    B. Recent actions to achieve a model community college
    C. College plan for 2002-2005 to achieve the concept of model community college
    D. Methods of evaluating achievement of college plan goals and impact on institutional effectiveness

VI. Conclusions
    A. Summary of SBCC's approach to defining and achieving a model community college for the 21st century
    B. Opportunities and challenges for the future

VII. References

Persons Responsible for the Verification of the Ten Standards
Draft 2/16/2001
The verification of the ten standards will consist of the following:

gathering all needed supporting documents, providing a copy of each. These documents will be required during the team visit and will be made available in the team room.

ensuring that we have sufficient documents to support the Standard. Some new documents might need to be created or existing ones updated.

writing a judgment in support of why the standard has been met or exceed and, if necessary, outlining areas that need to be addressed by the college

STANDARD	PERSON RESPONSIBLE	SUPPORT TEAM
I. Institutional Mission	Dr. MacDougall	CPC
II. Institutional Integrity	Kay Bruce	Director Marketing, Marketing Committee, Judy Powell
III. Institutional Effectiveness	Andreea Serban	Dr. MacDougall, Jack Friedlander, Bill Hamre, Lynda Fairly
IV. Educational Programs	Jack Friedlander	Lynda Fairly, Academic Senate, Curriculum Advisory Committee, Honors Program Advisory Committee, International Education, Student Success/Matriculation Advisory Committee, Scholastic Standards Committee
V. Student Support and Development	Keith McLellan	Jane Craven, Student Services Advisory Committee, Chair Counseling Department, Carol Purdie, Student Success/Matriculation Advisory Committee, EOPS/Financial Aid Advisory Committee
VI. Information and Learning Resources	Bill Hamre	Andreea Serban, Jerry Pike, ITC, DTC, LSS
VII. Faculty and Staff	Sue Ehrlich	Arleen Stagat, Jack Ullom, FEC, Affirmative Action Committee, Classified Council
VIII. Physical Resources	Brian Fahnestock	Alex Pittmon, Facilities Planning/Safety/Security
IX. Financial Resources	Brian Fahnestock	Leslie Griffin, Foundation, CPC
X. Governance and Administration	Dr. MacDougall	CPC, Academic Senate, Classified Council, Associated Students

SBCC Self Study Tasks and Timeline																	
	Feb-01	Mar-01	Apr-01	May-01	Jun-01	Jul-01	Aug-01	Sep-01	Oct-01	Nov-01	Dec-01	Jan-02	Feb-02	Mar-02	Apr-02	May-02	Jun-02
Plan the approach to the self study, establish tasks and timelines	X																
Develop initial list of ducuments used in 1996 self study. This will be employed as a baseline for the next steps for gathering, developing, updating the neccesary documents.	X																
Confirmation of the process with ACCJC			X														
Documentation for the Ten Standards (gather, update and/or create necessary documents)		X	X	X	X	X											
Write summary judgment of why we think the standards are met or exceeded							X										
Develop file with supporting documentation for each standard (if additional, relevant materials become available later, they will be added and an addendum to the self study will be developed)		X	X	X	X	X											
Write the concept section - model community college for the 21st century		X															
Obtain institutional consensus regarding the concept of a model community college for the 21 st century (reviewed and endorsed by CPC and Academic Senate)			X	X													
Produce college plan for 2002-2005																	
Develop draft of college goals and objectives					X	X	X										
Draft of the college plan reviewed and refined (CPC, Academic Senate, Associated Students, Classified Council)								X	X	X							
Board approves College plan for 2002-2005												X					
Write self study													X	X			
Review of the self-study by CPC, Academic Senate, Associated Students, Classified Council															X	X	
Self-study complete, Board approval																	X

CURRENT STANDARD	OLD STANDARD (1996 Accreditation Self Study)
I. Institutional Mission	I. Institutional Integrity, Purposes, Planning and Effectiveness
II. Institutional Integrity	I. Institutional Integrity, Purposes, Planning and Effectiveness
III. Institutional Effectiveness	I. Institutional Integrity, Purposes, Planning and Effectiveness
IV. Educational Programs	II. Educational Programs
V. Student Support and Development	III. Student Services and the Co-Curricular Learning Environment
VI. Information and Learning Resources	V. Library and Learning Resources
VII. Faculty and Staff	IV. Faculty and Staff
VIII. Physical Resources	VI. Physical Resources
IX. Financial Resources	VII. Financial Resources
X. Governance and Administration	VIII. Governance and Administration

Initial List of Documents in Support of the Ten Standards Based on the 1996 Self Study

STANDARD ONE: INSTITUTIONAL MISSION
Mission statement

STANDARD TWO: INSTITUTIONAL INTEGRITY
Faculty Freedon of Expression Policy (Certificated Personnel Policy #2520)
Political Activity Policy (Certificated Personnel Policy #2440)

Academic Honesty Policy
General Catalog

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

Institutional Effectiveness Reports
Institutional Research Agendas
Educational Programs Program Review Guideline
Program Review Policies and Procedures
Program Review Data
Descriptions of SBCC's Institutional Planning Process

Examples of Reports from UC and CSU Campuses on SBCC Transfer Rates and Performance
Study to Identify the Number of SBCC Students Who Transfer to Institutions Other than UC
and CSU
Basic Skills Tracking Studies
Student Success Studies
Evaluation of Online Courses

STANDARD FOUR: EDUCATIONAL PROGRAMS
Educational Programs Program Review Guideline

Procedures for Developing Educational Programs Department Two-Year Plans
Program Review Policies and Procedures
Faculty Evaluation Policies for Contract and Hourly Instructors
Occupational Education Advisory Committee

Curriculum Advisory Committee Policies for Course Approvals, Modifications and Deletions
Organizational Chart for Educational Programs
Job Descriptions for the Executive Vice President, Educational Programs, Deans of
Educational Programs, Department Chairpersons, and Responsibilities of Academic
Committees
CAC Policies and Procedures for Course Approvals, Modifications and Deletions
Requirements for the Associate Degree
General Education Requirements
Institutional Graduation Requirements
Credit Courses Offered at Off Campus Sites
Evaluation of Online Courses
Study Abroad Policies
International Education Committee Goals and Objectives

Curriculum Advisory Committee Policies for Course Approval Guidelines
Course Exit Proficiency Procedures Used by the English Skills and Math Departments
Course Exist Proficiency Procedures Used by the ESL Department
Examples of Course Syllabi
College Grading Policy
Credit by Examination Procedures
CACAO Policies on Criteria for Degree and non-Degree Applicable Courses
Examples of Degree and Non-Degree Applicable Course Listings in the Schedule of Credit
Classes and the General Catalog
CACAO Procedures of College Degree and Certificate Programs

Examples of Minutes from Occupational Education Advisory Committee Meetings
Descriptions of the High Schools/SBC Articulation Council

Procedures for Administering SBC Assessment Exams to High School Students
List of SBCC Occupational Education Advisory Committees
Post-Education Employment Tracking Study
The Economic Value of the Associate Degree
Continuing Education Faculty Manual
Community Education Community Advisory Council
Policies on the Use of College Facilities by the Public

STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT
Student Equity Plan
Matriculation Plan
Transfer Effectiveness Plan and Annual Progress Reports
List of Guaranteed Articulation Agreement
Five Year Summary of Student Characteristics
     a. Student Services Program Reviews Financial Aid
     b. Student Activities
     c. Security
     d. Admissions and Records
     e. Health/Wellness
     f. EOPS/Cal-SOAP
     g. Athletics
     h. Counseling
     i. Bookstore
Student Planning Guide
Athletic Department Handbook
Academic Handbook for Athletes
Matriculation Site Visit Report (date?)
Matriculation Site Visit Review
Latest Matriculation Plan (year?)
Policies on Student Fees
Application Jacket

Registration Information with Inserts
Student Planning Guide
Organization Chart for Oversight of Student Services
Standards of Student Conduct
Student Grievance Procedures
Student Publications: "Channels" Newspaper
"Roots" Newsletter
Student Rights and Responsibilities
Student Athlete Handbook
Financial Aid Statistics
Financial Aid Reviews by State/Federal Agencies
Student Services Brochures

STANDARD SIX: INFORMATION AND LEARNING RESOURCES
Information Technology Plan
Web Development Plan
Administrative systems conversation plan
Intranet development plan
Student Portal Implementation
Online College Information
Development of the Technology Infrastructure Plan
End-of-Year Library Report
Budget for the Library
Learning Support Services Task Force Report
Goals and Objectives for Learning Support Services Director
Position Description for Faculty Director of the Faculty Resource Center
List of Faculty Resource Center Workshops and Training Activities

STANDARD SEVEN: FACULTY AND STAFF
Faculty Evaluation Policies for Contract and Hourly Instructors
Ethnic and Gender Distribution of Employees:
   a. Affirmative Action Statistics
   b. Minority/Female's Longitudinal (Population)
   c. Minority Faculty Applicant Flow - Longitudinal (New Hires)
   d. Hourly Faculty Minority/Female Distribution by Department
   e Minority/Female Distribution by Department.
   f. Credit and Non-Credit Faculty (Population)
Faculty List With Degrees - General Catalog
Selection of Faculty and Staff:
   a. Selection Committee Guide: Academic Vacancies
   b. Selection Committee Guide: Classified Vacancies
   c. Employee Turnover/Staffing Data
Affirmative Action Policies
   a. Affirmative Action Program Plan

b. Affirmative Action Report to BOT, 1994-95

Policies and Procedures for Evaluation
- a. Faculty
- b. Staff
- c. Management

Faculty and Staff Development Program
Instructional Improvement Booklet
Professional Growth Program
Management Staff Development Program
Santa Barbara College Committee List
The Faculty Voice
List of Faculty Colloquium Speakers
Dean's Travel and Conference Funds
Cooperative Learning Instructional Improvement Grant
Technology Education Instructional Improvement Grant
Faculty Enrichment Grants Guidelines
Sabbatical Leave Policy

Personal Policies:
- a. Policies: Faculty and Administrators
- b. Rules and Regulations: Classified Employees
- c. Committee Assignments
- d. College Organization Charts

Collective Bargaining Contracts:
- a. Instructors' Association
- b. California Schools Employee Association

Staff Handbooks:
- a. Faculty Manual
- b. Classified Employee Handbook
- c. Department Chair Handbook
- d. Hourly Faculty Handbook, Continuing Ed.

Contract Education - Study Abroad:
- a. Contract Education
- b. Contract Education - Study Abroad

Salary Schedules
List of Faculty Enrichment Committee Grants
List of Sabbatical Leaves

STANDARD EIGHT: PHYSICAL RESOURCES

Five-Year Facilities Construction Plan
Long-Range Development Plan
Board of Trustees Policy on Rehabilitation Fund
Construction/Rehabilitation Projects, 1996-2001
2000-2001 Major Maintenance Allocations
Insurance Report -Facilities

Administration Building Air Quality Study
American Disabilities Act Study ??
Board of Trustees Policy on Equipment Replacement Fund five-year Construction Plan,
February 1996
COBCP - Life Science/Geology Remodel
Physical Science Remodel

STANDARD NINE: FINANCIAL RESOURCES
1996-97 - 2000-01 Adopted Budgets
CCFS 311s, 1996-97- 2000-01
Bonded Indebtedness
Cash Flow Projection/Analysis
Foundation Fundraising
Program Based Funding Information
Financial Longitudinal Study ???
Budget Development Principles
Budget Development Calendar
District Fiscal Audits:
    a. General Fund
    b. Cafeteria Food
    c. Bookstore Fund
    d. Children's Center Fund
Foundation for SBCC Fiscal Audits
Joint Powers Agreement Audits

STANDARD TEN: GOVERNANCE AND ADMINISTRATION
Board Minutes
Board Committee Minutes (Educational Policies, Facilities and Fiscal)
District Policy Manual
Board Statement of Ethical Conduct
Organizational Chart
Specific Memos Available upon Request
Administrative Regulations
Board Policy on the Faculty and College Governance
Constitution and Bylaws of the Academic Senate
Faculty Handbook
Board Policy on the Role of the Classified Staff in College Governance
Classified Council Minutes
Student Publications
Associated Student Body Constitution
Associated Student Body Minutes

Project Cost Worksheet

Category	Description	Qnty	Unit Hrs/$'s	Total Amt	1st Year	2nd Year	3rd Year	4th Year	5th Year	Comment
NON-LABOR										
Computer Hardware										
CPU				$ -						
Additional Memory				$ -						
Special Monitor				$ -						
Communications				$ -						
Multi-media				$ -						
Upgrades				$ -						
Peripherals				$ -						
Printer				$ -						
Magnetic Tape				$ -						
Other				$ -						
Other Hardware				$ -						
Software										
Office				$ -						
Communications				$ -						
Special Software				$ -						
Upgrades				$ -						
Equipment										
Telephone				$ -						
Postage, Mail Services				$ -						
Fax				$ -						
Copiers				$ -						
Other				$ -						
Furniture										
Desks/Chairs				$ -						
Files				$ -						
Tables				$ -						
Other				$ -						
Capital Sub-Total:				$ -	0	0	0	0	0	

Project Cost Worksheet

Category	Qnty	Unit Hrs/$'s	Total Amt	1st Year	2nd Year	3rd Year	4th Year	5th Year	Comment
LABOR									
Information Resources Labor			$ -						
Advisory			$ -						
Systems Development			$ -						
Systems Upgrades			$ -						
Systems Maintenance			$ -						
User Training of Systems			$ -						
User Documentation of Systems			$ -						
Computer Usage Training			$ -						
Office Products Training			$ -						
Systems Configuration			$ -						
IRD Resources Sub-Total:			$ -	0	0	0	0	0	
Process Labor									
Internal to a Department			$ -						
Certificated			$ -						
Classified			$ -						
Hourly			$ -						
Student Work Study			$ -						
External to a Department			$ -						
Certificated			$ -						
Classified			$ -						
Hourly			$ -						
Student Work Study			$ -						
Process Resources Sub-Total:			$ -	0	0	0	0	0	
Contracted Services									
Advertising, Publication			$ -						
Technical Assistance			$ -						
Installations			$ -						
Training			$ -						
Other			$ -						
Other Sub-Total:			$ -	0	0	0	0	0	

Project Cost Worksheet

Category	Qnty	Unit Hrs/$'s	Total Amt	1st Year	2nd Year	3rd Year	4th Year	5th Year	Comment
Supplies									
Custom Forms			$ -						
Continuous Computer Paper			$ -						
Stock Paper			$ -						
Maintenance			$ -						
Hardware			$ -						
Software			$ -						
Maint. & Op. Sub-Total:			$ -	0	0	0	0	0	
Facilities									
Office Space			$ -						
Inventory Warehouse			$ -						
Record Retention			$ -						
Offsite Space			$ -						
Utilities			$ -						
Overhead Sub-Total:			$ -	0	0	0	0	0	
Revenue Generation									
Usage fees, etc.			$ -						
Revenue Gen. Sub-Total:			$ -	0	0	0	0	0	

costanal : Project Cost Detail
2/15/01

Project Proposal Template
Santa Barbara City College
Bold items required in a Preliminary Proposal

Att. 8

Preliminary
Proposal

A. Proposal Information

Proposal Title	**[Identifiable short title]**	**Required**
Proposal Description	**[A short paragraph that describes the project. It should include the major benefits and primary need for the project]**	**Required**
Prepared By	**[The proposal writer's name]**	**Required**
Date	**[Date prepared or submitted]**	**Required**
Source	**[The source that created the need for the Project, for example: State Mandate, Redesign Project, influenced by trends, College Plan, Committee, etc.]**	**Required**

B. Needs Assessment

Background	[A narrative that gives an historical background that will help to better understand the specific need for the project]	
Needs Description	**[The specific College need for the project]**	**Required**
Project Scope	**[A description of what the project would or would not include]**	**Required**

C. Implementation Resource Requirements

Labor Resources	[Rough estimates of the amount of resources required to design, develop and implement the project]
Non-Labor Costs	[Rough estimates of the cost of equipment, supplies, etc. that would be required]
Funding Sources	[Known or possible sources of funds that could provide labor and non-labor resources]

D. Implementation Consequences

Benefits	**[A list of benefits that would be derived from the implementation of the project]**	**Required**
Savings	[Tangible benefits such as increased enrollments, labor savings, reduced operational costs, etc. with rough dollar amounts]	
Operational Changes	[Describe or list any changes to the current modes of operation]	
Impact on Other Projects	[Describe any impacts to other current or proposed projects]	

E. Project Schedule   **Need Date***

Design & Development	[Timelines of the major design or development activities of the project]
Implementation	[List the major activities and timelines of the implementation effort]
Benefits/Savings Achieved	[List the major benefits/savings and when they might be achieved]

* The approximate Month and Year the Project would be implemented.