

PROGRAM EVALUATION/REVIEW  
Modified Approach  
February 1984

APPROACH #1

(Departments With Data Completed)

1. A summary will be prepared by the Instruction Office for Categories I, II and III.
  - a. Summary to include information on what data appears to suggest.
  - b. Copy furnished to Department and Division Chair.
  - c. Copy furnished to Division Chair Council.
2. Department for which the summary was prepared will be scheduled as an item on Division Chair Council for discussion.
  - a. Department Chair and faculty are encouraged to attend session, but it is not mandatory.
  - b. Division Chair will also be provided the opportunity to make a presentation.
3. At conclusion of the Division Chair Council discussion, one or a combination of events could follow:
  - a. Endorse the summary as presented.
  - b. Modify the text based on new information.
  - c. Request that the department clarify areas not well understood.
  - d. Develop specific guidance for the department on items perceived to require greater attention by the department.
  - e. The department may be asked to provide a response to guidance developed by the Division Chair Council by a specified date.
  - f. Acknowledge the department on their performance.

APPROACH #2

(\*Departments Selected - 1st One-Third)

1. Develop data for each department identified. Send to Department and Division Chair.
2. Request that the department prepare to make a presentation to the Division Chair Council using the questions on the memorandum dated 2/17/84 as a guide.
3. Division Council to receive the following materials:
  - a. Copy of department data for Category I and II.
  - b. Copy of department self-evaluation.
  - c. Copy of department Five-Year Plan.
4. Department will make their presentation to the Division Council on the date specified.
  - a. Faculty from the department will be encouraged to attend the meeting.
  - b. Division Chair will also be permitted to present information.
5. Question/Answer period will follow.
6. Division Council will then discuss the information presented.
  - a. Based on the discussion, a summary will be prepared and one of the following or a combination of the following events may occur:
    - 1) Acknowledge the department in writing of its performance.
    - 2) Have correspondence prepared asking the department to give attention to a specified area or greater attention to another.

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- a) Department may be asked to respond to the Division Chair Council comments in writing by a specified date.
  - b) Department may choose to make another presentation at a later date.
7. Division Chair Council will then complete the evaluation form for Categories III and IV of the program review matrix.

Rationale: Due to the fact that the college will not need to engage in contingency planning at this time, the original plan to evaluate one-third of the departments each year for three years can be reinstated. To date thirteen departments have been evaluated and eight additional ones have been selected to equal the one-third. (More than one-third are being evaluated to give meaning to the modified approach.)

\*Departments Selected: Associate Degree Nursing (ADN)  
Licensed Vocational Nursing (LVN)  
Radiology  
Music  
Spanish  
History  
American Ethnic Studies  
Marine Technology

Santa Barbara City College

February 17, 1984

TO: Department Chairs  
FROM: Richard M. Sanchez, Instruction Office  
RE: Program Evaluation and Review - New Strategy

At the last meeting of the Division Council, the attached proposal was endorsed. As a result, we will begin modifying the program evaluation and review process immediately and employ the two approaches suggested.

A point of clarification needs to be made. The Approach #1 related to those departments for which data has been developed suggests that departments are required to meet with the Division Council. This is not the case--it is optional on the part of the department. Once the summary is prepared and distributed for review (which, incidentally, will not include category IV-Institutional Criteria), the report could represent the final element in this year's program evaluation and review related to the department involved.

In order to program events using the time remaining, the proposed outline is presented below.

Approach #1 (Departments Completed)

| <u>Department</u>       | <u>Summary Prepared</u> | <u>Summary Distributed</u> | <u>DCC Meeting</u> |
|-------------------------|-------------------------|----------------------------|--------------------|
| B.O.E.                  | Feb. 22                 | Feb. 29                    | March 7            |
| F.I.R.E.                | Feb. 22                 | Feb. 29                    | March 7            |
| Mark/Mgmt/Supv          | March 7                 | March 14                   | March 21           |
| Business Administration | March 7                 | March 14                   | March 21           |
| English                 | March 21                | March 28                   | April 11           |
| Essential Skills        | March 21                | March 28                   | April 11           |
| Journalism              | April 4                 | April 11                   | April 25           |
| Earth Science           | April 4                 | April 11                   | April 25           |
| Computer Science        | April 4                 | April 11                   | May 9              |
| Mathematics             | April 18                | April 25                   | May 9              |
| Physics                 | April 18                | May 9                      | May 23             |
| Chemistry               | May 2                   | May 9                      | May 23             |
| Biological Sciences     | May 2                   | May 9                      | June 13            |

A summary for the department listed will be prepared and distributed no later than the date identified above. The report will be discussed by the Division Council on the date noted above. At this same meeting, the department chairperson and interested faculty from the department are invited and encouraged to participate or submit any response to the summary if they desire. The division chairperson will also be provided opportunity to respond.

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Those departments requesting to meet with the Division Council should alert the Division Chair so adequate time can be set aside for the discussion.

Approach #2 (Departments Recommended)

| <u>Department</u>       | Data Prepared<br>For <u>Depts.</u> | Material<br>Reviewed By DCC &<br><u>Depts.</u> | Presentation<br>By <u>Depts.</u> |
|-------------------------|------------------------------------|--|----------------------------------|
| ADN                     | February 29                        | March 7  | March 21                         |
| LVN                     | February 29                        | March 7  | March 21                         |
| Radiology               | February 29                        | March 7  | March 21                         |
| Music                   | March 14                           | March 28                                       | April 11                         |
| Spanish                 | March 14                           | March 28                                       | April 11                         |
| American Ethnic Studies | March 28                           | April 11                                       | May 9                            |
| Marine Tech             | March 28                           | April 11                                       | May 9                            |
| History                 | April 18                           | April 25                                       | May 23                           |

The information to be provided to the Division Council will include:

- 1) the Department Self-Evaluation
- 2) information for categories I and II of the Program Evaluation and Review Matrix
- 3) the Department Five-Year Plan

This information will be sent to Division Chairpersons no later than the date indicated. Departments will receive data for categories I and II of the matrix. They should plan to make a presentaion to the Division Council using the ten items appearing on the last page of the attachment as a guide on the date set aside. The Division Chair will also present any information she/he desires at this meeting.

A reminder will be sent to the Division Chair for those departments identified in Approach # 2 two weeks prior to the presentation so that proper coordination can take place. The Instruction office feels very positive about this change in direction, and we look forward to its implementation.

Let me know if I can be of assistance to you in either understanding this new approach or in preparation for the meeting with the Division Council

RMS/jdm

Attachment

cc: Dr. MacDougall  
Mr. Huglin  
Assistant Dean, Instruction  
Division Chairpersons  
Mr. Burt Miller

PROPOSED REDIRECTION  
PROGRAM EVALUATION AND REVIEW  
January 13, 1984

The Instruction Office is recommending a redirection in the Program Evaluation and Review process. Since it is no longer urgent that we complete the process (Deadline originally was scheduled for 1/15/84.) for possible contingency planning, we believe we can slow down the process somewhat and reconsider the original plan to take one-third of the departments each year, over a three-year period. Another reason for this is that in the event the College did have to engage in contingency planning, the qualitative data (Category I of the matrix) that would be used for contingency planning as part of the total program evaluation has been completed.

The recommended revised direction on Program Evaluation and Review includes a two-prong approach. One involves the departments for which data has already been completed, and the other approach includes those departments remaining.

1. Departments Completed (Approach One)

For those departments in which the Program Evaluation and Review Matrix has been completed (Biological Science, Chemistry, Physics/Engineering, English, Journalism, Essential Skills, Earth Science, Math, Computer Science, Business Administration, Business Office Education, Finance/Insurance/Real Estate, Marketing/Supervision) the following procedures will apply:

- a. An analysis of the information represented on the matrix will be made and a summary prepared. Category IV, Institutional Directions, will not be included in the analysis due to the difficulty presented during interpretation.

- b. The summary will be sent to both the department and the Division Chair Council.
  - c. The department will be asked to react to the summary in the presence of the Division Chair Council. Questions related to the summary and any other information that may be presented by the department chairperson (and members of the department if they desire to participate) will be discussed.
  - d. If the Division Chair Council feels there are certain issues, concerns or acknowledgments that need to be brought to the attention of the department, correspondence will be developed outlining the area(s) concerned.
    - 1) The department will be provided a specified amount of time (one semester?) to respond to the items outlined.
    - 2) At the specified time, the department may either meet with the Division Chair Council or submit the response in writing.
2. Departments Remaining (Approach 2)
- Additional departments will be identified in order to achieve the desired one-third. The criteria to be applied in selecting these departments include high cost programs, loss in WSCH, high attrition and unusual trends. Departments/programs recommended include: Marine Technology, ADN, LVN, Radiography, American Ethnic Studies, Spanish, History and Music. The following procedures will apply to those departments/programs selected:
- a. Data for Categories I and II of the Program Evaluation and Review Matrix will be developed and sent to the department and Division Chair Council for review. Members of the Division Chair Council will also receive five-year plans and the department self-evaluation.

- b. The department chairperson will be asked to make a presentation to the Division Chair Council on a specified date. The presentation will include as much information about the department as possible, so that members of the Division Chair Council may familiarize themselves with the department (suggested areas attached).
- c. A question/answer period will follow related to the presentation, information appearing in the five-year plan and self-evaluation and any other information deemed appropriate.
- d. The Division Chair Council will then discuss the department as a group and the questionnaire completed for Categories III and IV.
- e. The questionnaires will be sent to the Instruction Office. The present procedures of developing a composite score for each criterion will apply. The information will be transferred to the matrix and copies distributed to both the department and Division Chair Council.
- f. A response in writing will be prepared and submitted to the department chairperson. Issues, concerns or acknowledgments will be included in the summary. If an area(s) has been identified requiring attention, the department will be expected to respond by a specified date (one semester?).

The department meeting with the Division Chair Council will be encouraged to have all interested faculty from the department present for the discussion. The intent behind using two procedures is to evaluate which procedure should be used with the second one-third group of departments scheduled for review and evaluation commencing fall semester, 1984.

Please evaluate this proposal and be prepared to discuss the ideas on February 6, 1984.

POSSIBLE ITEMS FOR DISCUSSION  
DEPARTMENT CHAIRPERSON PRESENTATION  
PROGRAM EVALUATION AND REVIEW\*

1. We want to know what the department is doing and planning.
2. We want to know the interface it may have with other departments on campus.
3. We want to know what the department is not doing that it feels it should.
4. What is the composition of your student clientele? (Consider age, full- or part-time, minority status, skill level, handicapped, etc.)
5. Has the department faced a declining enrollment situation over the past three years and how has the department addressed the problem?
6. What are the instructional delivery systems being used by the department?
7. How does the department assess the curriculum in relation to the needs of the college and community?
8. What continuing problems do you foresee for the department and what steps is it considering to resolve them?
9. How has your department sustained and enhanced staff morale during the recent periods of fiscal uncertainty and declining enrollments?
10. What are characteristics of the department?

\*Items are extracted from format used by the Ad Hoc Committee to Review Educational Programs, Fall, 1981, through Spring, 1982.

RMS:ba  
1/12/84



STUDENT EXIT QUESTIONNAIRE

Please answer each question by marking either A for Yes or B for No on the attached answer sheet. Fill in your sex, birthdate, and social security number on the left-hand side of the answer sheet.

WHY DID YOU ATTEND SBCC?

1. Explore possibilities for a new job
2. Explore possibilities for a new area of study
3. Prepare for immediate entry into a job
4. Prepare to transfer to a four year school
5. Update/improve skills and knowledge for present job
6. Self-development

HOW DID YOU LEARN ABOUT SBCC?

7. Talked to parent, friend, teacher for advice
8. Obtained a catalogue and reviewed it for requirements
9. Consulted with counselor(s)
10. Recruited from high school
11. Other,

REASONS for LEAVING S.B.C.C.

12. Completed AA/AS degree/program
13. Obtained skills for job where employed
14. Completed courses wanted to take
15. Completed Transfer program
16. Transferred to 4 year school
17. Found employment
18. Received AA/AS degree but continuing here
19. Academic difficulties
20. Conflict of school hours with job hours
21. Dissatisfied with classes taken
22. Moved from Santa Barbara
23. Desired course not available
24. Lack of financial resources
25. Lack of energy to complete course/program
26. Family responsibilities
27. Other,

Please use the following scale with its definitions to rate the following questions. Answer only the questions that apply to you.

A = Superior

B = Above Average

C = Average

D = Below Average

E = Inferior

HOW WELL DID SBCC PREPARE YOU FOR:

28. Transfer to a four year college
29. Job knowledge and skills: vocational program
30. General Studies
31. Present skills upgraded
32. Knowledge about job opportunities
33. Assess your overall college experience
34. At what level would you recommend SBCC to someone seeking to complete the same program you studied?

EVALUATION of INSTRUCTION

- 35. Quality of course offerings
- 36. Testing procedures
- 37. Grading procedures
- 38. Instructor interest in students
- 39. Content of courses
- 40. Instructional materials (books, manuals, study guides)

EVALUATION of SERVICES

- 41. Admissions and Records
- 42. Bookstore
- 43. Career Center
- 44. Child Care Center
- 45. Counseling
- 46. Disabled Student Services
- 47. EOPS
- 48. Financial Aid
- 49. Health Services
- 50. Job Placement Office
- 51. LAC (Learning Assistance Center)
- 52. Library
- 53. Registration
- 54. Safety/Security Office
- 55. Student Activities
- 56. Tutorial Center
- 57. Veterans Services

GENERAL BACKGROUND INFORMATION

- 58. Ethnic background
  - A = Native Indian
  - B = Asian/Pacific Islander
  - C = Black
  - D = White
- 59. Ethnic background continued
  - A = Hispanic
  - B = Filipina(o)
  - C = Other
  - D = Non-Respondent
- 60. How many hours did you work while attending SBCC?
  - A = less than 20 hours/week
  - B = 21 - 30 hours/week
  - C = 31 - 40 hours/week
  - D = 41 or more
- 61. How many number of units did you take this semester?
  - A = less than 5
  - B = 6 - 11
  - C = 12 or more
- 62. Did you take the placement tests? A = Yes; B = No

TOTAL COLLEGE EXPERIENCE

- 63. What recommendations do you have to improve the programs and services offered by SBCC? (Attach extra sheets if necessary.)

If you would like to talk to the Dean about your experiences at SBCC, please call Mrs. Lynda Fairly at the following number: 965-0581, X-398. A self-addressed envelope is enclosed to return the answer sheet.

Thank you for taking the time to assess the instructional and support services presently offered by SBCC. Your evaluation of the college will be given serious consideration to improve and enhance our services.

SANTA BARBARA CITY COLLEGE

STUDENT SERVICES SURVEY

FALL 1983

Since the California Community Colleges have had to reduce budgets tremendously this year, it became apparent that a more comprehensive evaluation was needed of all components of the college.

Santa Barbara City College decided that in order to have a comprehensive evaluation of its Student Services Program, a survey of similar sized community colleges was essential. The survey developed by the staff was sent to 17 community colleges which either had between 8,500 - 17,000 students or 5,500 - 7,700 credit program A.D.A. Of the 17 colleges, 12 responded to the survey.

To evaluate the programs, the colleges were grouped as small (6,000 - about 7,000 students), medium (8,000 - 11,000 students), and large (11,000 - 17,000 students). The colleges are listed in the same order on each chart. The order is:

- Small: Napa Valley College  
College of Marin  
Merced College  
Allan Hancock College
- Medium: Butte College  
Citrus College  
Cabrillo College  
Santa Barbara City College
- Large: Glendale Community College  
Rio Hondo College  
Riverside City College  
San Joaquin Delta College

It became apparent as completed surveys were evaluated that each college is truly unique in its organization of Student Services. In order to make an accurate evaluation, a personal call should have been made to each department at each college. Responsibilities are shared, overlap and vary based on students served. Each department appears to have a unique distribution of administrative help probably based upon the needs of the students, the strengths of the staff, the demands of other offices and other responsibilities. Some of the colleges have well developed computerized departments/programs while others have minimal assistance.

The survey should be viewed as accurate, but must be interpreted carefully.

LF/mjm

CPC  
2/21/84  
#6

I. VICE PRESIDENT/DEAN, STUDENT SERVICES OFFICE

| Size   | Enrollment<br>Fall 1983<br>Credit Only | Full-time/Part-time<br>Credit Students | Certificated Staff<br>FTE | Classified<br>FTE | A.D.A.<br>1982-83           |
|--------|--|--|---------------------------|-------------------|-----------------------------|
| Small  | 6,068                                  | 1,600/4,468                            | 1.0                       | 1.0               | 4,146                       |
|        | 6,633                                  | 1,628/5,005                            | 1.0                       | 6.0               | 7,224                       |
|        | 6,838                                  | 2,564/4,274                            | 1.0                       | 1.0               | 5,519                       |
|        | 7,060                                  | 1,826/5,234                            | 1.0                       | 1.0               | 6,531                       |
| Medium | 8,800                                  | 2,900/5,900                            | 1.25                      | 1.0               | 6,020                       |
|        | 10,000                                 | 4,000/6,000                            | 1.0                       | 1.0               | 5,642                       |
|        | 10,200                                 | 2,458/7,742                            | 2.0                       | 9.0               | 6,398                       |
|        | *10,715                                | 3,211/7,496                            | 1.0                       | 1.0               | 6,876<br>(Non-credit 1,606) |
| Large  | 11,277                                 | 3,389/7,888                            | 1.0                       | 2.0               | 7,566                       |
|        | 12,250                                 | 2,940/9,310                            | 1.0                       | 4.0               | 7,190                       |
|        | 13,613                                 | 3,491/10,122                           | 2.0                       | 2.0               | 8,227                       |
|        | 17,090                                 | 4,911/12,179                           | 1.0                       | 3.0               | 9,994                       |

\*SBCC

II. ADMISSIONS AND RECORDS OFFICE

| Size   | Total Budget | All Staff FTE | Hours Open Per Week to the Public | Additional Responsibilities  |
|--------|--------------|---------------|-----------------------------------|--|
| Small  | \$188,332    | 8.2           | 56                                | Switchboard  |
|        | 250,000      | 11.0          | 54                                | Switchboard, Cashiering, Comm. Reg./<br>Records                              |
|        | 227,893      | 12.0          | 54.5                              | Articulation, Foreign Students   |
|        | 253,939      | 8.0           | 54                                | --   |
| Medium | 233,889      | 7.0           | 30                                | Foreign Students   |
|        | 212,149      | 6.0           | 63                                | --   |
|        | 208,561      | 10.0          | 50                                | --   |
|        | *233,542     | 6.3           | 40<br>(Reduced from 56)           | Fee Collection, Catalog Sales,<br>Veterans                                   |
| Large  | 672,324      | 14.0          | 63                                | Fee Collection, Catalog Sales,<br>Switchboard, Foreign Students,<br>Veterans |
|        | 302,147      | 9.0           | 56.5                              | --   |
|        | 226,329      | 9.0           | 56.5                              | Fee Collection   |
|        | 249,748      | 10.75         | NR                                | --   |

\*SBCC

In comparing data from other colleges, Santa Barbara City College is clearly understaffed in the Admissions area. With the exception of the switchboard, this office has more responsibilities than the other colleges surveyed. Yet, the Admissions Office functions with 2.8 fewer staff. In order to stay up-to-date with the required work, office hours have been cut by 28% and we now provide, on the average, 15 fewer hours of service each week than other colleges

III. A. COUNSELING AND GUIDANCE

| Size   | Total Budget | # Counselors Contract | # Hourly/ Part-time Counselors | Total FTE Counselors (Contract & Hrly.) | Administrator FTE | Classified FTE | Hours Available to the Public |
|--------|--------------|-----------------------|--------------------------------|---|-------------------|----------------|-------------------------------|
| Small  | \$148,351    | 5                     | 1                              | 5.1                                     | .2                | 1.0            | 57                            |
|        | 503,006      | 9                     | 1                              | 9.6                                     | 2.0               | 1.0            | 57.5                          |
|        | 247,000      | 9                     | 1                              | 8.0                                     | .2                | 1.0            | 65                            |
|        | 309,842      | 7                     | 0                              | 7.0                                     | 1.0               | 2.5            | 50                            |
| Medium | 373,600      | 6.75                  | 4                              | 8.25                                    | 0                 | 1.0            | 37.5                          |
|        | 839,542      | 7                     | 1                              | 7.0                                     | 1.0               | 2.0            | 58.5                          |
|        | 304,952      | 5                     | 5                              | 7.92                                    | .33               | 1.75           | 57.5                          |
|        | *500,557     | 7.75                  | 2                              | 8.75                                    | .75               | 4.0            | 56                            |
| Large  | 522,480      | 8.5                   | 1                              | 8.5                                     | 1.0               | 5.0            | 60.5                          |
|        | 413,000      | 9                     | 0                              | 9.0                                     | 1.0               | 1.5            | 57.5                          |
|        | 434,167      | 11                    | 0                              | 7.5                                     | 0                 | 1.0            | 56.5                          |
|        | 453,029      | 16                    | 0                              | 15.3                                    | 1.0               | 2.0            | 45                            |

\*SBCC

III. B. COUNSELING AND GUIDANCE  
SERVICES/OFFICES/AVAILABLE

Note: X = available; # noted is FTE counselor

| Size   | Assessment | Career Center | Re-entry Program | Gender Equity | Placement Office | Foreign Students   | Advanced High School Students | Comments                     |
|--------|------------|---------------|------------------|---------------|------------------|--------------------|-------------------------------|------------------------------|
| Small  |            |               |                  |               |                  |                    |                               |                              |
| #1     | X 4.0      | X .50         |                  |               |                  | X 1.0              |                               | No Veterans                  |
| #2     | X 1.0      | X 1.0         | X 1.0            | X .60         | X 1.0            | X 1.0              | X                             |                              |
| #3     |            | X 2.0         | X 1.0            | X 1.0         |                  | X 1.0              |                               |                              |
| #4     |            | X             |                  | X .50         | X                | X                  | X                             | Mental Health Counselors 1.5 |
| Medium |            |               |                  |               |                  |                    |                               |                              |
| #5     | X          | X             |                  |               | X                | X                  | X                             |                              |
| #6     | X          | X             |                  | X             | X                | X                  | X                             |                              |
| #7     |            | X 2.0         | X .50            | X .30         |                  | X .40              |                               | No Articulation              |
| *#8    |            | X 2.0         | X .50            | X .50         | X                | X .25              | X .25                         |                              |
| Large  |            |               |                  |               |                  |                    |                               |                              |
| #9     |            | X 1.5         |                  |               |                  | X 1.5              | X 1.5                         |                              |
| #10    |            | X             |                  | X             |                  | (In Ad. & Records) | X                             |                              |
| #11    | X 4.0      | X 1.0         | X 1.0            | X .33         |                  |                    |                               |                              |
| #12    |            | X             | X                |               | X                | X                  | X                             |                              |

### III. COUNSELING AND GUIDANCE (continued)

#### STAFFING

1. Clearly the SBCC Counseling Department has a larger clerical staff than other community colleges included in the survey. With the exception of Glendale College, all other colleges surveyed have 2½ or fewer full-time clerical positions, while SBCC has four. This may be attributable to the fact that Counseling Services at SBCC are de-centralized and the clerical staff serves several offices. At SBCC, the Counseling Center has two clerical staff, the Career Center one, and the Placement Office one. If we are ever able to centralize services, we would likely reduce our need for clerical staff.
2. While it is clear that with 9.15 FTE counselors, SBCC has a larger counseling staff than all others in the medium size class, the arbitrary groupings based upon student size makes the situation appear worse than it is. The following points are offered in clarification:
  - 2.1 The grouping of colleges as small, medium or large is based upon the size of student enrollments. One might argue that a better criterion for groupings is by college income level, since this would reflect class contact hours rather than simply the number of students enrolled. Based upon income, SBCC is closer to the first two large colleges than it is to Cabrillo, the medium size college closest to it in size. If grouped with Cabrillo, Glendale, and Rio Hondo, the counseling staff is quite comparable in size.
  - 2.2 Cabrillo College and Glendale College are the colleges with enrollment sizes most like those at SBCC. Cabrillo has 7.92 FTE counselors compared with 9.15 at SBCC. However, Cabrillo has additional counselors through categorical funds (e.g., EOPS, VEA, Gender Equity, Supportive Services) that are not included in the 7.92 FTE counselors reported.
3. SBCC is very comparable to other colleges in the survey in number of FTE administrators.

#### SERVICES

A review of services reported by the community colleges surveyed indicates that there are greater commonalities than differences. SBCC does appear relatively unique, however, in that we have the UCSB-SBCC Transition Program that serves 2,500 students, and we provide evaluations for high school diplomas. Apparently in most districts this service is provided by the high school district.



IV. A. FINANCIAL AID OFFICES

| Size   | Administrator<br>FTE | Classified<br>FTE | Certificated<br>FTE | Student Workers/<br>Hrly./Classified | Students<br>Filed<br>For Aid | Students<br>Received<br>Aid | Aid<br>Disbursed | Work Study<br>Students | Hrs. Avail.<br>to Public |
|--------|----------------------|-------------------|---------------------|--------------------------------------|------------------------------|-----------------------------|------------------|------------------------|--------------------------|
| Small  | .50                  | 5.2               | 0                   | 0                                    | 1,261                        | 1,015                       | \$1,573,249      | 149                    | 45                       |
|        | .05                  | 3.5               | 0                   | 0                                    | 1,700                        | 1,010                       | 1,473,376        | 125                    | 42.5                     |
|        | .90                  | 4.5               | 0                   | 0                                    | 2,450                        | 2,100                       | 2,174,772        | 394                    | 45                       |
|        | 0                    | 2.5               | 1.0                 | \$ 5,025                             | 987                          | 585                         | 539,505          | 73                     | 42.5                     |
| Medium | 1.00                 | 4.0               | 0                   | \$10,452                             | 2,200                        | 1,582                       | 2,592,536        | 205                    | 30                       |
|        | 1.00                 | 1.0               | .33                 | 11,000                               | 2,100                        | 1,051                       | 612,916          | 64                     | 29.5                     |
|        | 1.00                 | 2.0               | 0                   | 10,700                               | 2,100                        | 1,400                       | 1,650,000        | 150                    | 30                       |
|        | *.25                 | 4.0               | 0                   | 12,000                               | 1,500                        | 1,166                       | 2,108,165        | 305                    | 25                       |
| Large  | .20                  | 3.5               | 2.0                 | \$ 3,500                             | 1,694                        | 1,160                       | 1,570,301        | 192                    | 47                       |
|        | .40                  | 6.0               | 0                   | 3,600                                | 1,100                        | 1,000                       | 1,376,436        | 229                    | 30                       |
|        | .50                  | 2.5               | 0                   | 720                                  | 2,100                        | 1,643                       | 2,240,354        | 350                    | 40                       |
|        | 0                    | 8.5               | 1.0                 | 12,757                               | 5,734                        | 4,000                       | 3,533,437        | 543                    | 30                       |

\*SBCC

IV. B. FINANCIAL AIDS OFFICE - DISTRIBUTION OF AID

| Size   | Total Dollars<br>Disbursed | Work-Study<br>(Max. Office<br>Involvement) | Grants<br>(Aver. Office<br>Involvement) | Scholarships<br>(Some Office<br>Involvement) | Loans<br>(Least Office<br>Involvement) |
|--------|----------------------------|--|---|--|--|
| Small  | \$1,573,249                | \$267,991                                  | \$1,142,749                             | \$ 52,057                                    | \$110,452                              |
|        | 1,473,376                  | 198,143                                    | 360,734                                 | 102,000                                      | 812,500                                |
|        | 2,174,772                  | 401,370                                    | 1,020,577                               | 52,825                                       | 700,000                                |
|        | 539,505                    | 67,821                                     | 262,645                                 | 31,779                                       | 177,240                                |
| Medium | 2,592,536                  | 174,911                                    | 808,049                                 | 17,610                                       | 1,308,487                              |
|        | 612,916                    | 47,096                                     | 296,437                                 | 19,295                                       | 225,375                                |
|        | 1,650,000                  | 120,000                                    | 670,000                                 | 50,000                                       | 810,000                                |
|        | *2,103,165                 | 404,837                                    | 740,000                                 | 37,000                                       | 926,000                                |
| Large  | 1,570,301                  | 199,464                                    | 780,800                                 | 36,680                                       | 553,357                                |
|        | 1,376,436                  | 167,564                                    | 593,872                                 | 232,800                                      | 382,200                                |
|        | 2,240,354                  | 143,123                                    | 768,231                                 | 79,000                                       | 1,250,000                              |
|        | 3,533,437                  | 827,646                                    | 2,008,664                               | 66,425                                       | 630,702                                |

\*SBCC

Financial Aid Offices vary tremendously in number of students served, number of work study students and aid disbursed. SBCC has a large work study component which demands extensive time people and community contact. Our office is understaffed in relative comparison to other colleges.

V. EOPS

| Size   | Administrator<br>FTE | Classified<br>FTE | Certificated<br>FTE | Hourly<br>Budget | Students<br>Served | EOPS<br>Allocation | Hours<br>Available |
|--------|----------------------|-------------------|---------------------|------------------|--------------------|--------------------|--------------------|
| Small  | .50                  | 2.8               | 1.0                 | \$4,800          | 259                | \$169,487          | 45                 |
|        | 0                    | 2.0               | 0                   | 0                | 121                | 85,000             | 42.5               |
|        | 1.00                 | 11.0              | 2.0                 | \$12,647         | 1,230              | 336,184            | 42.5               |
|        | 1.00                 | 1.0               | 1.0                 | 0                | 175                | 136,095            | 42                 |
| Medium | 1.00                 | 3.5               | 0                   | 0                | 350                | 175,271            | 45                 |
|        | NR                   | NR                | NR                  | NR               | 190                | NR                 | NR                 |
|        | 0                    | 1.0               | 1.0                 | \$36,000         | 300                | 174,821            | 45                 |
|        | *.70                 | 4.0               | .5                  | \$ 2,500         | 425                | 225,808            | 42.5               |
| Large  | .20                  | 1.0               | 6.0                 | 0                | 600                | 214,706            | 52                 |
|        | 1.00                 | 7.0               | 1.0                 | \$5,000          | 670                | 294,759            | 42.5               |
|        | .50                  | 1.5               | 0                   | \$2,000          | 310                | 192,245            | 40                 |
|        | .25                  | 1.0               | 4.0                 | 0                | NR                 | NR                 | NR                 |

\*SBCC

NR = Not Reported

Our EOPS staff is larger than other comparable districts. We have a C.A.R.E. advisor and a Minority Recruitment/Transition director which are unique to our college. The basic program is staffed by two program advisors and a 70% administrator who serve 425 students. Our program has continued to grow each year with new programs and students served.

VI. STUDENT ACTIVITIES

| Size   | Administrator<br>FTE                  | Classified<br>FTE | Certificated<br>FTE | Dollars Collected<br>From<br>Student Activity<br>Cards | ASB<br>Funds | Hours<br>Avail. | Budget<br>for Hrly.<br>Classified<br>Staff | Budget<br>Student Workers |
|--------|---------------------------------------|-------------------|---------------------|--|--------------|-----------------|--|---------------------------|
| Small  | .10                                   | .20               | 0                   | \$ 230   | \$ 17,470    | 25              | 0  | \$2,000                   |
|        | .10                                   | 1.0               | 0                   | 10,000   | 30,000       | 40              | \$8,568                                    | 4,680                     |
|        | .20                                   | 1.8               | 1.0                 | 109,686  | 270,444      | 42.5            | 1,642                                      | 3,331                     |
|        | .10                                   | 1.0               | 0                   | 12,200   | 75,000       | 42              | --   | 2,076                     |
| Medium | .25                                   | 0                 | 0                   | 700  | 28,408       | 28              | --   | 2,300                     |
|        | 1.00                                  | 2.5               | 0                   | 143,645  | 219,869      | 62              | --   | --                        |
|        | 1.00                                  | 2.0               | 0                   | 12,973   | 13,820       | 45              | --   | 10 hrs/wk.                |
|        | *.05                                  | 2.0               | 0                   | 5,448  | 17,000       | 42.5            | 4,000                                      | 1,890                     |
| Large  | Not reported by Glendale City College |                   |                     |  |              |                 |  |                           |
|        | 1.00                                  | 1.0               | 0                   | 116,010  | 273,206      | 45              | -0-  | -0-                       |
|        | 1.00                                  | 0                 | 0                   | 27,000   | 49,600       | 42.5            | --   | --                        |
|        | 1.00                                  | 1.0               | 0                   | 0  | 4,000        | 47.5            | --   | --                        |

\*SBCC

Most programs in the State have been reduced to a director and a secretary. Our staff has been reduced by 1 FTE, but has continued to try to meet the needs of the students and the community.

VII. BOOKSTORE

| Size   | Operating Budget<br>(Unclear to Many)               | Staff FTE<br>(All) | Dollars Available for<br>Part-time Staff | Hours Open/Week      |
|--------|---|--------------------|--|----------------------|
|        | \$ 573,820  | 3.55               | 0  | 40                   |
|        | 85,000  | 6.0                | \$173,656                                | 50                   |
|        | 750,000   | 4.0                | 15,000                                   | 42.25                |
|        | 686,120   | 2.0                | 43,710                                   | 51.25                |
| Medium | \$ 692,570  | 4.25               | \$ 17,451                                | 52.33                |
|        | 768,922   | 4.0                | 38,209                                   | 48                   |
|        | 994,863   | 3.55               | 72,885                                   | 57.5                 |
|        | *229,617  | 6.3                | 14,600                                   | 43                   |
| Large  | Glendale City College - No Report                   |                    |  |                      |
|        | \$ 800,000  | 5.0                | 0  | 51.25 (Private Firm) |
|        | 1,764,736   | 6.0                | 40,000                                   | 56.5                 |
|        | San Joaquin Delta - Not a Student Service Operation |                    |  |                      |

\*SBCC

It was not possible to draw any conclusions regarding the operating budgets of the colleges surveyed. The average full-time staff of the bookstores reporting was 4.6. Our campus bookstore utilizes 6.3 full-time staff. However, on the average, \$20,000 less than average is spent in hiring part-time staff. Comparing hours of service, it appears we are open fewer hours than most campuses which do offer more evening hours.

VIII. HEALTH SERVICES

| Size   | FTE Nurse                  | # Hours Physicians/Wk. | Hours Mental Health Counselors | Hours Available |
|--------|----------------------------|------------------------|--------------------------------|-----------------|
| Small  | None - Napa Valley College |                        |                                |                 |
|        | 2.0                        | 6                      | 35                             | 42.5            |
|        | 1.0                        | --                     | --                             | 29              |
|        | 1.3                        | --                     | 52.2                           | 42.5            |
| Medium | 1.25                       | 10                     | --                             | 42.5            |
|        | 2.5                        | 9                      | --                             | 40              |
|        | 5.0                        | 0                      | 10                             | 55              |
|        | *1.8                       | 10                     | 29                             | 62              |
| Large  | 2.6                        | 7                      | 10                             | 64              |
|        | 2.0                        | 25                     | 40                             | 57              |
|        | 1.0                        | 0                      | 0                              | 42              |
|        | NR                         | 0                      | 0                              | 88              |

\*SBCC

A review of data regarding Health Services at the community colleges surveyed suggests the following:

1. SBCC provides a range of health services comparable to those offered at most community colleges.
2. SBCC provides health services for a greater range of hours than do most health services programs.
3. The aforementioned are accomplished despite a substantially smaller nursing staff than exists at most community colleges and a comparable number of physician hours per week.
4. SBCC is one of only six of eleven community colleges surveyed that provides a mental health counseling service. The level of mental health counseling hours varies greatly from college to college with three colleges having 35 or more hours, two are limited to 10 hours, and SBCC is in the middle with 29.

IX. SECURITY OFFICES

| Size   | Total Budget                                   | FTE All Staff | Part-time Dollars For Staff | Parking Fees Charged | Hours of Service/ Week | Offices Coordinating                     |
|--------|--|---------------|-----------------------------|----------------------|------------------------|--|
| Small  | \$ 77,724                                      | 2             | \$14,000                    | Yes                  | 95                     | Business Office                          |
|        | 245,319  | 10            | 0                           | Yes                  | 168                    | Director of Facility Management          |
|        | 57,377   | 3.33          | 35,000                      | Yes                  | 77.5                   | President's Office                       |
|        | 59,850   | 2.45          | 0                           | Yes                  | 88                     | Assoc. Superintendent/<br>Vice President |
| Medium | \$122,607                                      | 5.1           | \$12,000                    | Yes                  | 168                    | Business Office                          |
|        | 129,279  | 4.5           | ?                           | Yes                  | 132                    | Evening Inst.                            |
|        | 157,000  | 4.75          | 0                           | NR                   | 168                    | Business Office                          |
|        | *132,079                                       | 3.45          | 50,623                      | Yes                  | 119                    | Student Services                         |
| Large  | Glendale City College - No Report              |               |                             |                      |                        |  |
|        | \$277,357                                      | 12.05         | 129,000                     | Yes                  | 168                    | Business Office                          |
|        | Riverside - No Report                          |               |                             |                      |                        |  |
|        | San Joaquin Delta -Not a Student Services Area |               |                             |                      |                        |  |

\*SBCC

The Campus Safety Office performs the same functions as the other colleges in the survey. In addition, bicycles are impounded and beginning summer, 1984, this office will be responsible for parking fine collection, presently done by the City of Santa Barbara. Like many colleges, the Campus Safety Office relies heavily on hourly security officers. Staffed with 1.1 fewer full-time staff than the other colleges, security patrols the campus 17 hours per day as compared with four of the colleges which reported 24 hour service.

X. VETERANS OFFICE

| Size   | FTE Staff             | VCIP Funds Received | Hrs. Available Per Week | Housed With             | # of Active Students |
|--------|-----------------------|---------------------|-------------------------|-------------------------|----------------------|
| Small  | 1.5                   | \$2,213             | 25                      | Financial Aids          | 175                  |
|        | Counselor Responsible | None                | 17.5                    | Counseling              | NR                   |
|        | 3.5                   | 11,582              | 51                      | Student Services Center | 550                  |
|        | 2.0                   | 5,651               | 40                      | Separate Office         | 600                  |
| Medium | 1.0                   | \$4,000             | 47                      | Financial Aids          | 306                  |
|        | 2.0                   | NR                  | 45                      | Admissions and Records  | 250                  |
|        | 1.0                   | 2,300               | 55                      | Student Services        | 300                  |
|        | *.75                  | 3,094               | 24<br>(Reduced from 40) | Admissions and Records  | 217                  |
| Large  | .67                   | None                | 40                      | Admissions and Records  | 118                  |
|        | .50                   | None                | 32.5                    | Financial Aids          | 305                  |
|        | 1.50                  | \$8,692             | 42                      | Admissions and Records  | 931                  |
|        | 1.50                  | 16,301              | 25<br>(Reduced from 45) | Financial Aids          | 762                  |

\*SBCC

SBCC has a smaller number of active students than most of the colleges, which averaged 351 veterans. However, the program utilizes fewer staff than 75% of the Veterans' Programs in the survey and only provides services to students 24 hours a week. On the average, hours available at the colleges was 36.



## ADMISSIONS AND RECORDS

Admissions and Records moved to its present location from the portable building presently used for Duplicating Services in 1966. At that time, there were four clerks, an office supervisor, and an administrator assigned to the office. Responsibilities included eligibility for athletes and veterans certification. These tasks were removed from this area in 1971. With the move to the Administration Building, a full-time transcript clerk was added to the staff. Staff increased and at one time, the Admissions staff included seven full-time clerks, an office supervisor and an administrator. Office hours were from 8:00 a.m. until 4:30 p.m. and 6:30 p.m. to 10:00 p.m. Since that time, both staffing and hours of service have decreased. In the past each staff member had a specific task. Now, each member of the staff is responsible for several admissions functions. In addition, the staff now performs many of the tasks previously done by data processing.

Presently, the Admissions and Records Office is staffed with a full-time supervisor, and four clerks. An administrator, the Coordinator of Student Operations, is responsible for this area and is assigned 80% time. During the year, hourly workers are hired to assist in the changeover, to process applications, put stickers on students' cumulative files, assist with data entry, hand out grade reports, microfilm instructor rosters, and file various items in student folders.

|                                      | 1979-80 | 1980-81 | 1981-82 | <u>1982-83</u> | <u>1983-84</u>  |
|--------------------------------------|---------|---------|---------|----------------|-----------------|
| Students Served/Year<br>(1st census) | 18,208  | 22,169  | 22,396  | 24,795         | 23,000 (est)    |
| Administrator                        | 1.0     | 1.0     | 1.0     | .80            | .80             |
| Office Supervisor                    | 1.0     | 1.0     | 1.0     | 1.0            | 1.0             |
| Clerks (FTE)                         | 7.0     | 5.5     | 5.5     | 5.5            | 4.0             |
| Hourly Workers (\$)                  | 8,959   | 11,290  | 30,251  | 21,945         | 20,247 (budget) |

Open Monday through Friday, the Admissions Office has recently reduced the hours students are served from 56 to 40 per week, except during rush periods and deadline days. This has been done to enable staff to complete required clerical functions.'

The major goal of the Admissions and Records Office is to provide for the admission and readmission of students to SBCC. As the Admissions Office is generally the first contact a student has with the college, the staff is also well trained and able to provide information and assistance to students. In addition, Admissions services provided students include: showing student records, enrollment certification, application coding and processing, transcript requests, adds, drops, withdrawals, credit/no credit requests, selling of catalogs, general education certification, credit by examination, incomplete contracts, fee collection, residency verification, and distribution of grade reports.

With the addition of computer capabilities and the development of a student data base, several other responsibilities, previously handled by data processing have been delegated to the Admissions Office. These include inputting student application information and changes in student data into the computer, and interacting with the computer to process student adds and drops, as well as processing instructor no shows and drops.

It is also anticipated that much of the information and many of the reports previously requested from and generated by data processing, will be generated in the Admissions Office in the near future. Such reports include, but are not limited to, attendance recaps, selected student statistics, WSCH reports, and drop fee summaries.

Although providing services to students is primary, the Admissions and Records Office is also responsible for developing and maintaining accurate student records. More than 13,000 applications are processed and input into the data base each year. Changes in student data such as name, address, major code, and social security number are processed throughout the academic year. Application information is kept in folders as well as in the student data base. Files with student applications, records and requests are kept in the Admissions Office until a student has been inactive for three years. Student permanent record cards reflecting each student's academic history are kept and maintained indefinitely. In the immediate future, a history system will be added to the computerized student records system. This will allow student academic records to be kept and accessed on-line, thus eliminating the need for the generation of permanent record cards and grade stickers. The student's permanent record will be able to be accessed using the computer terminal, at any time. The history system will initially cause more work for the half-time clerk assigned to transcripts, as there will be two documents accessed to obtain the complete student record. The number of transcripts has increased from an average of 30/day in 1979-80 to 75/day this year.

Instructor records, including temporary and permanent rosters reflecting attendance and assignments, grade rosters and positive attendance rosters are kept for one year, then microfilmed. The Admissions and Records area is responsible for seeing that instructors drop students who never attended or who have stopped attending classes. This is required, by law, twice a semester. First, rosters are requested, then distributed with specific instructions. When received, all instructor drops are input into the data base. The Dean of Instruction is informed of any delinquent faculty members. Another major responsibility is that of requesting, distributing, and collecting grade and positive attendance rosters. Once these are collected, they are sent to data processing, which generates grade reports. Previously mailed, grade reports may now be picked up by students at the Admissions Office.

Over the past three years, the number of permanent and hourly faculty has increased and the number of courses offered grown tremendously.

|                             | 1981-82 | 1982-83 | 1983-84    |
|-----------------------------|---------|---------|------------|
| Permanent Faculty           | 150     | 168     | 164        |
| Hourly Instructors (Fall)   | 208     | 218     | 271        |
| Hourly Instructors (Spring) | 238     | 219     | 270 (est.) |

Registration is another major function of the Admissions and Records Office. Although only 16 full days (1983-84) are devoted to the registration process itself, planning and preparation are ongoing throughout the school year. Mainly, hourly workers are hired during registration. However, some Admissions Office workers and regular classified staff are used whenever possible. Although the number of days of registration has increased, the number of registration workers has decreased sharply. The following reflects the breakdown of registration statistics for fall semesters since 1979.

|                             | Fall 1979 | Fall 1980 | Fall 1981 | Fall 1982 | Fall 1983 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Students Registered (reg)   | N/A       | 8,601     | 8,819     | 9,740     | 9,552     |
| Students Registered (add)   | 1,168     | 1,396     | 1,695     | 2,009     | 1,372     |
| Days of Registration        | 5         | 5         | 5         | 5         | 7         |
| Hourly Workers (Classified) | 30        | 7         | 20        | 20        | 10        |
| Hourly Workers (Students)   | 4         | 7         | 6         | 6         | 4         |
| Sbcc Staff                  | 12        | 19        | 8         | 8         | 6         |
| Admissions Staff            | 2         | 0         | 2         | 2         | 3         |

The Admissions Office is also responsible for generating state and federal reports. These include:

- Course Activities Measures, Winter/Spring (CCASU-20 (2))
- Census Student Data, Fall Semester (CCASU-10 (1))
- Course Activities Measures, Summer/Fall (CCASU-20 (1))
- Active Enrollments, Fall Semester (CCAF-130)
- Apportionment Attendance Report, First (CCFS-320 (1))
- Apportionment Attendance Report, Second (CCFS-320 (1))
- Apportionment Attendance Report, Annual (CCFS-320 (1))
- Apportionment, County Prisoners (CCFS-320P)
- ADA Apportionment Adjustment Application (CCFS-317)
- Census Student Data, Spring Semester (CCASU-10 (3))
- Source of Credit Students, Fall Semester (CCAF-131A (1))
- Source of Credit Students, Spring Semester (CCAF-131A (2))
- First Time Transfer Students, Fall Semester (CCAF-131B (1))
- First Census Enrollment Statistics, Fall Semester (CCISP-10 (1))
- First Census Enrollment Statistics, Spring Semester (CCISP-10 (1))
- Active Enrollments, Spring Semester (CCAF-130 (3))

As a result of the Student Data system, many of the tasks performed by the Admissions Office have changed. Due to these changes, several new procedures have been implemented this year;

- letter sent to nonresident students informing them of the procedure to change residency status
- new petition and instructions for appeals to Scholastic Standards Committee developed
- petition requesting permission to be enrolled in classes with conflicting times developed
- all memos to instructors rewritten to reflect procedural changes
- positive attendance roster used for the first time
- new grade reports for students used
- ADD/DROP form requiring instructor signature for drops after the third week of the semester used

- drop fees of \$10 collected for student and instructor drops
- new system for completing the changeover each semester established
- applications for summer and fall, 1984, made available to high school students
- acceptance of applications more than one semester in advance

The following projects are anticipated for the immediate future:

- semester luncheon and informational meeting with high school registrars and counselors
- faculty handbook outlining attendance procedure required
- new first census rosters to enable Readiness Committee to implement the Early Warning system
- on-line transcripts

SANTA BARBARA CITY COLLEGE  
Counseling and Guidance Department

PROGRAM REVIEW AND EVALUATION

Counseling Department Organization and Staffing

The Counseling Department at Santa Barbara City College is comprised of a certificated staff consisting of a 3/4 F.T.E. administrator, 8.15 F.T.E. contractual counselors, one F.T.E. hourly counselor, and four full-time classified staff. The staff is distributed across several program areas as follows:

1. Counseling Center: 6.4 F.T.E. contract counselors, a 3/5 hourly counselor, and two classified staff. In addition to providing academic evaluation and advisement, Counseling Center staff are responsible for the UCSB-SBCC Transition Program, the Advanced High School Student Program, foreign student admissions and advisement, New Directions (an adult re-entry program), a gender equity program, and a walk-up counseling service in the Campus Center. Additionally, counselors have responsibility for the advisement portions of the College Readiness Program.
  
2. Career Center and Placement Office: 1.75 F.T.E. contract counselors, a 3/5 F.T.E. hourly counselor, and two full-time clerical staff.

Historically, during the past five years enrollments at SBCC have increased 34.07% from 7,795 students in 1979 to 10,451 in 1983. However, since the College increasingly has a part-time student body, the increased enrollments have not generated proportionately greater income to support college programs. A review of the literature, however, suggests that part-time students do not necessarily require fewer support services or a lesser level of such services than full-time

students. Many part-time students, for example, have at least as great a need as full-time students for effective academic planning and career counseling. Even though the college's income has not increased at a level proportionate to the increase in number of student enrollments, as will be documented later in this review, student demand for counseling services appears to have increased.

While student enrollments have increased by 34.07% since 1979, the counseling staff has decreased by four permanent full-time positions (Esparza, Gadol, Gaston, McGillin). For the sake of accuracy, however, it must be noted that the department has a new .40 position in the UCSB-SBCC liaison counselor (C. Anderson) and has one F.T.E. hourly position that replaces one of the permanent positions. Thus the total staff loss over the past five years is 2.6 F.T.E. positions. The Counseling Department, then, is faced with the dilemma of having increased student demand for services while experiencing a substantial reduction in staff. Following will be a review and analysis by program area of Counseling Department activities.

Counseling Center

The Counseling Center has, as its principle function, assisting students to identify educational goals, assessment of students' progress relative to their goals, and provision of academic advisement. Specific counseling activities undertaken to accomplish these objectives are listed in the Counseling and Guidance survey of representative community colleges in the state, and may be reviewed by consulting that document.

In recent times, the Counseling Department has made increased efforts to assess what it does and how well it does it. We have gone to great lengths to document our level and type of student contacts and the quality of the services provided. This effort is quite complicated and subject to some degree of error, but, as best as can be determined, it appears that during the spring 1983 and fall 1984, the most recent periods for which data is available, counselors' office contacts with students increased approximately 10% since 1979-80 despite the earlier noted 2.6 F.T.E. decrease in counselors.

With regards to the quality of services, periodically throughout the academic year students have completed questionnaires designed to assess the effectiveness of counseling services. The students have anonymously filled out the questionnaires, leaving them in a receptacle in the counseling reception area. The results have been consistent. Over 90% of the respondents have rated the counselor as "excellent" or "above average," and counselors have typically been described as "considerate," "good listener," "helpful," "interested in me," and "knowledgeable."

As earlier noted, the Counseling Center coordinates a number of programs. Following is a review of those programs:

1. Campus Center Walk-ups: During fall 1982 and spring 1983, from 11:30 a.m. to 1:00 p.m. daily, the counselors set up a counseling table in the Campus Center to distribute printed materials and address concerns raised

by students. This activity reflects increased efforts by counselors to take our services to the students. During the fall 1982 this activity generated 1,509 student contacts, and during the spring there were 1,059 student contacts. This is a very good use of counselor time since each counselor assigned to this duty averaged 25 contacts daily during each 1½-hour working period. It is to be noted that these 2,568 walk-up contacts are in addition to the office contacts described earlier.

2. The UCSB-SBCC Transition Program is a unique program in the State that has a goal of increasing the number of students transferring from SBCC to UCSB. The program particularly seeks to work with low-income and minority students who are under-represented in the current student populations at UCSB. Based upon indications made by students when they apply to SBCC, there are 2,500 who plan to transfer specifically to UCSB. This group, then, is the target population for the Transition Program.

Major accomplishments of the Program are as follows:

- 2.1 Completion of articulation agreements between SBCC and UCSB for 50 academic programs. This is the first time in at least ten years that such agreements have existed. They represent the information base for counseling and are, therefore, critical to accurate advisement for 2,500 students.

- 2.2 Eight seminars were presented by UCSB representatives for SBCC students planning transfer to UCSB. The seminars were by academic majors and included appropriate SBCC departmental faculty. Student attendance was quite good. The seminars were video-taped and are available in the Career Center for review by students who did not attend.



- 2.3 The aforementioned activities spawned increased communication, formal and informal, between SBCC and UCSB departmental faculty that in some disciplines (e.g. speech and psychology) has positively affected curriculum development.
- 2.4 For fall quarter 1983, the number of former SBCC students enrolling at UCSB increased by 50 from fall quarter 1982.
- 2.5 Dr. Connie Anderson, the Transition Program Director, has seen many students on an individual counseling basis as well as in groups. Demand for appointments with her exceeds her availability.
3. The Advanced Student Program: One of the counselors, Dr. Ray Rosales, is responsible for coordinating this program. As part of his responsibilities he visits each local high school at least once per semester to meet with appropriate high school staff and prospective applicants. Furthermore, high school counselors contact him frequently regarding eligibility for individual students. Enrollments in this program have increased dramatically in the last two years. For example, there were only 29 high school students enrolled during fall 1981, and there were 132 in fall 1982. This increase appears due to the Instruction Office offering classes at the local high schools in place of some high school advanced placement classes.
4. Foreign Student Program: Gerald Floyd is the counselor who coordinates the foreign student program. His responsibilities are such that he is, in effect, the foreign students admissions officer. He determines individual foreign student's eligibility to the college, monitors their

progress, and assists them in their orientation to the college and community. In recent years, foreign student enrollment has decreased, as there were only 67 in fall 1982 compared with a high of 113 in fall 1978. The greatest reason for this decline appears to be the drop in Iranian student enrollments from 33 in 1980 to 5 in 1982-83.

5. The College Readiness Program: This program represents the newest major direction in the Counseling Department. Among the specific activities undertaken as a part of the Readiness Program since spring 1983 are the following:

- 5.1 Effective spring 1983 the counselors assist in administering the assessment instruments in English, reading, and mathematics at local high schools each semester.
- 5.2 The Counseling Office assumed a role in communicating test scores and their significance to students. While there is no way to document the number of students who visited the office regarding information about testing and test results, clearly the number is large.
- 5.3 An audio-slide presentation was developed to present to new students in group advisement/orientation sessions prior to the registration cycle each semester. Approximately 45% of first-time college students attend the group sessions.
- 5.4 In accordance with the education code, the Readiness Program charged the counselors with mandating advisement for all students on academic and/or progress probation and all students on academic and/or progress disqualification. At

the end of the spring semester 1983, it was determined that 1,261 students were on probation or disqualification status. Due to the large number of students, our limited number of staff, and the fact that these students had to be seen prior to fall registration, we were limited to mandatory advisement for those on disqualification who petitioned for readmission for fall 1983. According to departmental records, the counselors had appointments with 167 students who successfully petitioned for readmission. Early in the spring semester 1984, we will evaluate the impact of these advisement sessions on student performance during the fall semester 1983. In the future, if we are to carry out the mandates of the education code and the Readiness Committee and require students on probation to also see a counselor, we will need additional hourly counseling staff, particularly during the time just prior to registration each semester.

- 5.5 The Education Code also specifies that first-time students with less than a 2.0 G.P.A. from high school must receive counseling. Since the Readiness Program is concerned with identifying and assisting students who have a high potential for academic difficulty, it also endorses mandatory advisement for these students. There are two major problems with implementation at this point, however. One is with identifying these students, and the other is with having sufficient counselor time at critical times just prior to registration each semester.

5.6 As soon as the computer capability exists, the counselors will participate in an Early Warning Program. Students who have been identified by their teachers as having poor class attendance and whose class work is substandard will receive a mailing twice during the semester notifying them of their unacceptable performance. They will also be informed of the need to meet with a faculty advisor or counselor to address these concerns. Implementation of this program will also require additional counselor time.

#### Career-Center and Placement Office

The principle purpose of the Career Center is to assist students in the formulation of career goals and identification of an academic major. Since approximately 60% of new students are general studies, or undeclared, majors, the Career Center addresses a major need of students. Specific services available to students and community residents are as follows:

1. A library of resource materials including printed, audio, and audio-visual materials to provide students with current career information.
2. A testing service including administration and interpretation of inventories to provide students with career guidance.
3. Bi-monthly career seminars that provide students an opportunity to interact directly with professionals in various careers. These programs are video-taped and available for review by students at a later date. To date, there are video tapes of over 120 careers available to students.
4. Seminars are available on job interviewing techniques and resumé writing for students who are almost ready to seek employment.

5. Counselors teach classes in Career Planning and decision-making. In recent years, three sections of Personal Development 10 have been offered each semester, and typically 20-25 students are enrolled in each section.
  
6. Early in the fall semester 1983, the Career Center purchased a micro-computer with funds raised through a fee that is assessed students for the testing service. Subsequently, a career guidance software package that provides a computerized career counseling service was also purchased. This service is proving popular with students.

During 1982-83, 5,529 students and community residents used the Career Center. This represents a 5% increase over 1981-82 when 5,289 used the Career Center. During fall 1983 the Career Center has had a particularly dramatic increase in contacts from 2,796 during the fall semester 1982 to 4,410 during the fall semester 1983! We are not certain why this dramatic increase has occurred, but a major reason appears to be the addition of Career Center information in the college application.

The Placement Office assists students and employers with placement of students in temporary jobs while attending the College. As a part of this function, the Placement Office interviews and screens students for off-campus job order requests to insure that students who are referred reflect well on the College. Additionally, the Placement Office initiates contacts with local businesses to promote job orders for SBCC students. During the 1982-83 academic year approximately 900 students registered with the Placement Office and approximately 325 were hired. This 33% placement level is essentially the same as in 1981-82.

SUMMARY AND CONCLUSIONS

The Counseling Department has had an increase in student contacts in all program areas except foreign students. Furthermore, the department has expanded the range of services during the past three years to include Campus Center walk-ups, the SBCC/UCSB Transition Program, and mandated advisement for students on disqualification probation. This expansion has occurred despite a loss of 2.6 FTE counselors. Additionally, in order to comply with the Education Code and recommendations of the Readiness Committee, we must require counseling services for students on academic and progress probation and first-time students whose high school grade point average is less than a "C." It is estimated that at least 500 of our students do not have a high school diploma, and, as earlier noted, at the end of Spring, 1983, there were 1,261 students on probation and disqualification status.

For a variety of reasons it is anticipated that all of these students will seek advisement during the month prior to the beginning of each semester that already is the counselors busiest time of the year. We simply cannot carry out the Education Code requirement without additional staff. Therefore, I have requested three hourly counselors for seven weeks during August and January of each academic year. I have also requested one full-time counselor position to assist in carrying out the aforementioned activities as well as the Early Warning part of the Readiness Program.

## FINANCIAL AID OFFICE

The Financial Aids Office provides scholarships, grants, loans, and student employment opportunities for financially needy students. Recipients must be at least half-time students who demonstrate a need for financial assistance while attending Santa Barbara City College.

In 1970-71, Santa Barbara City College centralized all student financial aid assistance programs and instituted the campus financial aid office as we know it today. In 1970-71, SBCC assisted 179 students to receive \$165,000.00. By comparison, in 1982-83, we assisted 1,166 students to receive \$2,103,165.00.

This represents a 552% increase in students assisted in the 1982-83 school year as compared to the 1970-71 school year, or an average annual increase of approximately 46%. In addition, it represents a 1,175% increase in financial aid funds available to students in 1982-83 as compared to 1970-71, or an average annual increase of 98%.

However, the most amazing statistic of all is that the financial aid office staff has increased by only one staff member since 1970-71. In 1970-71, the staff consisted of a director, a financial aid advisor, and a clerk-typist. Today the staff consists of a director, two financial aid advisors, and a college work study clerk. A true "Believe it or Not" story. Unfortunately, computerization has not become a significant part of the financial aid operational process but hopes to be intergraded into the process for the 1984-85 school year.

Nationally, financial aid student assistance programs funding for 1984-85 appears to be at basically the same funding level as 1983-84 with the exception of the College Work Study program which will experience a significant funding increase. State EOPS and Student Aid Commission funds are also predicted to remain somewhat constant. The biggest unknown is the impact possible tuition will have on student aid programs.

Santa Barbara City College has an efficiently run Financial Aids Office serving a significant number of students with minimal staff. We are fortunate to employ such dedicated and responsible individuals to fulfill such an important task.

In a recent study conducted by SBCC, the Financial Aid Office ranked second to last of all colleges surveyed in staffing ratio to student served and dollars disbursed.

In fact, the SBCC Financial Aid Office staff serves 100% more students and distributes 300% more funds than a neighboring college does, yet both have the same staff. The Financial Aid Office disburses an excess of two million and must maintain a clear audit trail for all funds disbursed. The office is understaffed, and has the potential of placing the college in a financial liability situation. Additional staff must be a very high priority for the college in the near future.

FINANCIAL AID OFFICE

ETHNIC GROUPS AND INCOME OF RECIPIENTS

|                    | <u>1978-79</u> | <u>1979-80</u> | <u>1980-81</u> | <u>1981-82</u> | <u>1982-83</u> |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| TOTAL STUDENTS     | 942            | 959            | 1,357          | 1,407          | 1,166          |
| TOTAL DOLLARS      | \$1,111,836    | \$1,269,682    | \$2,123,626    | \$2,572,368    | \$2,103,165    |
| AVERAGE DOLLAR AID | \$1,180        | \$1,323        | \$1,565        | \$1,829        | \$1,803        |

ETHNIC BREAKDOWN:

|             |     |     |     |     |     |
|-------------|-----|-----|-----|-----|-----|
| #1 BLACK    | 98  | 98  | 106 | 108 | 84  |
| #2 INDIAN   | 9   | 11  | 17  | 20  | 22  |
| #3 ORIENTAL | 34  | 32  | 56  | 98  | 118 |
| #4 CHICANO  | 265 | 246 | 293 | 309 | 301 |
| #5 OTHER    | 536 | 572 | 885 | 872 | 640 |

DEPENDENT STUDENTS INCOME BREAKDOWN:

|                             |     |     |     |     |     |
|-----------------------------|-----|-----|-----|-----|-----|
| B (\$0 - 2,999)             |     |     |     |     |     |
| C (\$3,000 - 5,999)         | 142 | 100 | 106 | 107 | 211 |
| D (\$6,000 - 7,499)         |     |     |     |     |     |
| E (\$7,500 - 8,999)         | 143 | 113 | 135 | 92  | 112 |
| F (\$9,000 - 11,999)        |     |     |     |     |     |
| G (\$12,000 - or over)      | 61  | 118 | 96  | 155 | 56  |
| <u>INDEPENDENT STUDENTS</u> | 589 | 547 | 682 | 799 | 765 |

|   |   |    |     |     |    |
|---|---|----|-----|-----|----|
| <u>SCHOLARSHIPS, LOAN<br/>NO INCOME CODE:</u> | 7 | 81 | 338 | 254 | 22 |
|---|---|----|-----|-----|----|



## EXTENDED OPPORTUNITY PROGRAM AND SERVICES

The Extended Opportunity Program and Services (EOPS) is a state funded program designed to provide student support services to low-income students over, above, and in addition to the regular educational support services provided to the general student body. The basic goal of the EOPS program is to develop and maintain a support system for low-income students to assure their ability to pursue college work successfully and transfer to a four-year educational institution or secure meaningful employment.

The program was informally placed in operation at SBCC during Spring, 1970. THE EOPS funds were originally referred to as SB160 Alquist funds. From 1970 to June 30, 1973, the EOPS program was administered by the Dean of Students, the Tutorial Director, and the Financial Aid Director. On July 1, 1973, SBCC hired a full-time EOPS Director and formally instituted a EOPS program.

In 1972-73, SBCC received a \$20,300 state EOPS grant and assisted 79 students. By comparison in 1982-83, SBCC received a \$225,808 state EOPS grant and assisted about 420 EOPS-eligible students.

This represents a 432% increase in students assisted in the 1982-83 school year as compared to the 1972-73 schools year, or an average annual increase of approximately 43.2%. In addition, it represents a 1,012% increase in state funds available to assist EOPS students in 1982-83 as compared to 1972-73, or an average annual increase of 101.2%.

The EOPS program has a staff consisting of a Director, three Special Program Advisors, a secretary, twenty-four peer advisors, and three certificated hourly instructors. It is physically located in the Student Services building.

Future state funding appears to be relatively secure although only minimal growth, if any, in funds is predicted. SBCC's EOPS-eligible student population appears to be growing at a faster rate than the college as a whole. If state funds remain somewhat static and EOPS-eligible students increase, the EOPS program's offerings will need to be reevaluated and prioritized as to value. In addition, existing offerings will need to be evaluated in relation to their continued value with respect to existing voids within the program.

The EOPS program is well respected throughout the state and at the EOPS Chancellor's Office. It is very well funded for its size and is considered to fulfill all the "core requirements" requested by the State. In addition, EOPS state audit/program reviewers have praised the program for its level of program accountability.

In a recent survey conducted by SBCC, the data received indicated the uniqueness of EOPS programs to each respective college. Staffing patterns and grant expenditures varied considerably; therefore, accurate and fair comparisons of our institution to others was impossible to achieve.

12/22/83  
BC/bk

## MINORITY RECRUITMENT/TRANSITION PROGRAM

The Minority Recruitment/Transition Program at Santa Barbara City College was formally established in February, 1983. The program was established to address two basic college deficiencies; i.e., increasing our minority student population and increasing the number of transfer minority students to the University of California.

The program focuses upon recruitment, assessment, retention, and transferability of minority students. A Minority Recruitment and Teaching Advisor was hired. In addition, four outreach peer recruiters were hired. The project has been jointly funded by UCSB, the State Chancellor's Office, and the Santa Barbara City College's Extended Opportunity Program and Services (EOPS) grant.

The program has received statewide recognition as a potential model program for all UC campuses and their community college counterparts. However, since the program is relatively new, statistical data is limited, but all indications are SBCC will be increasing its minority student population, and SBCC will be transferring more minority students to UCSB.

12/22/83  
BC/bk

## STUDENT ACTIVITIES OFFICE

A student activities program has been a part of SBCC virtually since the college was founded. Popularity and college impact has varied as well as district financial support. Whenever the college seems to be financially strong, the Student Activities Office's efforts increase in quality and breadth; conversely, whenever the college seems to be financially weak, the service of the Student Activities Office suffers.

In either case, however, the Student Activities Office does not enjoy a "favored" position within the college; if the college is financially strong, the student activities program does not benefit as well as the other segments of the college, and if the college is financially weak, the student activities program is one of the first to be reduced.

The Student Activities Office staff for 1983-84 is less than it was three years ago, five years ago, or seven years ago. Presently, the staff consists of a Coordinator of Student Activities, a secretary, and a hourly part-time assistant, all under the general supervision of the Assistant Dean of Student Services.

The Student Activities Office is located in the Campus Center building, rooms CC-110A and CC-110B. Office hours are Monday through Friday, 8:00 a.m. - 4:30 p.m.

The Student Activities Office's primary purpose is to provide an operational hub for all co-curricular student activities on campus. Its staff assists individual students, student organizations, athletics and instructional departments in coordinating activity projects in addition to providing assistance and direction to the A.S.B. Student Senate. Specific services include the following:

1. Housing information.
2. Sales of student activity and faculty passes.
3. Lost and Found services.
4. Free speech area activities.
5. Campus clubs and organizations' support services.
6. Posters and signs to publicize student campus activities.
7. Master calendars' use of Campus Center promotional tables.
8. Campus Center public address announcements.
9. Solicitation of funds and fund raisers for student organizations and athletics.
10. Supervision of student grievances.
11. Supervision of football and basketball events.

The demand for services from the Student Activities Office by its users has increased. Student Senate, student clubs, free speech area programs, athletic production needs have increased both in number of events and type of services requested.

The future may bring a reduction in services or fee schedule for services rendered. Hopefully, the college's financial situation will improve and so will the quality and breadth of the services of the Student Activities Office.

CAMPUS SAFETY OFFICE

In fall, 1979, prompted by the rape of a woman on campus, a security survey of Santa Barbara City College was conducted by the Santa Barbara City Police Department. The following semester, the campus implemented recommendations submitted by the police department. In addition, campus security programs at other colleges were researched and one implemented at Santa Barbara City College. At this time, there was also a significant increase in security personnel and a communication system was created to enable security officers to communicate directly with the police department. During the 1982 summer intercession, another security survey was conducted which revealed that the campus was still experiencing security related problems in several areas. Efforts began to resolve some of the problems noted. Last year, the Campus Safety Office was relocated in the Campus Center in order to better provide services to students.

The primary goal of the Campus Safety Office is to make the campus secure for the students and staff. Campus safety officers provide protection throughout the college's east and west campuses including the various parking areas.

The staff is comprised of the Coordinator of Campus Safety (60%), two campus safety officers, numerous hourly safety officers, and an intermediate typist clerk (75%). Since 1981, the staffing pattern has remained fairly constant.

|                        | 1979-80  | <u>1980-81</u> | 1981-82  | 1982-83  | 1983-84  |
|------------------------|----------|----------------|----------|----------|----------|
| Coordinator            |          | .6             | .6       | .6       | .6       |
| Campus Safety Officers | 1.5      | 2.0            | 2.0      | 2.0      | 2.0      |
| Clerical               |          | .5             | .5       | .5       | .75      |
| Hourly Classified      | \$11,886 | \$59,185       | \$61,486 | \$58,662 | \$56,772 |

It is anticipated that an increase in the number of hourly safety officers as well as an increase in clerical support will be needed in the event of a parking fee program.

The total budget for the Campus Safety Office for the 1983-84 academic year is \$132,079. Since the inception of the campus safety program in 1980, the budget has increased slightly each year.

|         |           |
|---------|-----------|
| 1979-80 | \$ 55,972 |
| 1980-81 | 115,722   |
| 1981-82 | 126,960   |
| 1982-83 | 131,838   |
| 1983-84 | 132,079   |

In addition to its primary goal of making the campus secure for students and staff, another major function of the office is to control traffic, including bicycles, on campus. Approximately 275 parking citations are issued by the security officers each month which generates approximately \$22,000 for the college on an annual basis. Tickets are processed by the City of Santa Barbara and may be paid at City Hall. Presently, the feasibility of processing parking citations and collecting fines by an outside collection agency is being explored. It is anticipated that this would increase revenue

CAMPUS SAFETY OFFICE (continued)

to the college by \$19,000 a year.

Another major responsibility of the Campus Safety Office is the follow-up and documentation of all crimes reported on campus. Crimes range from personal and school property losses to traffic accidents and violent crimes. In addition, miscellaneous incidents such as verbal harassment and public intoxication are dealt with. The Campus Safety Office is also involved with any students causing disturbances on campus or in the classroom.

An ongoing Crime Prevention Program has been developed to educate students and staff about crime prevention techniques. This program has been well received, consists of several elements including Operation Identification, and will continue to be a top priority project of the Campus Safety Office.

Also being explored are the ways in which a microcomputer may be utilized in the overall security operation, namely the collection of crime data, processing of parking citations, and distribution and sale of parking permits.

Tram service offering transportation to and from the west campus is provided by the Campus Safety Office from 6 p.m. until 10 p.m. Monday through Thursday evenings. Tram service is also provided daily from 7:45 a.m. until 12:45 p.m. for students parked in the medical lot.

Protection throughout the college's east and west campuses, including parking areas and adjacent Pershing Park is provided from 6:30 a.m. until 11:30 p.m. weekdays, 7:00 a.m. until 12:00 midnight weekends, by the campus safety program. The security force, both men and women, patrols on foot, on bicycles, and, in the evening, in two person teams. Coverage in the college's marked patrol vehicle equipped with flashing amber light is also provided. Security officers wear white T-shirts and jackets with red lettering on the front and back which make them easily recognizable.

## CAMPUS BOOKSTORE

The bookstore moved to its present facility in the Fall of 1980. Prior to that time, the bookstore had been located in the Campus Center and before that, in the Administration Building. At that time, the bookstore was owned by the Associated Students, but, in 1971, when the student body card was ruled invalid, the bookstore responsibility and function was moved to the district. Originally purchased for a tutorial center, the bookstore building has gone through several stages of additions and remodeling since located in its present spot. Total remodeling should be completed in the Spring of 1984.

The goal of the campus bookstore is to provide students and staff with the best possible selection of goods and services of the highest quality and with equitable pricing. Totally, self-supporting, the bookstore is open daily from 7:45 a.m. until 4:00 p.m. and from 7:45 a.m. until 7:30 p.m. on Wednesdays. During the first two weeks of the semester, the hours are from 7:45 a.m. until 9:00 p.m. daily. During registration, the campus bookstore maintains the same hours as registration.

Full-time staff includes the bookstore manager, textbook buyer, supply buyer, account clerk, shipping-receiving clerk and two part-time cashiers. Over the past seven years, the staffing has remained constant.

Profits from the sale of textbooks enables the bookstore to pay all salaries, retirement and benefits for its employees as well as improvements and maintenance of the building.

Textbook and supply requests from some 350 instructors are handled annually. This results in the purchase of books and supplies for approximately 920 classes and the selling of between 50,000 and 60,000 copies of over 2,000 titles annually. Some 700 to 800 students are served daily except during the rush periods, when 3,500-4,000 are served.

In addition to ordering and selling textbooks and supplies, the bookstore also provides the following services:

- provides for shipping and receiving of merchandise with the retail value of over 1,000,000 dollars.
- provides \$30,000 yearly toward the support of the co-curricular budget
- provides for a textbook buyback at the end of each semester
- provides caps and gowns for faculty and students for commencement
- cashes checks for students and staff
- carries charge systems for State Rehabilitation, Veterans, CETA, Financial Aid, and Tri-Counties Regional Center

Over the past five years, several innovative projects have been completed. An addition was built on the front of the original building, and a new roof put on. The inside of the store was remodeled. A public address system was installed between the register area and the office, thus providing better security for cashiers as well as an announcement system for rush periods. A business computer was purchased to upgrade text and

CAMPUS BOOKSTORE (continued)

supply ordering systems and a Hewlett-Packard terminal has been ordered to enable the bookstore to tie into the student data system, thus making locating students with bad checks more efficient.

In the future, there are plans to build a module to the office end of the facility to serve as a warehouse and combined book buy-back area. Also planned is the installation of a security system for the entrance and front windows of the building. It is also anticipated that the patio area in front of the building will be covered and outside lockers for student use be placed in that area.

The following comparison data indicates the growth the bookstore has experienced since 1977. In 1983 students made 44,000 more visits to the bookstore than in 1978. This year students made 170,000 visits to the bookstore as compared to 126,000 visits in 1978. On an estimated 10,000 enrollment, the amount spent per student averages \$121.17 per year. During the rush period, the average sale is around \$150.00 for books and supplies. In 1978, the average sale was \$52.60.

|                   | <u>1977</u>       | <u>1980</u>       | <u>1983</u>        |
|-------------------|-------------------|-------------------|--------------------|
| New Books         | \$ 474,279        | \$ 505,260        | \$ 866,637         |
| Used Books        | 50,008            | 46,885            | 114,291            |
| Supplies          | 78,577            | 94,770            | 146,266            |
| Clothing          | 5,332             | 8,018             | 17,424             |
| Sundries          | 2,100             | 2,034             | 4,474              |
| Art Goods         |                   |                   | 9,102              |
| Canvas            |                   |                   | 9,648              |
| Cigarettes        | 7,911             | 6,775             | 10,414             |
| Non-Taxable       | 14,488            | 21,391            | 35,336             |
| Resale            | 2,245             | 5,132             | 6,378              |
| TOTAL             | <u>\$ 635.041</u> | <u>\$ 690.265</u> | <u>\$1,211,669</u> |
| Salaries          | \$ 69,050         | \$ 83,677         | \$ 119,075         |
| Benefits          | 14,359            | 20,693            | 32,192             |
| Operating Expense | 21,108            | 29,331            | 58,501             |
| Freight           | 13,477            | 16,378            | 30,558             |

## VETERANS PROGRAM

Prior to 1973, the only services provided Veterans were counseling and enrollment certification, done through the Admissions Office. In 1973, a Veterans Program was established as a result of a program established by the Department of Health, Education and Welfare. This program, the Veterans Cost of Instruction Program (VCIP) and the Veterans Education Reporting Fees provided by the Veterans Administration, funded services for Veterans at SBCC. The program grew and reached its peak in 1974-75 when approximately 2,500 veterans and dependents attended the college. Since that time, the number of veterans and funding has declined. Program staffing has also decreased from two Veterans Administration employees, a clerk and coordinator to a half-time clerk.

Santa Barbara City College still maintains a veterans program which provides a variety of services to veterans and dependents receiving veterans education assistance. Veterans not receiving educational assistance are eligible to receive the same services. The program is operated by a clerk, paid for partially by VCIP funding.

The main functions of the program are to provide clerical service, maintain records, serve as a liaison between the student and the Veterans Administration and insure that the students comply with the Veterans Administration regulations on standards and progress.

Coordinated by the Veterans Clerk are the following: enrollment certification, assistance in completion of required forms, informational meetings and workshops, referral services, tutorial assistance, work study jobs, and correspondence informing veterans of new regulations as well as campus and off-campus services. The clerk is available twenty-four hours weekly, including one evening.

A counselor is assigned to assist veterans and dependents during their enrollment at the college, providing academic counseling and evaluations of their majors and programs.

In addition, activities are held to recognize veterans for service to their country and a scholarship is provided each year to a veteran for academic achievement.

Despite decreases in enrollment and funding, the Veterans Program continues to provide the required services to meet the needs of the students. Over the past five years, funding has decreased 83% and the number of students served 64% to the present enrollment of 218.

| <u>Year</u> | <u>Enrollment</u><br><u>Fall</u> | <u>Spring</u> | <u>Reporting Fees</u> | <u>VCIP Funding</u> |
|-------------|----------------------------------|---------------|-----------------------|---------------------|
| 1978-79     | 838                              | 733           | \$ 3,944              | \$28,045            |
| 1979-80     | 613                              | 597           | 3,491                 | 18,206              |
| 1980-81     | 501                              | 556           | 2,356                 | 17,850              |
| 1981-82     | 491                              | 508           | 3,280                 | 7,142               |
| 1982-83     | 401                              | 329           | 1,976                 | 8,036               |
| 1983-84     | 218                              |               | Not funded yet        | 3,094               |



## SANTA BARBARA CITY COLLEGE

### Program Review and Evaluation: Health Services

#### Philosophy and Function.

The Health Services Program is a component of Student Services and an integral part of students total educational experience. By helping student maintain optimal physical and emotional health, they are assisted in accomplishing their educational goals.

The Health Center functions as a limited out-patient clinic. Out-patient care is treatment for common, acute or chronic, stable medical conditions which the college nurse can assess and treat according to standardized procedures developed in consultation with the physician. Conditions beyond the nurses level of expertise are referred to one of the consulting physicians or a community health facility.

A comprehensive referral program has been developed to assist students whose health care needs are beyond the scope of the Health Center. This category of care includes severe, complicated or uncommon, acute medical problems or unstabilized chronic conditions that require immediate supportive attention or specialized treatment programs.

#### Funding and Staffing

Funding for Health Services derives from a health fee mandated for all students. Students enrolled in 6 units or less pay \$3.00 per/semester while those enrolled in 7 units or more pay \$5.00 per/semester. Students may also purchase an optional health insurance policy. At the current enrollment level the health fee generates approximately \$100,000.00 per/year that is used to fund the program in its entirety including staff salaries. The educational code precludes funds generated by the health fee from being used for non-health programs.

Health Center staff at this time includes a college nurse who also functions as coordinator of the program, a full-time intermediate typist-clerk, an evening nurse who works 16 hours/per week, two mental health counselors who work a total of 33 hours/per week, and a consulting physician who is budgeted for 10 hours/per week. Additionally the Health Office has begun to hire consulting medical specialists such as a dermatologist and an orthopedic specialist on a very limited basis. The dermatologist in particular has been a high demand service by students.

#### Program Activities

The Health Office has had a very busy fall semester 1983. Following is a summary of major activities:

(1). From September through December 1983 the College Nurse has recorded 1,031 student contacts. These contacts do not include first-aid provided to students since first-aid contacts are not charted.

(2). Despite having been in existence for little more than a year the Mental Health Counselors have been in high demand. From September through December they have had 252 counseling sessions, each of which was at least one hour in length. In addition, they have provided a consulting service to committees on campus who are concerned with student safety and health.

(3). Last November the college hired a classified evening nurse who had (5) student contacts. It is to be noted, however, that 122 of these contacts occurred from September through October when one of the Mental Health Counselors who happens

Program Activities

to be a psychiatric nurse served in a dual role of evening nurse and Mental Health Counselor. Given the small number of contacts during November and December the need for an evening nurse each night of the week must be reviewed.

(4). The Health Office maintains the College's staff medical records. In this capacity tuberculosis skin testing is done in the Health Office. During the fall semester 1983, 354 TB exams were given.

(5). As part of the Health Services program all students are provided accident insurance protection for injuries occurring on campus and during supervised off-campus college activities. The insurance includes catastrophic coverage for students for up to \$60,000. The Health Office processes all insurance claims against the insurance policy.

Considering the relatively small costs to students the Health Office provides an impressive array of services. A review of the State survey of health services at Santa Barbara City College and other comparable community colleges indicates that Santa Barbara City College has a broad range of services offered in a cost effective manner.

FORM A

FIVE-YEAR PLAN I-III

- I. OVERVIEW - A brief description of the department's major goals, significant factors influencing the department's plans and implications of these factors with regard to these plans over the next five (5) years:

There are four major changes which will effect how the Student Services Department functions at SBCC:

1. Tuition for all students.
2. New requirements/reports from the State Legislature and/or Chancellor's Office.
3. New and different accountability models for each service area.
4. Community/students needs for new or modified services.

Student Services will address:

1. The increased enrollment of minority students, older students and part-time enrollees.
2. The need to be able to access the new student data system in order to do our own independent research.
3. The development of a well-coordinated program on Student Readiness.
4. The enlargement of a well-defined and coordinated recruitment program.
5. The refinement of accountability mechanisms.
6. The improvement and coordination of facilities.

FORM B  
 FIVE-YEAR PLAN

STUDENT SERVICES DEPARTMENT

II. STATISTICS - Summarize data which you believe support your departmental five year plan:

Student Services has been challenged by the addition of more students each semester with less staff and financial assistance. The credit program (without the "term" students in 1981-82) students have changed accordingly:

|        |      |        |
|--------|------|--------|
| Fall   | 1980 | 9,997  |
| Spring | 1981 | 9,903  |
| Fall   | 1981 | 10,614 |
| Spring | 1982 | 10,885 |
| Fall   | 1982 | 11,479 |
| Spring | 1983 | 10,620 |
| Fall   | 1983 | 11,225 |

The amount of money spent by the district due to the Student Services reorganization and cutbacks has fallen drastically. Total allocations were:

|         |                  |                        |
|---------|------------------|------------------------|
| 1981-82 | \$1,674,217      |                        |
|         | <u>- 216,851</u> | EOPS categorical Funds |
|         | \$1,457,366      |                        |
| 1982-83 | \$1,571,211      |                        |
|         | <u>- 221,208</u> | EOPS Categorical Funds |
|         | \$1,350,003      |                        |
| 1983-84 | \$1,587,901      |                        |
|         | <u>- 238,130</u> | EOPS Categorical Funds |
|         | \$1,349,771      |                        |

After the Student Services reorganization, the department expenditures have evened out for two years. A number of positions have gone unfilled and the budget will be reduced accordingly at the end of the academic year.

FORM C

FIVE-YEAR PLAN

STUDENT SERVICES

DEPARTMENT

III. SPECIFIC PROGRAM PLANS

A. 1984-85

Provide a brief, but specific description of objectives and, if applicable, describe changes in requirements for personnel, equipment, facilities, or other budgetary categories. As appropriate, include new courses, or programs, assure new delivery methods, scheduling concepts, or inter-departmental activities. Be as specific as possible. This information will serve as the basis for developing the 1984-85 budget, and the college's educational master plan.

The Student Services Program at Santa Barbara City College has tried to serve the needs of our students without increasing staff. In some areas, staff has been reduced over the past few years. In order to evaluate our services in comparison to the "Statement of Institutional Strategies," the following items are the specific goals with the manner in which the Student Services program addresses the issue.

In addition to the "Institutional Strategies," Student Services will address:

1) Research should be completed in regards to:

Exit Questionnaire  
Evaluation of Readmitted Disqualified Students  
Counseling Accountability Model  
Evaluation of Non-registrants  
Statewide Development of Student Services Program Review

2) Facilities need to be remodeled or reorganized:

Bookstore  
Career Center, Assessment Center, New Directions Program  
and Placement Office  
Health Services

I. TRENDS IN DISTRICT DEMOGRAPHY

1. Increase recruitment programs in the secondary schools aimed at minority students and identify and encourage potential transfer students among them.

The UCSB/SBCC Minority Recruitment/Transition Program was established in 1983-84 by a Chancellor's Office grant and UCSB funding. The program has assisted in developing a positive presence of SBCC with the minority students on our local high school campuses. The program coordinator will assist the identified minority students to succeed at SBCC and to transfer to a university. The program will need new funding for future years.

Within the EOPS program, the three Special Program Advisors will assist in identifying potential transfer students and refer them to the Minority Transition Coordinator for special guidance. The EOPS program assists students with peer counselors, tutoring, assessment, specialized courses, and counseling. The program is interrelated and coordinated with the Instructional and Student Services components of the college.

Minority students will be recruited by activities, such as

- Presentations/assemblies at the local high schools
- Spring High School Visitation Day
- Community College Week
- Free and low cost athletic events on campus
- Assessment on the local high school campuses
- Summer Bridge Program for 50 students
- Specialized Orientation Program for New EOPS Students
- Contacts through community clubs, non-profit agencies and personal referrals

A Cal-SOAP proposal is being written for funding of this program. The proposal will be developed by UCSB, SBCC, Westmont College, Santa Barbara City Schools, Carpinteria High School, Bishop Diego High School, Santa Barbara Scholarship Foundation and the Santa Barbara Foundation. If funded, our program would become better coordinated with the other institutions and enhanced by additional funds and resources.

2. Develop a student college readiness program having the elements of assessment, advisement, developmental education, and methods of retention.

The Readiness effort has many areas which Student Services is addressing:

- a) The Counseling Office is developing an assessment, advisement and orientation program which will be coordinated with the Instructional component of the college. The program will coordinate the assessment center, the faculty advisors and counseling.

- b) The Early Warning system is on the list of D.P. priorities which is needed to enhance our readiness effort.
  - c) The Career Center is conducting departmental workshops to familiarize students with career options.
  - d) An exit survey is being developed to evaluate and track our students as they leave the campus.
  - e) A Summer Bridge program is being enhanced to assist 50 students with specialized instructional, counseling, and advisement.
  - f) Special procedures will be developed to assist students who have been disqualified or are on probation (either progress or academic).
  - g) A letter of acceptance process is being developed in order to reassure students and to disseminate information about assessment.
3. Recruit and retain more full-time students in transfer and occupational programs.

The entire Readiness effort is geared at assisting students to be successful in their desired goals. Our efforts will be devoted to:

- a) Making our counselors more available to the high school students on their campus.
- b) Making our Career Center more accessible to high school students.
- c) Making our assessment process meaningful and efficient.
- d) Conducting a well-coordinated assessment/advisement/orientation program.
- e) Promoting the concept of mandatory advisement of all new students with g.p.a. of 2.00 or less.
- f) Developing a computerized articulation system.
- g) Encouraging and participating in the development of a well-planned and presented High School Visitation Day.
- h) Participating in a Spring Symposium with UCSB each year which tries to create new solutions to specialized problems in the transfer function.
- i) Conducting a week of events during Community College Week which will encourage non-student participation.

4. Identify and meet the needs of the non-traditional (especially older) students in both credit and non-credit programs.

The new EOPS program, C.A.R.E. (Cooperative Agencies Resources for Education), was established to assist AFDC recipients with specialized counseling and child care. The program will continue to grow due to the tremendous need in our community. Our program is the second largest in the State at the present time.

The Minority Recruitment/Transition program, which began this year, shall be developed and modified to increase the number of positive contacts in the community.

The Calendar Committee is evaluating the needs of the different groups of students in order to develop a calendar which more closely meets the needs of the majority and/or accommodates their needs.

The "New Directions" program continues to assist students in evaluating non-traditional opportunities. The program conducts programs, encourages counseling, and use of the Career Center. The new job shadowing program will begin and become institutionalized in the Fall under the direction of Margaret Kearns. The program will provide students with the opportunity to visit and observe workers at their workplace. The focus will be on high technology and non-traditional careers for men and women.

A new course will be introduced for exploration of vocational and technical careers for women. The course, if approved, would be taught by an hourly instructor.

Although not a traditional teaching program, the Health Services will continue to coordinate health education days devoted to the specialized needs of our students.

## II. TRENDS IN ENROLLMENT

1. Expand and strengthen developmental programs to assure that more students are able to pursue college work successfully.
2. Develop programs specifically aimed at meeting the needs and objectives of older students.
3. Determine the optimum scheduling considerations for this diverse clientele and schedule classes at convenient times and places to more effectively meet the needs of all students.

Some of our programs aimed at the changing enrollment patterns which have occurred are the C.A.R.E. and the New Directions program. The various offices which serve our student body have adjusted their office hours to be open in the late afternoons and evenings.

We will continue to evaluate the College Calendar for future changes.



### III. EFFECTS OF HIGH TECHNOLOGY

Student Services, too, have been effected by high technology but more as a user in the following manner:

- 1) In order to increase the ability to have accurate information regarding articulation, the college needs a computerized system. If faculty will be assisting with advisement, it will give them access to the most updated information.
- 2) The Admissions and Records Office has adopted the Santa Rosa College on-line system which has changed the responsibilities, duties and manner of completing a registration, change of program, adds and drops, change in student data and ability to retrieve information. The State Legislature, the Chancellor's Office and the SBCC staff have now requested additional information regarding the SBCC student body due to their perception of our increased computer capabilities. We cannot always comply with the new requests, but we will continue developing new programs as time permits.
- 3) The Admissions and Records Office will be implementing an on-line transcript system. The transcripts will begin with Summer, 1983, grades.
- 4) As time permits, a computerized system is being developed to collect the information from instructors on no-shows, census data, positive attendance, grade rosters and the Early Warning program.
- 5) The Financial Aids Office must become computerized or enlarge the staff immediately. A program should be purchased which will accommodate Federal, State and local regulations which are becoming more complex, require accountability and audit abilities. As more students are recruited which need and qualify for financial aid, our system must assist them with timely and accurate information.
- 6) The Career Center has some computerized career information, but the program needs continue to grow. The career guidance process "Discover" should be considered for purchase. It will allow the student's input of values, skills, self rating of aptitudes, etc., in order to generate career information specific to the individual.

The Career Center needs a more sophisticated assessment package which could be provided to students and non-students in the community.

- 7) The Security Office will try to contract for a computer fine collection service. It will be more efficient, and less costly.
- 8) The Bookstore is computerizing the collection of bad checks, and screening non-students through the new Student Data System.

IV. EDUCATIONAL DEFICIENCIES IN SOCIETY

1. Expand recruitment efforts and support services for those who are in need of post-secondary educational opportunities but are unlikely to be inclined or able to avail themselves of opportunities (e.g., EOPS, programs for re-entry adults, college readiness).
2. Increase the awareness among high school students and dropouts of the consequences of a lack of education in today's society.

Recruitment efforts will continue based on resources and funding by:

E.O.P.S. - Two Special Program Advisors and Peer Counselors

C.A.R.E. Program

Minority Recruitment/Transition Coordinator

Counselors

Faculty

Media Services

Assessment contacts

UCSB/SBCC Transition Director

Support Services will continue in the following areas based on funding available:

Accelerated High School Students

Admissions and Records

Assessment

Bookstore

C.A.R.E.

Career Center

Counseling

E.O.P.S. Advisors

Financial Aids

Foreign Students

Health Services

New Directions Program

Placement

Safety and Security

Student Activities

Veterans Services

With additional resources, we should address the recruiting of the high school dropout who would be a very high risk and high need of specific services in order to succeed.

We should address the recruitment of honor students at the high school. The SBCC Foundation might offer grants to cover tuition to local high school students with a g.p.a. above a 3.0 or 3.5. Our programs must be proven to the local high school counselors so they may promote for us, too.

The Career Center will be promoting an assessment package for non-students. Having community people use the campus services is an excellent method of introducing the college to them.

Our teaching faculty are excellent emissaries of the college. The more contact they have with local students and institutions the more desire will be created to enroll in their specific classes.

3. Contact and work with youth-oriented agencies to encourage college enrollment of more young people.

The E.O.P.S. Program Advisors and the Minority Recruitment/Transition Coordinator make numerous contacts with community groups which are youth-oriented. If the Cal-SOAP proposal is funded, our contacts with these groups will be enhanced and better presented and coordinated with the other institutions.

FORM D

FIVE-YEAR PLAN

STUDENT SERVICES DEPARTMENT

III. SPECIFIC PLANS - continued:

B. 1985-86

Discuss specifically additional plans the department may have for academic year 1985-86. State objectives and identify major personnel, equipment and facility resources needs.

1. Further development of recruitment/marketing procedures and activities.
2. Increased on-line capabilities.
3. Refinement of the new parking system.
4. Participation in the Student Services Review Model.

C. Subsequent Three Years (1986-89)

Discuss changes in department long-range goals and plans. Resource requirements (personnel, equipment, and facilities) should be outlined.

Student Services will be planning to move into the present Library facility. All Student Services should be brought together in a meaningful and coordinated manner. The facility should permit the ability to complete the registration process, have assessment, apply for Financial Aid and/or EOPS, visit the Career Center and see a Counselor all within one building. Of course, it should also accommodate the Security Office, Student Activities, the Health Services, and cashiering.

Memorandum  
January 5, 1984

To: College Planning Committee  
From: Burt Miller

Subject: Review of Planning and Research Office

### History

The Office of Research and Grants was created in 1973 as an outgrowth of the resignation of Administrative Dean Tom MacMillan and upon the recommendations that came out of the Goals, Objectives and Organization Study. Initially, responsibilities centered on grants and institutional research, with primary emphasis on grants.

In subsequent years there has been both a shift in emphasis and an expansion of scope in the office. Initially, there was no clerical or paraprofessional staff in the office. As the demand for research data expanded, it soon became apparent that some clerical assistance was needed to gather and assimilate the data. A half-time statistical clerk position was created. Before this position was filled it was combined with a similar half-time position in the Instruction Office and the Research Office assumed responsibility for maintaining all data on instructor loads, chairperson stipends, and related functions that had been in the Instruction Office.

Emphasis began to shift from grants to research in response to several external factors:

- 1) Increasing demand from the state for institutional data input to the Uniform Statewide Reporting System.
- 2) Increasing demand from campus sources for data needed in planning and evaluation.
- 3) General drying up of many of the sources of grants that had been most fruitful for grants to community colleges.
- 4) Formation of the Foundation for SBCC as an alternate source of supplemental funds.

Another change that began to affect the office was the increasing use of the computer for data retrieval and data processing. This required a new type of capability on the part of staff. While we had been fortunate to be able to recruit persons with some background and experience in this area, there was no requirement in the job description of the statistical clerk. As a result of the general study of classified positions by Employment Management Services, the statistical clerk position was upgraded to statistical technician.

With the elimination, in 1978, of the position of Director, Facilities Development, the office was asked to take on the additional duties of Facilities Planning. Shortly thereafter, with the resignation of the Asst. Superintendent, Business Services, responsibility for Data Processing was also shifted to the Research and Grants Office. These added responsibilities were assimilated with no increase in staff or budget. In recent years, there has been an increasing emphasis on long-range planning and this office has assumed a significant role in providing co-ordination and data resources. Reflecting these changes, the name of the office was recently changed to Planning, Research, and Data Processing.

CPC  
2/20/84  
Stem 7

The addition of these new responsibilities has further shifted emphasis in the office. At present, the areas of responsibility and activities under each are as follows:

- 1) Planning
  - a. Resource to College Planning Committee
  - b. Summarize institutional five-year plan
  - c. Work with Instruction Office to integrate program evaluation into five-year planning
- 2) Data Processing
  - a. Work with DP staff at CCCA to assure continuing smooth transition to HP 3000 system
  - b. Chair two administrative DP advisory committees
  - c. Act as liaison between SBCC and CCCA
  - d. Chair CCCA Executive Committee
  - e. Develop proficiency in HP 3000 databases and methods of extracting data. Train others in these areas.
  - f. Master use of microcomputers and assist others in developing facility with these administrative tools.
  - g. Determine needs for hardware - terminals, microcomputers, and printers - and assist in selection of appropriate devices.
  - h. Assist in determining data communication needs and work with CCCA to provide for these needs
- 3) Institutional Research
  - a. Work with appropriate staff to carry out research and evaluation projects as needed. Current projects are:
    - 1 - Evaluation of student readiness/assessment
    - 2 - Evaluation of SBCC transfer program
  - b. Provide input to Chancellor's Office Uniform Statewide Reporting System. (while much of this is computerized, significant parts have yet to be adapted to the computer. An ongoing priority is to make more use of the computer.)
  - c. Develop and distribute resource data for institutional planning
  - d. Respond to numerous federal, state, and independent requests for institutional data.
- 4) Facilities Planning
  - a. Chair Facilities Planning Committee
  - b. Analyze facilities utilization and make recommendations for improved facilities scheduling.
  - c. Conduct annual facilities inventory
  - d. Submit necessary applications and documents to the state - five-year plans, PPG's, PPP's - and work with consultants and on-campus groups to develop these documents
  - e. When necessary, conduct environmental reviews of proposed projects and submit necessary applications to Coastal Commission and other governmental agencies.
- 5) Accreditation
  - a. Submit annual updates to Accrediting Commission
  - b. Attend scheduled workshops
  - c. Chair institutional self-studies and prepare draft reports
  - d. Co-ordinate arrangements for team visits

## 6) Grants

- a. Assist in the preparation of grant proposals by critiquing, assisting with budget development, processing through Board of Trustees, and occasionally writing proposals
- b. Publicize to the campus community opportunities for submitting grant applications
- c. Followup on administration of grants received

## Evaluation

I am not sure what criteria to apply to the evaluation of the above activities. It is clear that the expansion of work in the office over the years with no increase in resources has forced choices regarding priorities. As a result, not all of the functions listed above are well-covered. Mandated requirements of the state are being met on time. Significant effort in the past two years has gone into the Data Processing function because of its potential long-term payoff to the entire college. Recently, quite a lot of effort has gone into Facilities Planning because of the Board's desire to update the Master Plan and to proceed with the design of a new Learning Resource Center. Research activity has been almost entirely delegated to the statistical technician. Grants support has become very minimal.

The last accreditation self-study was conducted in 1979-80, and the team visit was in 1981. This means that another will be conducted in 1984-85, i.e., starting next Fall. This will demand a considerable amount of effort from the Planning and Research Office (along with many others) over the year. Sometime during the succeeding year we will be visited by a validation team.

Some of the activities of the office require, for quality results, the ability to mount a fairly sustained, intensive effort. However, such opportunity is rarely available because of the highly varied demands of the above functions. Priorities have generally gone to those activities mandated by government, Board, Superintendent, and administration, and to areas where the perceived long-term payoff to the college is greatest. Most effort goes into meeting demands of the moment, and the long-term projects requiring sustained effort just don't get addressed very much.