



COMMUNITY COLLEGE LEAGUE OF CALIFORNIA
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Att. 1

S TATE BUDGET UPDATE

UPDATE # 4 • MAY 14, 2001

A status report on the actions, discussions, and rumors in Sacramento related to the community colleges' state budget for fiscal year 2001-02. This update is faxed to all chief executive officers for distribution to trustees, administrators, faculty, classified, public/governmental relations officers and student leaders.

Governor Revises Budget Plan Hit by Slow Economy, Energy Crisis

At 1:00 p.m. today, Governor Davis released the "May Revise," the scheduled revision of the spending plan he released in January. The budget, as expected, reveals significantly lower projected revenue as a result of a struggling economy and further uncertainty about the state's ability to emerge from the energy crisis fiscally unscathed. The Governor's budget plan released today assumes the sale of \$13.4 billion in energy bonds and does not set-aside an "energy reserve" as suggested by some legislators and policy analysts.

The Governor's plan for community colleges eliminates the following proposed increases included in the January Budget Proposal: Teacher and Reading Development (\$5m), Instructional Equipment and Library Materials (\$10m), and Scheduled Maintenance/Special Repairs (\$10m). Each of these areas has ongoing funding that is not impacted by the reductions made today. The Governor proposes \$49 million in one-time funding to assist colleges in covering a portion of their natural gas and electricity costs and to promote conservation efforts within the colleges.

The community colleges fared a bit better than the University of California and the California State University, which both had larger budget year reductions in General Fund revenue. The Governor reduced the funding for each segment's compact from a 4% increase to 2%, significantly reducing available discretionary funds for the two systems.

Figures are based on publicly released documents from the Department of Finance and may be revised pending additional information.

GOVERNOR'S 2001-02 PROPOSED BUDGET FOR COMMUNITY COLLEGES		
(AMOUNTS ARE INCREASES BEYOND 2000-01 FUNDING LEVELS)		
	January	May
Compensation, Goods and Services	152,043,000 (3.91%)	150,143,000 (3.87%)
Student Access <i>3%</i>	113,610,000	113,610,000
Part-time Faculty Support	62,000,000	62,000,000
Economic Development	5,000,000	5,000,000
Outreach & Access Programs	828,000	828,000
Teacher & Reading Expansion	5,000,000	0
Instructional Equipment and Library Materials	10,000,000	0
Scheduled Maintenance & Special Repairs	10,000,000	0
Financial Aid Administration	11,000,000	11,000,000
Part-time Office Hours Program	4,672,000	4,672,000
Apprenticeship Program	833,000	833,000
TOTAL	374,986,000	348,086,000
ONE-TIME FUNDS		
Part-time Faculty Office Hours	3,153,000	3,153,000
Cañada College Joint Baccalaureate Program	1,000,000	1,000,000
Energy Costs and Conservation	Not Proposed	49,000,000

The budget subcommittees of each house will resume meeting tomorrow to continue work on the budget, with the Governor's May Revise in mind. Subcommittees are expected to complete work in the next two weeks before each legislative house's version is sent to a two-house Budget Conference Committee. The Conference Committee will reconcile the differences between the two versions, with an eye on the two-thirds vote in each house needed to send the final budget to the Governor. Although the state's Constitution provides that the budget should pass the Legislature by June 15, the deadline is rarely met and there is no penalty for exceeding the deadline. The new fiscal year begins on July 1, which is the true budget deadline to avoid adverse consequences resulting from a delay. Stay up-to-date by frequently visiting the League's web site, at <http://www.ccleague.org/leginfo>, under "State Budget."

ATT. 2

From: "Nussbaum, Tom" <TNUSSBAU@cc1.cccco.edu>
To: ceo-all <ceo-all@cc1.cccco.edu>
Date: 5/14/01 1:39PM
Subject: May Revise Email Update

May 14, 2001

TO: Colleagues
FROM: Tom Nussbaum
SUBJECT: May Revision E-mail Update

Well if you read my e-mail on Friday you'll know that my mother was right and for those of you who joined me in divine intervention, you'll recognize we got some assistance.

Here's the May Revision news.

1. The Governor had to make some difficult decisions and nearly every state budget was reduced with the exception of community colleges. The May Revise funds community colleges at \$397.4 million or an overall increase of \$22.4 million over the January state budget. There is a slight reduction in the K-14 COLA from the January level of 3.91 percent to 3.87 percent (\$150.4 million).
2. The May Revise retained the Enrollment Growth at 3 percent (\$113.6 million), Part-Time Faculty Compensation (\$62 million), Cal Grant Administration (\$11 million), Economic Development (\$5 million), Part-Time Faculty Office Hours (\$4.7 million), Apprenticeship programs (\$833,000), and the DSP&S (\$828,000) program.
3. The May Revise eliminated the January budget augmentation for Teacher and Reading Development Program (\$5 million), Scheduled Maintenance and Special Repairs (\$10 million), and Instructional Equipment and Library Materials (\$10 million).
4. Finally, the May Revise includes a \$49 million augmentation for current year (\$23 million) and budget year (\$26 million) energy costs.

The overall January budget provided the community colleges with nearly \$375 million (10.27% share of K-14 Proposition 98 funds) and the May Revised nets out to be nearly \$397.4 million (10.30 % share of Prop. 98 funds).

The system should thank Governor Davis for recognizing the critical needs of our community colleges and, despite the condition of the state General Fund, meeting those needs.

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Review of Approach to Institutional Effectiveness

Institutional Research, 5/11/01

Assumptions:

The Annual Institutional Effectiveness report

- is an internal guide of how well we are doing as a college
- reflects the goals of the college mission
- is aligned with the goals and objectives of the College Plan and Partnership for Excellence
- emphasizes outputs and outcomes rather than inputs or processes (those should be included in a factbook)
- is small in size but substantive in content
- is one of the means for meeting the requirements of Accreditation Standard III: Institutional Effectiveness

Purpose of the Review:

Does the report contain good measures truly related to outputs and outcomes?

Outcome of the Review:

A revised Annual Institutional Effectiveness report reflective of the assumptions stated above, which emphasizes outputs and outcomes and is build upon some of the elements proposed and endorsed at the national and state levels.

The 2000-01 Annual Institutional Effectiveness Report, which is expected to be completed by the end of August 2001, will reflect the first set of revisions.

		SBCC Self Studies and Timeline																
	STATUS	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	Completed	X																
Develop initial list of documents used in 1996 self study. This will be used as a baseline for the next steps for gathering, developing, updating the necessary documents.	Completed	X																
Confirmation with/approval of the process by ACCJC	Completed			X														
Write the concept section - model community college for the 21st century	Completed		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)	Completed			X	X													
Concept of model community college and vision statement endorsed by the Board of Trustees						X												
Documentation for the Ten Standards (gather, update and/or create necessary documents)						X	X	X	This will continue between September 01-April 02 (as new documents become available, they will be added), but the majority of the documentation should be set during Summer 01.									
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	This will continue between September 01-April 02 (as new documents become available, they will be added), but the majority of the documentation should be set during Summer 01.									
Produce college plan for 2002-2005	Under way																	
Confirmation of the process for developing the college plan	Completed		X	X														
Environmental scanning	Completed			X	X													
Develop draft of college goals and objectives						X	X	X										
Develop methods of assessing the college goals and objectives; also clarify methods for assessing institutional effectiveness and ensuring integration with the college plan								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			

DH # 1 (2.2)

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SBC Self Study Tasks and Timeline

	STATUS	Feb-01	Mar-01	Apr-01	May-01	Jun-01	Jul-01	Aug-01	Sep-01	Oct-01	Nov-01	Dec-01	Jan-C2	Feb-02	Mar-02	Apr-02	May-02	Jun-02
Review of the self-study by CPC, Academic Senate, Associated Students, Classified Council																X	X	
Self-study complete, Board approval																		X

Planning Assumptions That Will Affect Educational Programs During the Next Three Years

Demographic Trends: Implications for the College

1. The population in the college's service region will grow less than 1% per year.

Implications: In order to meet the enrollment growth target of 2.5-to 3% a year, the Credit program will need to offer programs that reach segments of the people in its service area that it has not served. A growing segment of the population that the Credit Division has not reached as fully as it could is the working adult needing short-term training. Efforts need to be made to coordinate the college's offerings targeted to this segment of the population to avoid overlap between the Credit and Continuing Education divisions, particularly in the areas of business, computers and short-term occupational/technical education. Another segment of the population that the college could serve is the growing number of employees who commute to Santa Barbara from Ventura County and North Santa Barbara County.

2. The number of area high school graduates will increase by a modest number in each of the next five years. If the college attracts the same proportion of area high school graduates as it has in the past, the increase will not be sufficient to meet the district's enrollment growth objectives.

Implications: The college will need to continue and perhaps increase the staff resources it commits to its School Relations programs, including the Dual Enrollment Program.

3. The number of area K-12 students who are economically disadvantaged will continue to decline as will the number of ESL students in area high schools. This will have an adverse effect on the number of EOPS/CARE eligible students as well as the number of students in the college's ESL courses. In addition, just over 50% of the local high school graduates will be members of underrepresented ethnic groups and the vast majority of these students are Latino/Hispanic.

Implications: Outreach efforts will need to be intensified to encourage economically and educationally disadvantaged individuals to the college as well as those with limited English language skills. Maintaining enrollments in EOPS/CARE and ESL will become increasingly difficult given the demographic changes taking place in the college's service area.

4. The High School Exit Exam may result in a higher percentage of students dropping out of school and/or needing remedial course work to pass the test. It will have a disproportionately high effect on ESL students.

Implications: A number of the students who drop out of high school may enter SBCC without a high school diploma. Consideration should be given to designing outreach and intervention programs to students who withdraw from high school. The intervention may include bridge courses, preparing these individuals for college-level work in vocational and transfer-oriented programs.

5. The lack of affordable housing may have an adverse effect on the number of out-of-area students who attend SBCC.

Implications: In order to help accommodate the large number of out-of-area students, the college is actively pursuing off-campus housing to help accommodate these individuals. Since many of these students are living away from home for the first time, the college will need to develop strategies and commit resources to address the needs of these students. If new student housing projects are identified, plans will need to be prepared to serve the students residing in these off-campus facilities, regardless of who owns the housing complex.

6. The college may attract a greater percentage of high school graduates who cannot get into UCSB or other UC campuses.

Implications: Concerted efforts need to be made to offer programs and services that will attract UC eligible high school graduates who are not admitted to a UC campus. The college will need to increase the number of guaranteed transfer and major field articulation agreements with UC, CSU, private California and popular out-of-state four-year universities. These agreements are essential to support the approach of attracting high school graduates to attend the college by stating that they can complete their first two years of (name of university) at SBCC.

7. Much of the growth in our service area will take place among older adults (over 60 years of age and those over 35 years of age) and a growing number of the recent retirees may want or need to continue working.

Implications: There will be a greater overlap in the college's Credit and Continuing Education divisions course offerings designed for the working adult, particularly in business, computer and occupational education areas. The Credit and Continuing Education divisions will need to coordinate their programs to avoid duplication of effort.

8. An increasing number of people will commute from Ventura County and North Santa Barbara County to their jobs in Santa Barbara.

Implications: In order to serve the educational and training needs of these individuals, the college will need to offer courses at times and formats that accommodate their schedules (classes offered after work, during the lunch hour, and at off-campus sites in Carpinteria, downtown Santa Barbara and Goleta).

9. All of the local high schools as well as an increasing number throughout the state are digital high schools. Students graduating from these schools will expect if not demand the delivery of courses and services using technology. As a result, greater number of students will enter the college with basic, if not advanced, technical skills.

Implications: An increasing number of high school students will expect the college to offer technology-enhanced programs and services. The college will be challenged to locate the resources needed to provide the level of technological support needed to remain competitive with other providers of post-secondary education.

Economic Factors: Implications for College Practices

10. The direct and indirect high costs of energy and possibly water, coupled with the slow down in the economy will reduce the amount of funds available to the college.

Implications: The limited financial support provided to the district will make it increasingly difficult to fund new programs and initiatives if the college continues to operate in the same manner as it has in the past.

11. The high housing costs in our region, coupled with the high number of lower paying jobs in the service, retail, tourism and non-profit sectors of the economy, will result in a labor shortage in these areas as well as in the skilled trades.

Implications: The college will need to offer workplace learning opportunities for these employees. This will involve offering a large portion of the training at the work site in combination with campus-based instruction. There will be a need to provide these students with career ladders to allow them to gain skills required for earning more money.

12. The number of well-educated people working in professional fields in our service area will increase. Many of these individuals possess college degrees and many receive their training on their own, through business-sponsored activities and/or through means other than attending traditionally delivered college credit classes.

Implications: In order to respond to the needs of this segment of our population, the credit program will need to consider offering courses on topics and in formats that these individuals will find to be of interest and that are easily accessible. It is likely that many of these courses will be short term. These course offerings may overlap those offered by UCSB Extension and SBCC Continuing Education.

13. A number of successful businesses with growing workforces are leaving Santa Barbara and taking their employees with them.

Implications: Considerations should be given to expanding the role of the college in helping to retain employers by providing training needed to provide them with a skilled workforce from which to recruit and advance their employees.

Program Delivery: Implications for College Practices

14. The college will offer alternative methods for scheduling classes to meet the diverse and changing needs of students. In addition, the widespread use of the Web through the introduction of the student portal, Oracle Student Information System and WebCT will transform the way in which instruction and co-curricular services are delivered to students.

Implications: The alternative methods for scheduling and delivering instruction and co-curricular services will have significant implications on where and how faculty and staff perform their responsibilities. The move toward more variety and flexibility in the delivery

of instruction and co-curricular services will affect faculty workloads, where and when they perform their responsibilities, and their availability to participate in department, college and governance activities.

15. A greater number and percentage of the classes offered at the college will be delivered partially or totally on the Web.

Implications: The growth in delivering instruction in alternative formats will impact many areas of the college from the scheduling of classrooms and labs to parking, to the level of technical support and training requested by faculty and students.

16. A growing number of occupational/technical education courses will be delivered in the workplace, either as short-term classes or in a workplace learning format. The use of workplace learning will be initially introduced in retail, service and hotel occupational settings.

Implications: The introduction of this new type of method for delivering instruction will have implications for a number of areas of the college, from program coordination to scheduling of rooms for the periodic on-campus seminars to enrolling and tracking attendance hours.

17. Much of the growth in the credit program will take place in occupational/technical program areas.

Implications: Locating adequate funds, facilities, faculty and staff for these programs will be increasingly difficult. The college will lack adequate resources to support all of the programs and support services identified to respond to the needs of its current and potential students. This problem will be exacerbated with the need to offer more technologically advanced training in equipment intensive fields and in areas in which the competencies and tools are continuously changing. The college will need to identify new strategies for offering a number of these high cost programs.

18. The convergence of TV, Web and video will transform how courses and services are delivered to students.

Implications: The college will need to develop a comprehensive plan for providing faculty, staff and students the training needed to take full advantage of these new methods for delivering instruction and support services.

19. Due to increased state and accreditation requirements for accountability, the college will place a greater emphasis on efforts to increase student learning and achievement of desired educational outcomes.

Implications: The college will need to devote more time and effort to assessing student learning and progress toward achieving desired educational outcomes. In addition, the college will need to devote more time and effort to providing opportunities for faculty and staff to identify, design and implement strategies to increase student learning and success.

Competition from Other Providers of Education: Implications for the College

20. There will be increased competition from CSUCI for high school graduates and working adult-students living in our service area.

Implications: The college will need to develop and promote attractive articulation agreements that encourage students to complete their lower division requirements at SBCC before transferring to CSUCI.

21. The decision to expand offerings in the summer at UCSB and other UC and CSU campuses will result in a decline in the number of students attending these institutions who enroll in the college's lower division courses offered during the summer session.

Implications: The college will need to expand its summer offerings to attract high school students and students attending four-year universities who need to acquire technical skills.

22. Students and members of the community will have an increasing number of alternative options for accessing credit courses and skills training through such means as distance learning, the growth in WebTV, and private sector sponsored training.

Implications: The college will need to identify strategies for taking advantage of these emerging technologies in the delivery of its educational programs and services.

23. There will be an increased presence of for-profit institutions that will offer courses to meet the needs of the working adult. Although more expensive than the college, the competitive advantage of these providers lies in their close attention of service levels for learners, including frequent enrollment points, short and intensive study periods, and a curriculum that is taught by practicing professionals which is of direct and immediate applicability to the workplace. A number of these for-profit institutions, such as the University of Phoenix, are attracting students willing to pay high fees due to its highly professional approach to teaching and learning, including mandated teacher training and rigorous evaluation of the teaching process.

Implications: The college will need to examine and, where appropriate, change its processes so that they are responsive as possible to the needs of students.

Faculty and Staff: Implications for the College

24. If credit enrollments continue to increase by at least two percent a year, the college will hire at least four to five additional full-time faculty members per year.

Implications: The college will be challenged to find adequate office space for the new faculty and support staff.

25. A large number of faculty members will retire in the next three to five years.

Implications: Due to high housing costs and increased competition from colleges, universities and K-12 schools for new teachers, it will become increasingly difficult to attract highly qualified faculty and staff to the college.

26. Due to the high cost of housing, an increasing number of faculty and staff will live outside of the college's service area.

Implications: This may result in faculty and staff spending less time on campus and less time and involvement in the community. An increasing number of these commuter faculty may request being on campus fewer days a week than the five that are currently required.

27. It will become increasingly difficult to find well-qualified staff to fill essential support positions in Educational Programs areas.

Implications: Consideration should be given to expanding the staff development program to provide students and district employees with the skills needed to enter or advance in positions at the college.

28. Faculty members will request to teach overload assignments and participate in additional compensated assignments to increase their incomes.

Implications: Steps need to be taken to insure that the faculty members are not diverting their time and effort to performing their contractual obligations in order to teach overloads and engage in special projects.

29. Given the shortage of employees, area employers will continue to pay higher wages to students they employ than the college will be able to provide. This will make it increasingly difficult for the college to find and retain students to fill jobs on campus, including tutors, readers and mentors

Implications: Strategies need to be developed to attract and retain students to fill jobs on campus. Strategies such as the department internships/fellowships programs need to be pursued and expanded.

College Planning Process

1. Write vision statement, disseminate to all representative governance groups and receive input – March, April 2001
2. CPC endorses final version of the vision statement – May 2001
3. Board of Trustees endorses final version of the vision statement – June 2001
4. Environmental scanning – obtain information needed to plan more effectively (presentations from UCSB Institutional Research, UCSB Economic Forecast Project, Santa Barbara School District, City and County on 4/25/01 and 5/9/01)
5. VPs make presentations to CPC on 5/1/01 and 5/15/01 and to Academic Senate and Classified Council on issues relevant for their respective areas that will impact planning
6. Faculty, staff and students will provide feedback on planning assumptions – May 2001
7. Examination of 1999-2001 College Plan. Identification of items to be continued – May 2001
8. Review of specialized plans for technology, facilities and enrollment management – May 2001
9. Discuss financial assumptions and challenges – May 2001
10. CPC planning retreat – June 5,6,7, 2001 – outcome of retreat: draft of the 2002-2005 College Plan
11. Dissemination of draft of the 2002-2005 College Plan for input and feedback from all governance groups – September - October 2001
12. CPC makes final decision on the College Plan - Early November 2001
13. College Plan approved by the Board of Trustees - December 2001

Updated 5/11/01

2001-2002 PFE REQUESTS FOR ONGOING FUNDING TO ACHIEVE THE GOALS AND OBJECTIVES IN THE 1999-2002 COLLEGE PLAN

COLLEGE PLANNING COUNCIL BALLOT

Instructions (total items: 24):

- Assign "1s" to top 8 items
- Assign "2s" to middle 8 items
- Assign "3s" to bottom 8 items

Proposals	Ongoing	One-Time	VOTE
General Tutorial Augmentation, Learning Support Services Pike	\$40,000		
Gateway to Success Program Ullom	\$89,467		
Communication Lab, staff w/ permanent, full-time classified personnel Garard/Wiemann	\$21,576	\$5,000	
LTA ESL/FL lab, full-time (\$55,481) Rodriguez	\$50,481	\$5,000	
Strengthen VN and ADN Nursing Programs (\$12,700) Anderson/Guillermo	\$6,200	\$6,500	
LTA, Library Kiley	\$51,398	\$5,000	
LTAs, PT, VN (1), Allied Health (3), Drafting (1) (currently funded thru VTEA) Guillermo, Metiu, Welby	\$66,324		
Cosmetology Dept., Full-time Cosmetology Salon Technician Torres (\$43,464)	\$38,464	\$5,000	
Faculty Resource Development Specialist (salary, computer) (\$88,442) Expanded Faculty Development Program Ferrer/Ullom	\$83,042	\$5,400	
Augment Sabbatical Leave budget Rose	\$10,000		
Marketing budget for expansion of Schedule of Classes, brochures Buckelew	\$20,000		

Network Security Specialist (support, train, computer) (\$92,500)	\$80,000	\$12,500	
Bill Hamre, IR			
Admissions, hourly classified staff for General Admission Ext. 2200	\$17,600		
Craven (2001-2002)			
New Technology Initiative Funding	\$66,000	\$200,000	
Hamre			
Campus Pipeline/WebCT: Systems Administrator (\$82,755)	\$77,755	\$5,000	
Gallegos			
Consultants for expert technical assistant/Bus. Div. Comp. Lab	\$7,000	\$7,000	
Mass./Tolivar (Also on one-time list)			
Support for Editor/Staff of <i>Student Voices</i>	2,144		
Foley/Bell			
Training & Hiring of English 100 Tutors	36,500		
Chambliss/Cole			
Annual Teaching Institute for Faculty Development	20,886		
Millward			
Transcript Analyst/Evaluator, FT (\$62,714)	56,634	6350	
McLellan/Counseling/Transfer Center			
Atkinson Gallery, Augmentation to create new position for art gallery	35,821		
Bates			
Department Chair Training	15,000		
Rose			
Funds to support Alcohol & Drug Counseling Certificate Program	20,011		
Endrijonas			
Isla Vista Student Retention/UCSB Transfer Project (\$60,343)	56,943	3,400	
McLellan			

2001-2002 PFE REQUESTS FOR OF ONE-TIME FUNDING TO ACHIEVE GOALS AND OBJECTIVES IN THE 1999-2002 COLLEGE PLAN

COLLEGE PLANNING COUNCIL BALLOT

INSTRUCTIONS (total items: 20):

- Assign "1s" to top 7 items**
- Assign "2s" to middle 7 items**
- Assign "3s" to bottom 6 items**

Funds Available: \$217 w/o COLA [for PFE] after non-credit share

Funds Available: \$281 w/ COLA [for PFE] after non-credit share

PROPOSALS	One-time	VOTE
Library, Redesign Program M'Liss Garza	\$5,700	
Speaking of Stories (<i>also on ongoing list</i>) Barbara Bell	\$9,850	
Funds to support the Alcohol & Drug Counseling Certificate Program Endrijonas	\$11,505	
Cosmetology Dept., part-time technical Torres/Jensen/Fair-Paz/Rosas	\$17,172	
Fitness Center McPhee/Partee	\$176,000	
Lam Technologies, Apply Yourself, renewal of contract Craven	\$5,000	
Incentive (Individual & Team) Award Funding Pool (IR) Gail Johnson	\$25,000	
Trimble Pathfinder ProXR, Earth & Planetary Sciences Schultz	\$8,350	
TECHNOLOGY ITEMS		
AND, VN, CAN, 3 computer projections systems for rooms A243, A214, & on a cart for the remaining classrooms so as to permit	\$25,000	

instructors to increase their use of instructional technology		
*** Changed to 1 ceiling mounted and two mobile carts		
(ESL/FL Multimedia computer/projector for 4 priority classrooms	\$10,000	
One (1) Window's-based laptop/cart for classroom use only	\$3,500	
To increase the flexibility in room scheduling, and to permit instructors to increase their use of instructional technology		
Laptop for PE classrooms and "on the road"	\$2,500	
Classroom presentations and athletic teams stats, etc.		
Final Cut Pro Non-Linear Video Editing Systems (8)	\$44,000	
To support instruction in MAT/Film courses in digital editing		
Software renewal for Multimedia & Graphics	\$37,246	
Laptop for FT faculty for PE Department	\$1,500	
head Football Coach needs laptop for outside games, stats and recruiting		
Math Center, 2 new computers for tutorial purposes	\$2,850	
Automotive Dept., 2 computers, two printers, cabinet - serves as library in OE 182 and as student testing stations	\$7,000	
lomega Jz External Drive/High Resolution Digital Camera - Provide students with needed tools to master the latest technology in photojournalism	\$2,079	
Cataloguer 1 - OCLC: Library Horizon, ProQuest and web sites	\$1,500	
ESL/FL lab facilities, PCs (21) provide for half of lab	\$15,000	
Wants to fully equip the ESL/FL lab facilities for students		
***ranked high if shared - would they consider open lab hrs. for pipeline students		

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 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.

See Administrative Procedures 3720.1-3720.4

Rationale for Policy and Procedures for Responsible Computing

The following Policy and Procedures are proposed after extensive research of practices at other institutions of higher education and legal treatises recommending best practices. The proposed procedures are lengthy but the subject is a complex one.

With the advent of powerful hardware and software, the Internet and the World Wide Web, computers have become a major communication tool. For example, we now use computers to send E-mail, explore the Web, gather information and offer Distance Learning. While this new computer use can stimulate intellectual, social and cultural growth, it can also facilitate harassment and other irresponsible, destructive behavior. The decentralizing power and flexibility a networked computer communications system affords may create situations that are not clearly covered by existing laws or current Santa Barbara Community College District policies, making it mandatory that Santa Barbara Community College District develop and enforce new policies and standards for the responsible use of computers in the college environment. These policies defining and governing acceptable and unacceptable use will apply to anyone who uses any computer system, network system, Internet or Intranet web site or other data processing equipment owned by Santa Barbara Community College District as well as remote computer systems when used to access Santa Barbara Community College District computer systems.

As a condition of using the Santa Barbara Community College District's computer resources, all users agree to abide by this Policy and Procedures.. Use of the Santa Barbara Community College District's computer resources in violation of the Policy and Procedures is prohibited, and can result in revocation of a user's access to the Santa Barbara Community College District's computer resources, student or employee disciplinary action, and a referral for prosecution to other entities for violation of federal, state and/or local laws and regulations.

Use agreements with various external providers are referred to in general terms so that, as the specific content of those agreements change, the District will not necessarily be obligated to revise the policies and procedures. When the District policies and procedures are all available on the college web, it will be possible to post copies of the agreements with external providers for reference.

A separate but similar policy should be developed to apply the basic principles in the computer use policy and procedures to the District voice mail system.

COMPUTER USE PROCEDURES

SECTION 3720.1 DEFINITION OF TERMS

- Administrative Officer:** Employee of Santa Barbara Community College District with supervisory responsibility over a unit of the Santa Barbara Community College District which operates Information Resources.
- Computer Account:** The combination of a user number, user name, or user id and a password that allows an individual access to a mainframe computer or some other shared computer or network.
- Computer Resources:** The sum total of all computers, workstations, mainframes, software, cabling, peripherals, networks, accounts, passwords, ID numbers, and data owned or leased by the Santa Barbara Community College District.
- Data Owner:** The individual or department that can authorize access to information, data, or software and that is responsible for the integrity and accuracy of that information, data; or software. The data owner can be the author of the information, data, or software or can be the individual or department that has negotiated a license for the Santa Barbara Community College District's use of the information, data, or software.
- Harmful matter:** Harmful matter" means matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest, and is matter which, taken as a whole, depicts or describes in a patently offensive way sexual conduct and which, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- When it appears from the nature of the matter or the circumstances of its dissemination, distribution or exhibition that it is designed for clearly defined deviant sexual groups, the appeal of the matter shall be judged with reference to its intended recipient group.
- Information Resources:** In the context of this Policy, this phrase refers to data or information and the software and hardware that makes that data or information available to users.
- Mainframe Computers:** "Central" computers capable of use by several people at once.

Network:	A group of computers and peripherals that share information electronically, typically connected to each other by either cable or satellite link.
Normal Resource Limits:	The amount of disk space, memory, printing, etc., allocated to your computer account by that computer's system administrator.
Peripherals:	Special-purpose devices attached to a computer or computer network - for example, printers, scanners, plotters, etc.
Project Director:	Person charged with administering a group of computer accounts and the computing resources used by the people using those computer accounts.
Server:	A computer that contains information shared by other computers on a network.
Software:	Programs, data, or information stored on magnetic media (tapes, disks, diskettes, cassettes, etc.). Usually used to refer to computer programs.
System Administrator: whose	Staff employed by Santa Barbara Community College District responsibilities include system, site, or network administration and staff employed by departments whose duties include system, site, or network administration. System administrators perform functions including, but not limited to, installing hardware and software, managing a computer or network, and keeping a computer operational. If you have a computer on your desk, you may be acting, in whole or in part, as that computer's system administrator.
User:	Someone who does not have system administrator responsibilities for a computer system or network but who makes use of that computer system or network. A user is still responsible for his or her use of the computer and for learning proper data management strategies.

SECTION 3720.2 POLICY COVERAGE

Section 3720.21 Access.

Santa Barbara Community College District is committed to providing access to computing resources to all members of its community: current students, faculty and staff. While providing students, faculty and staff limited access to Santa Barbara Community College District computer resources is consistent with the education and service missions of the Santa Barbara Community College District, such access to this valuable and vulnerable resource is a revocable privilege.

Santa Barbara Community College District is responsible for securing its network and computing systems to a reasonable degree against failure, loss of data, and unauthorized access while making them accessible to the largest possible group of authorized and legitimate users and uses.

Section 3720.22 Privileges

- 3720.221 Computers and networks provide access to resources as well as the ability to communicate with others worldwide. Access to the Santa Barbara Community College District's computer resources is a revocable privilege which requires that users act responsibly and in a manner consistent with the provisions of this Policy and Procedures.
- 3720.222 Users do not own accounts on Santa Barbara Community College District computers, but rather are granted the use of such accounts. The Santa Barbara Community College District owns the account and grants individuals the privilege of using it.
- 3720.223 All enrolled students, faculty, and other Santa Barbara Community College District employees may apply utilize E-mail and Internet and intranet services offered by the District provided they abide by college policies and procedures regulating computer use.

Section 3720.23 Responsibilities

As a condition of the privilege of using the Santa Barbara Community College District's computer resources, each user will be held accountable for his or her own actions which affect said resources. By accessing the Santa Barbara Community College District's computer resources, each user acknowledges and agrees to abide by the terms of this Policy and Procedures. A user who violates the terms of this Policy or Procedures shall be held responsible for his or her actions, and will be subject to discipline for such conduct, including, but not limited to, revocation or suspension of the privilege of using the Santa Barbara Community College District's computer resources, employee or student discipline as applicable, and/or referral to outside agencies for prosecution in the event the user's actions constitute a violation of federal, state, or local laws.

- 3720.231 Santa Barbara Community College District computers and networks are to be used for Santa Barbara Community College District related research, instruction, learning, distribution of scholarly information, and administrative activities. Such uses shall be consistent with, and limited by the activities set forth in Section 3720.31 [Appropriate Use] of these Procedures. Users are required to use the District's computer resources, including hardware, software, networks, and computer accounts in accordance with this Policy and Procedures and in respect of the rights of other computer resource users. District computer resources are not available and shall not be used for purposes specified in Section 3720.32 of this Procedure [Inappropriate Use]
- 3720.232 Users shall not attempt to modify any system or network or attempt to crash or hack into District systems. They shall not tamper with any software protections or restrictions placed on computer applications or files. Unless properly authorized, users shall not attempt to access

restricted portions of any operating system or security software. Nor shall users attempt to remove existing software or add their own personal software to District computers and

3720.233

Users shall use only their own designated computer accounts. Users are required to keep all ID's, passwords, and account information confidential, and shall take reasonable precautions to prevent others from obtaining this information with the exception of the immediate supervisor of an employee. The immediate supervisor shall be given all ID's and passwords of any given employee. It is recommended that users change their passwords periodically to prevent unauthorized use of their account. Accounts are not transferable, and users shall not allow others to use their own account. Users will be responsible for any use of their accounts by others to whom access has been given.

Users shall not use another individual's ID, password or account. Users shall respect the privacy and personal rights of others, and are prohibited from accessing or copying another user's E-mail, data, or other files without the prior express consent of that user. Users shall send E-mail only from their own personal E-mail addresses. Users are prohibited from concealing or mis-representing their identity while using the Santa Barbara Community College District's computer resources.

3720.234

Users are responsible for using software and electronic materials in accordance with copyright and licensing restrictions and other Santa Barbara Community College District policies. Users are required to abide by all applicable copyright and trademark laws, and to abide by all licensing agreements and restrictions. Users shall not copy, transfer, or utilize any software or electronic materials in violation of such copyright, trademark, and/or licensing agreements. The copying of software that has not been placed in the public domain and distributed as "freeware" is expressly prohibited by this Policy and Procedures. Users who access, copy, transfer and/or use "shareware" are expected to abide by the requirements of the shareware licensing agreement. No user may inspect, change, alter, copy, or distribute proprietary data, programs, files, disks or software without proper authority.

3720.235

Users should remember that information distributed on District computers and networks uses Santa District resources and this reflects upon Santa Barbara Community College District and not just an individual. Even with appropriate disclaimers, the Santa Barbara Community College District is represented by its students, faculty and staff, and so appropriate decorum is warranted.

The principles of academic freedom apply in full to electronic communications. The conventions of courtesy and etiquette which

govern vocal and written communications shall extend to electronic communications as well. Fraudulent, harassing, threatening, or obscene messages (as those terms are defined in Section 3720.24211 of these Procedures) and/or other such materials must not be transmitted through the Santa Barbara Community College District's computer resources.

3720.236 Expected Privacy.

The Santa Barbara Community College District's computer resources and all users accounts are the property of the Santa Barbara Community College District. There is no right to privacy in the use of the computer resources or users' accounts, and the Santa Barbara Community College District reserves the right to monitor and access information on the system and in users' accounts for the purpose of determining whether a violation of this Policy or Procedure has occurred. The Santa Barbara Community College District will remove any information on the system which it determines to be in violation of this Policy or Procedure.

Users must understand the weak privacy afforded by electronic data storage and electronic mail in general, and apply appropriate security to protect private and confidential information from unintended disclosure. Electronic data, including E-mail which is transmitted over the Santa Barbara Community College District's computer resources and/or the Internet is more analogous to an open postcard than to a letter in a sealed envelope. Under such conditions, the transfer of information which is intended to be confidential should not be sent through the Santa Barbara Community College District's computer resources.

In addition, users should be aware that the Santa Barbara Community College District may access information contained on its computer resources under numerous circumstances, including, but not limited to, the following circumstances:

Under the California Public Records Act (CPRA), electronic files are treated in the same way as paper files. Public documents are subject to inspection through CPRA. In responding to a request for information under the CPRA, the District may access and provide such data knowledge or consent of the user. The District will cooperate appropriately, upon the advice of District legal counsel, with any local, state, or federal officials investigating an alleged crime committed by an individual affiliated with a Santa Barbara Community College District computer resource, and may release information to such officials without the knowledge or consent of the user.

The contents of electronic messages may be viewed by a system administrator in the course of routine maintenance, or as needed for Santa Barbara Community College District administrative purposes, including investigation of possible violations of this Policy or Procedures.

In addition, electronic mail systems store messages in files (e.g., the file containing a user's inbound mail.) These files are copied to tape in the course of system backups. The contents of these files and the copies on system backup tapes are subject to disclosure as stated in the preceding paragraphs.

3720.237 Receipt of Offensive Material

Due to the open and decentralized design of the Internet and networked computer systems of the District, the District cannot protect individuals against receipt of material that may be offensive to them. Those who use the Santa Barbara Community College District's computer resources are warned that they may receive materials that are offensive to them. Likewise, individuals who use E-mail or those who disclose private information about themselves on the Internet or Santa Barbara Community College District computer resources should know that the Santa Barbara Community College District cannot protect them from invasions of privacy.

Section 3720.24 Ethical Standards

The Santa Barbara Community College District's networked computing facilities and systems offer powerful tools for open learning and exchange of ideas. However, with power comes responsibility and ethical obligation. If this electronic medium of exchange is to function well and support an open, caring community of learners, its users need to agree to and abide by ethical standards of online behavior that assure all users fair, equitable, effective and efficient access and use. Such ethical standards include but are not limited to:

- 3720.241 Honesty:
- 3720.2411 Users agree to represent themselves according to their true and accurate identities in all electronic messages, files and transactions at all times.
- 3720.2412 While using Santa Barbara Community College District computing facilities and systems, users agree to behave within the standards described in the District's code of academic conduct, especially those standards describing academic honesty and campus safety. There standards regarding plagiarism or collusion on assignments apply to course work completed with computers just as they do to other types of course work.

- 3720.242 Respecting Rights of Others
- 3720.2421 Students, faculty and staff and administrators
- 3720.24211 Legal and ethical limitations on the use of Santa Barbara Community College District computer resources.

In using the District's computer resources, users must communicate in the same manner as is expected in the classroom or on campus. The distance provided by electronic communications does not create a forum in which there are no ethical or legal limitations. Users shall not use District computer resources in any unlawful manner including, but not limited to, attempting to defraud another, threatening physical harm to another, procuring or distributing obscene material in any form, or unlawfully harassing another.

While the District recognizes and respects users' rights to freedom of speech, such rights are not absolute. Speech which is fraudulent, libelous, obscene, harassing, or threatening is not permitted under state or federal law. Users are expressly prohibited from using the Santa Barbara Community College District's computer resources to engage in such conduct. Users violating this section will be subject to revocation of their user accounts, and will be further subject to student/staff disciplinary action, and, in appropriate circumstances, a referral for prosecution for the violation of criminal laws.

For purposes of this Policy and Procedures, the terms fraud and libel are given their legal meaning as developed by the courts of this State and of the United States. "Obscenity" means words, images or sounds which a reasonable person, applying contemporary community standards, when considering the contents as a whole, would conclude that they appeal to prurient sexual/physical interests or violently subordinating behavior rather than an intellectual or communicative purpose, and materials that, taken as a whole regarding their content and their particular usage or application, lack any redeeming literary, scientific, political, artistic or social value. "Threatening" means communications which result in an individual being fearful of imminent bodily harm and/or emotional/mental disruption of his/her daily life. "Harassing" means to engage in a knowing and willful course of conduct directed at another which seriously alarms, annoys or harasses another, and which serves no legitimate purpose. In addition, "Harassment" shall also mean to subject another to unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature as set forth in California Education Code Section 212.5."

- 3720.243 Users shall have respect for the integrity and content of Santa Barbara Community College District electronic documents, records or identification issued or posed online by faculty, staff or administrators.
- 3720.244 Users shall have respect for the rights of others over the integrity of their intellectual property and to the fruits of their intellectual labor.
- 3720.245 Users shall have respect for the access and security procedures and systems established to ensure the security, integrity and operational functionality of the District computing facilities and systems for the entire District community.

SECTION 3720.3 APPROPRIATE USES OF SANTA BARBARA COMMUNITY COLLEGE DISTRICT COMPUTER RESOURCES

The Santa Barbara Community College District's computing facilities and network systems exist to support the instructional, cultural, research, professional and administrative activities of the District community. In general, the same guidelines that apply to the use of District facilities apply to the use of the District's computing resources. All users are required to behave in a responsible, ethical and legal manner as defined by this Policy and Procedures, and other existing District policies, procedures and guidelines. The following sections broadly define appropriate and inappropriate use.

Section 3720.31 Appropriate Use

Activities deemed to be appropriate uses of Santa Barbara Community College District computing resources include but are not necessarily limited to:

- 3720.311 Educational Use (students)
 - Carrying out Santa Barbara Community College District course assignments and activities requiring access to and use of campus computing facilities and systems, including:
 - 3720.3111 Authorized access to and use of computer programs licensed by Santa Barbara Community College District available on stand-alone and networked computing stations.
 - 3720.3112 Authorized access to lab and campus networks to perform and complete required course work for Santa Barbara Community College District course in which the user is currently enrolled.
 - 3720.3113 User access to authorized Santa Barbara Community College District student E-mail accounts.
 - 3720.3114 Independent study and research.

- 3720.3115 Users agree to follow acceptable use policies established by individual computing labs and network systems and to obey directives issued by authorized Santa Barbara Community College District personnel supervising such labs and systems.
- 3720.312 Instructional use (faculty)
- 3720.3121 Use in classroom instruction.
- 3720.3122 Development of instructional materials.
- 3720.3123 Research connected to academic and instructional concerns and interests.
- 3720.3124 Communication with colleagues and professional organizations and institutions.
- 3720.313 Administrative use (administrators, classified staff, departments).
- 3720.3131 Santa Barbara Community College District administrative and business communications and transactions.
- 3720.3132 Communication with colleagues and professional organizations and institutions.
- 3720.3133 Research tied to Santa Barbara Community College District concerns and interests.

Section 3720.32 Inappropriate use

Use of Santa Barbara Community College District's computer resources for purposes other than those identified in Section 3720.31 is not permitted. Users are specifically prohibited from using the Santa Barbara Community College District's computer resources in any manner identified in this section, as discussed in the following subsections.

In addition, users should be aware of the provisions of Penal Code section 313.1, which requires criminal sanctions for any person who, with knowledge that a person is a minor, or who fails to exercise reasonable care in ascertaining the true age of a minor, knowingly sells, rents, distributes, sends, causes to be sent, exhibits, or offers to distribute or exhibit by any means any harmful matter to the minor. Any action in violation of Section 313.1 shall be referred to the appropriate police agency for prosecution.

Users who violate this section of the Procedures by engaging in inappropriate use of the Santa Barbara Community College District's computer resources shall be subject to revocation or suspension of user privileges, student. or employee disciplinary procedures, and may be subject to criminal or civil sanctions if permitted by law.

- 3720.321 Destruction or damage to equipment, software, or data belonging to the Santa Barbara Community College District or others

- 3720.322 Disruption or unauthorized use of accounts, access codes, or identification numbers
- 3720.323 Use of the Santa Barbara Community College District's computer resources to harass others, as defined in Section 3720.24211 of these Procedures:
- 3720.324 Use of the Santa Barbara Community College District's computer resources in ways which intentionally or unintentionally impede the computing activities of others are prohibited. Such activities include, but are not limited to: disrupting another's use of computer resources by game playing; sending an excessive number of messages or E-mail; making or printing excessive copies of documents, files, data, or programs; or introducing computer viruses of any type onto the Santa Barbara Community College District's computer resources.
- 3720.325 Use of the Santa Barbara Community College District's computer resources which violate copyrights, trademarks, and or license agreements.
- 3720.326 Use of the Santa Barbara District's computer resources to violate another's privacy, including, but not limited to, accessing or using another user's account, id number, password, electronic files, data, or E-mail.
- 3720.327 Use of the Santa Barbara Community College District's computer resources in an effort to violate the Santa Barbara Community College District's rules of student conduct and academic dishonesty including, but not limited to the following types of conduct:
- copying a computer file that contains another student's assignment and submitting it as your own work.
 - copying a computer file that contains another student's assignment anti using it as a model for your own assignment.
 - working together on an assignment, sharing the computer files or program is involved, and then submitting individual copies of the assignment as your own individual work.
 - knowingly allowing another student to copy or use one of your computer files and to submit that file, or a modification thereof, as his or her individual work.
- 3720.328 Specific examples of inappropriate use of computing resources include but are not limited to:

- 3720.3281 Impersonation of any person or communication under a false or unauthorized name.
- 3720.3282 Transmission of any unsolicited advertising, promotional materials or other forms of solicitation.
- 3720.3283 Using Santa Barbara Community College District resources for commercial purposes or personal financial gain.
- 3720.3284 Sending or storing messages and/or materials with the intent to defraud, harass, defame, or threaten.
- 3720.3285 Inappropriate mass mailing "spamming" or "mail bombing."
- 3720.3286 Tampering with any software protections or restrictions placed on computer applications or files.
- 3720.3287 Knowingly or carelessly introducing any invasive or destructive programs (i.e., viruses, worms, Trojan Horses) into District computers or networks.
- 3720.3288 Attempting to circumvent local or network system security measures
- 3720.3289 Altering or attempting to alter system software or hardware configurations on either network systems or local computing devices.
- 3720.32810 Installing unauthorized software programs on Santa Barbara Community College District local computing devices or network systems and/or using such programs.
- 3720.32811 Ignoring or disobeying policies and procedures established for specific computer labs or network systems.
- 3720.32812 Copying system files, utilities and applications that expressly belong to the Santa Barbara Community College District.

SECTION 3720.4 INAPPROPRIATE USES OF SANTA BARBARA COMMUNITY COLLEGE DISTRICT COMPUTER RESOURCES: REPORTING AND CONSEQUENCES

Section 3720.41 Reporting Violations

Authorized computer system supervisors may informally resolve unintentional or isolated minor violations of use policies or procedures through E-mail or face-to-face discussion and education with the user or users concerned.

- 3720.411 Student Violations

Individuals may report a suspected violation of this Policy or Procedures by a student to the Dean of Educational Programs/ Student Affairs - or other appropriate office, which will immediately refer the complaint to the System Administrator for review. The System Administrator shall then determine whether a violation of this Policy or Procedures has occurred. If the System Administrator determines that a violation has occurred, the System Administrator may take immediate action to suspend or revoke the user's privileges. In the event a user's privileges are suspended or revoked, the System Administrator must provide the user with written notice of the suspension or revocation, and provide a statement of reasons for the actions taken. The System Administrator's determination to suspend or revoke a student's user privileges may be appealed pursuant to the appeal procedures set forth in the Student Code of Conduct. Thereafter, the System Administrator may also submit the matter to the Dean responsible for student discipline for a determination of whether additional action should be taken pursuant to established Santa Barbara Community College District student discipline procedures as outlined in the Student Code of Conduct. Possible sanctions include the deletion of materials found to be in violation of this Policy or Procedures, loss of computer resource user privileges, student expulsion, and other sanctions available within the judicial process.

3720.412

Employee Violations

Individuals may report a suspected violation of this Policy or Procedures by Santa Barbara Community College District employees to the accused employee's supervisor who will immediately refer the complaint to the System Administrator for review. The System Administrator shall then determine whether a violation of this Policy or Procedures has occurred. If the System Administrator determines that a violation has occurred, the System Administrator may take immediate action to suspend or revoke the user's privileges. In the event a user's privileges are suspended or revoked, the System Administrator must provide the user with written notice of the suspension or revocation, and provide a statement of reasons for the actions taken. The System Administrator may also submit the matter to the appropriate academic or classified staff supervisor or administrator for a determination of whether disciplinary action should be taken pursuant to established Santa Barbara Community College District collective bargaining agreements, Board Policies, and Administrative Regulations. The System Administrator's determination to suspend or revoke an employee's user privileges may be appealed using the established grievance procedures applicable to the employee. Possible sanctions include deletion of material found to be in violation of this Policy or Procedures, loss of computer resource user privileges, employee discipline, up to and including dismissal, and other sanctions available within the judicial processes.

Section 3720.42. Investigating Violations

If Santa Barbara Community College District staff or system administrators have information that a violation of this Policy or Procedures or any other misuse of computing resources has occurred, and if that information points to the computing activities or the computer files of an individual, they have the obligation to pursue any or all of the following steps to protect the user community:

- Take action to protect the system(s), user jobs, and user files from damage. The District reserves the right to immediately suspend a user's privilege of access to Santa Barbara City College's computer resources if the District has any reason to believe that the user has committed a violation of this Policy or Procedures.
- Notify the alleged abuser's supervisor, project director, instructor, academic advisor, or administrative officer, as appropriate, of the investigation.
- Refer the matter for processing through the appropriate Santa Barbara Community College District disciplinary process if the user's actions are deemed to be in violation of standards of conduct for students or employees, respectively.
- Suspend or restrict the alleged abuser's computing privileges during the investigation and administrative processing.
- Inspect the alleged abuser's files, diskettes, and/or tapes.
- Minor infractions of this policy or those that appear accidental in nature are typically handled internally by the System Administrator in an informal manner by electronic mail or in-person discussions. More serious infractions are handled via the procedures outlined above.
- Infractions such as harassment, or repeated minor infractions as described in this Policy or Procedures may result in the temporary or permanent loss of access privileges, notification of the Dean responsible for student discipline, or the appropriate supervisor or administrator in the case of a faculty or a staff member.
- More serious infractions, such as unauthorized use, attempts to steal passwords or data, unauthorized use or copying of licensed software, violations of the District's policies, or repeated violations of minor infractions may result in the temporary or permanent loss of access privileges, and referral for discipline under applicable existing District student or employee disciplinary processes.
- Offenses which are in violation of local, state, or federal laws will result in the immediate loss of computing privileges, student or employee

discipline, and will be reported to the appropriate law enforcement authorities.

Abuse of computing privileges is subject to disciplinary action as well as loss of computing privileges. An abuser of the Santa Barbara Community College District's computing resources may also be liable for civil or criminal prosecution. It should be understood that nothing in this Policy precludes enforcement under the laws and regulations of the State of California, any municipality or county therein, and/or the United States of America.

- 3720.421 Policy violations by students will be handled in accordance with the disciplinary processes described in the student code of conduct.
- 3720.422 Policy violations by faculty will be referred to the appropriate administrator.
- 3720.423 Policy violations by a classified employee or any administrator or other employee who is not faculty will be handled in accordance with District policy and will be referred to the head of that employee's department.

Section 3720.43

Any offense which violates local, state or federal laws may result in the immediate loss of all Santa Barbara Community College District computing privileges and will be referred to appropriate Santa Barbara Community College District offices and/or law enforcement authorities.

Santa Barbara City College
 Web Development Plan
 Fiscal Year Roll Up

	FY 2001-2002	FY 2002-2003	FY 2003-2004	Three Year Totals
Three Year Roll Up Assuming Satisfactory Completion of Oracle Portal Project				
Campus Portal and Instructional Initiatives	\$944,708	\$976,125	\$980,525	\$2,901,358
Internet Information Initiatives	\$141,625	\$50,000	\$250,000	\$441,625
Intranet Initiatives	\$95,000	\$95,000	\$55,000	\$245,000
Oracle ERP/Administrative Applications Outside of Oracle Student System	\$81,375	\$189,292	\$60,000	\$330,667
Oracle Student System Related Initiatives	\$180,000	\$615,833	\$50,000	\$845,833
Student Related Non-Instructional Initiatives	\$89,083	\$72,250	\$81,125	\$242,458
Third Party Applications Initiatives	\$99,917	\$54,088	\$14,083	\$168,088
Totals	\$1,631,708	\$2,052,588	\$1,490,733	\$5,175,029
Three Year Roll Up Assuming Unsatisfactory Completion of Oracle Portal Project				
Campus Portal and Instructional Initiatives	\$944,708	\$976,125	\$980,525	\$2,901,358
Internet Information Initiatives	\$141,625	\$50,000	\$500,000-\$750,000	\$691,625-\$941,625
Intranet Initiatives	\$95,000	\$95,000	\$55,000	\$245,000
Oracle ERP/Administrative Applications Outside of Oracle Student System	\$81,375	\$189,292	\$60,000	\$330,667
Oracle Student System Related Initiatives	\$180,000	\$615,833	\$50,000	\$845,833
Student Related Non-Instructional Initiatives	\$89,083	\$72,250	\$81,125	\$242,458
Third Party Applications Initiatives	\$99,917	\$54,088	\$14,083	\$168,088
Totals	\$1,631,708	\$2,052,588	\$1,740,733-\$1,990,733	\$5,315,029-\$5,565,029
Add-On Network-Related Expenditures Required to Support Baseline Web Development Work Not Included in the Above Expenditures				
Web Services Administrator Postions @ \$50,000/year plus Benefits - 1 in 2001-2002 and an additional person in 2002-2003	\$65,000	\$65,000	\$65,000	\$195,000
Professional Services Consulting for Nortel Network Management Support	\$17,500	\$0	\$0	\$17,500
Professional Services Consulting for Director Services (Novell/LDAP)	\$0	\$6,250	\$0	\$6,250
Web Server Upgrades to replace legacy web servers	\$40,000	\$0	\$20,000	\$60,000
Completion of Migration to Switched Network (remove LAT)	\$5,000	\$5,000	\$0	\$10,000
Software license for Novell eDirectory 8.5 (academic pricing)	\$0	\$14,000	\$14,000	\$28,000
Totals	\$127,500	\$155,250	\$164,000	\$446,750

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AH 5

Santa Barbara City College
Web Development Plan
Fiscal Year Roll Up

Summary of Presentations on April 25 and May 9, 2001 Implications for College Planning

Institutional Research, 5/11/01
Revised 5/14/01

Demographics

- The South Coast population has increased by 9.4% and Santa Barbara County by 8% over the last decade.
- Santa Barbara County's ten-year growth rate was lower than the rates for Ventura County – 12.6% and San Louis Obispo County – 13.6%.
- The majority of the growth occurred in North Santa Barbara County. Carpinteria and the City of Santa Barbara experienced the slowest growth of county communities.
- The future estimated growth in the South Coast will continue at about 1% per year. There will some increase in the group of 14-18 years of age. However, for the most part, the trend is towards an aging population.

Implication for SBCC

- In order to meet the desired 2.5%-3% growth per year in FTES, the college will need to continue to identify new student populations, consider changes in/additions to the current course and program offerings, and address the learning needs of non-traditional students.

High Schools

- Santa Barbara High School District enrollment will experience some growth over the next five years from 10,042 in 2001-02 to 10,933 in 2005-06 – 8.9%. Within the same period, the junior high enrollment (7th and 8th grades) is expected to grow by 5% (from 3,392 to 3,562) and the senior high enrollment (9th – 12th grades) by 12.7% (from 6,540 to 7,371).
- The proportion of Hispanic high school students is expected to increase. Current proportion is 42.2% (SBCC's is 25.4%).
- The emphasis on remediation and score results has increased as a result of the requirements of the California High School Exit Exams. However, this applies only beginning with the Class of 2004.
- Expansion of dual enrollment through current and new academies.

Implication for SBCC

- The influx of graduating high school seniors to the college is expected to grow at a moderate rate over the next five years.
- The college will need to accommodate the needs of an increasing proportion of Hispanic students. This might impact the demand for ESL and English Skills classes and the need for more bilingual speakers in student services. The college might want to consider publishing some of its materials in Spanish (currently the application for admission is available in Spanish).
- The need for remediation will continue for the next three years.
- There is potential for expansion of the dual enrollment program.

UCSB

- Enrollment is expected to grow from 17,880 FTES in 1998-99 to 21,900 in 2009-2010, a 22.5% increase.
- The demand for access to UCSB at the freshman level will continue to increase.

- Increases in enrollment are expected to be accommodated primarily through summer school, off campus locations and study-abroad programs.
- UCSB is seeking to achieve the community college transfer goal of increasing the transfers by 25% in 2005-2006 compared to 1998-99.
- UCSB is seeking to increase the graduate student population from 12% to 15%.
- UCSB will open in Fall 2003 a new housing complex for its faculty.
- New programs offerings are planned at the Ph.D. and Master levels in programs such as Environmental Studies, Chicano Studies, Dance, Film Studies.
- UCSB does not plan to offer new programs at the Bachelor level that will impact SBCC.

Implication for SBCC

- Transfers to UCSB have the potential to increase if the number of qualified SBCC students increases.
- New programs offerings might help SBCC with faculty recruitment.
- SBCC will continue to collaborate with UCSB on attracting non-admitted freshmen.
- The availability of 800 additional beds for UCSB students in 2003 might improve the housing opportunities for SBCC students.

Economy and Income

- The job growth rate for the county is expected to decrease from 3.4% in 2000 to 2.9% in 2001.
- The salary growth rate for the county is expected to decrease from 7.6% in 2000 to 2.6% in 2001.
- The retail sales growth is expected to decrease from 6.7% in 2000 to 3.4%.
- The job growth has occurred mainly in the retail and services areas, which pay low salaries.
- The county's economy will grow slower than in recent years but faster than California.
- The real median income for the county is lower than for California. It is expected that the South Coast will continue to experience a polarization of the income structure between the low and high ends.

Implication for SBCC

- Employers' demand for training through SBCC might decline or refocus on different training areas, particularly service and retail.
- SBCC needs to gain a better understanding of the types of training required by the retail and service occupations.

Housing

- Housing prices will continue to increase, although at a somewhat lower rate. The median house price in Santa Barbara has reached \$600,000 at the end of the first quarter of 2001.
- The median home price growth rate for the county is expected to decrease from 6.7% in 2000 to 4.3% in 2001.
- The affordability housing index for the South Coast and the county will continue to remain low.
- Rental prices will continue to increase.

Implication for SBCC

- Housing continues to be a major concern as it impacts faculty and staff recruitment and accommodation of out-of-area students.
- SBCC needs to look at developing housing options for faculty, staff and students.

Transportation

- The number of commuters has increased.
- Traffic volume and congestion in the city have increased.

Implication for SBCC

- Finding solutions related to transportation and parking will continue to pose a challenge for the college.
- SBCC will move to implement its Transportation Demand Management Plan.

Continuing Education 2001-2004

I. Programs for Adults

Demographic Data:

1. Santa Barbara has a growing "aging" population
2. The largest segments of the workforce in the USA in 2005 will be 37 million aged 35-44, and 36 million aged 45-54- - comprising 48.3% of the workforce.

Employment Data:

1. The number of jobs in the Retail Trade and Service industries is growing.
2. Retail and service industry jobs are the lowest paying sectors in SB.

Education Data:

1. Adults are currently participating in the following providers of education:
 - Colleges and Universities- 20.5%
 - Trade groups - 11%
 - Private membership organizations - 6.5%
 - Businesses - 59.5% (In 1988, 400 corporate universities were in existence, and now there are more than 1,000.)
 - Government - 17%
 - Secondary schools - 4%
2. One in three adults over the age of 50 (in the USA) were engaged in some sort of adult education last year - more than double the 11 million who were involved in 1990-91.

An example of a successful program: UCLA conducts a PLATO program (Perpetual Learning and Teaching Organization) which requires "vigorous mental stimulation" and challenges. This type of group has grown from 24 in 1989 to 272 today.

Trends:

1. Colleges and universities are not emerging as the preferred providers in the growing learning marketplace.
2. There is an increased demand for learning opportunities that begin any day of the year (24/7).
3. Adults are seeking specific, practical knowledge or skills.
4. Adults are seeking out vigorous mentally stimulating classes/programs
5. Adults are seeking means to express and develop their creative skills and for socialization and group activities.

Implications:

1. CE needs to develop:

- a. Business skills training which is short-term and progressive.
- b. Classes based on the principles of entrepreneurs
- c. Counseling (STEP) and advising strategies which address new and growing job opportunities
- d. Intro computer classes with business emphasis
- e. Technical training which stays current with business practices
- f. Service industry training to compete with business training
- g. Web-based training programs
- h. Humanities classes which are challenging to the aging population
- i. Parent education classes on Saturdays, more short-term workshops and programs that emphasize parents and children together.
- j. A more efficient and accurate registration process which is appropriate for its students.
- k. Classes that address the desire for the adults to be more involved in their health. Classes may be needed in the area of personal development/self-help.
- l. A program for retirees needs to be expanded to include students who want second careers and those who need additional income.

II. Programs and Services for the Latino Community

Demographics:

1. Latinos comprise 34-35% of the population in the city of S.B. and the group is increasing. Latinos make up about 50% of the people under the age of 18.
2. There is a growth in the under 18 group in SB.
3. There is an increase in the "children in poverty" category.

Education Data:

1. Latino students from the three SB high schools did not score as high as the other groups on the Academic Performance Index 1999-2000..
2. There will be need for remedial instruction for students who have low scores and those who do not pass the California High School Exit Exam. Exit Exams are mandated for 2004. The 9th graders have been tested as a trial and results will be available this summer.

Implications:

1. Latino students will need assistance to bridge the "digital divide". CE should continue to develop "Community Technology Centers" and provide computer training within the community at non-profit agencies.
2. Classes for leadership skills and civic responsibility may be needed..
3. Short-term vocational classes taught in a bilingual format should be developed.

4. Early outreach to prepare Latinos for attending college must be addressed.
5. Bilingual classes for small business owners- taught within the community should be developed.
6. More basic skills classes - taught with bilingual format should be offered.
7. More Adult High School and GED classes should be offered.
8. A review of the district-wide marketing approach should take place.
9. Classes to train individuals to enter and be promoted within the retail trade and service industries should be developed.
10. Programs which address the rich Latino cultural heritage need to be developed.
11. Will need to develop a specialized outreach program to parents of Latino students regarding the importance of a college education.
12. All classes and programs need to have a component which addresses how to transition from the non-credit to the credit program.

III. Eldercare

Demographic Data:

1. There is an increase in the older adult (over 50) population in S.B..
2. Many older adults have to care for both their own parents (aged 80) and their own children (aged 25).

Implications:

1. Need to develop more seminars that promote "intergenerational" communication.
2. Need to develop programs to assist with "caring for our aging parents" while supporting our children.
3. Need to develop more instruction in providing aging parents with living situations other than the expensive assisted -living convalescent facilities.
4. Need to develop a program that encourages and cultivates the development of new directors/leaders for long-term care facilities.