

SANTA BARBARA CITY COLLEGE
COLLEGE PLANNING COUNCIL
November 21, 1989

CERTIFICATED PERSONNEL REQUESTS 1990-91

I. RECOMMENDED EXEMPTIONS

<u>Department</u>	<u>Replacing</u>
Associate Degree Nursing	Nan Metz
Biology	James Campbell
English Composition & Literature	Hazel Stewart
French	Norma Thompson
Graphic Communications	Jack Brashears
Mathematics	Byron Culbertson
Philosophy	Peter Angeles
Theatre Arts	Tod Fortner

II. RECOMMENDED RANKINGS

1. English Composition & Literature (#1)
 2. English as a Second Language
 3. Mathematics
 4. Art (Sculpture/Drawing) (#1)
 5. Accounting
 6. Drafting/CADD
 7. Business Office Education
 8. Early Childhood Education -
 9. Theatre Arts
 10. Communication
 11. Associate Degree Nursing
 12. Spanish
 13. Mathematics (#2)
 14. English Composition & Literature (#2)
 15. History
 16. Drafting/CADD (#2)
 17. Psychology
 18. Philosophy
 19. Earth Sciences
 20. Electronics/Computer Technology
-
21. FIRE
 22. Biology
 23. English (#3)
 24. Computer Science
 25. English (#4)
 26. Art (#2)
 27. Political Science
 28. Ethnic Studies
 29. Art (#3)
 30. Journalism

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To: John Romo, Vice-President of Academic Affairs
From: Evanne Jardine, English Department Chair

Re: Certificated Staff Requests for 1990-1991

The English Department is dismayed by the decision of the Division Chair Council to recommend only one new position in Composition and Literature. We are concerned about our ability to maintain the quality of our program with our present staffing limitations. It appears that the college's limited resources are being used not to maintain the integrity of rapidly growing core programs such as English and Math, but rather are being spread amongst the largest number of departments possible. We intend to make our case for a second new position to Dr. MacDougall and to the Board, because we feel that the present priorities are designed to weaken, not strengthen the college.

The quality and integrity of the English program at SBCC is in jeopardy. 65% of the English Department's program is English 1 and 10. 12 full-time and 24 part-time instructors teach these classes. Three of those full-time instructors are assigned at least half-time to the Essential Skills Department. We cannot continue to meet the growth in enrollments with temporary and hourly instructors, whose turnover rate is almost 100% every three years.

Our choices are:

1. Stop the growth. Reduce the sections taught over the next three years to achieve the staffing goal of 75% WSCH taught by full-time permanent instructors.
2. Add permanent staff over the next three years to solve the crisis.

We prefer the second option. Any plan to cut sections to reach the state guidelines will limit student access to English courses and to all other college courses that require English 1 eligibility, and will undermine the goals of the matriculation program. We already turn away hundreds of students because we cannot offer more sections. But we must monitor the quality of the composition program if we are to assure the transferrability of our courses.

cc: Elaine Cohen
Guy Smith

To: John Romo
From: Evanne Jardine, English Department Chair

Re: Certificated Staff Request

PROPOSAL

Continued growth in demand for English classes must be met with new full-time staff.

Plan: 1990-1991 two new full-time positions
1991-1992 two new full-time positions
1992-1993 two new full-time positions until 1725
mandate is reached

If SBCC is committed to continued overuse of hourly staff, it must supply: adequate management time out of class pay for hourly instructors to attend in-service seminars, department meetings, etc.

If the college cannot commit resources to staff the English department to achieve 75% contract WSCH by 1993, the department must move to attain that goal by reducing course offerings, following the schedule below, until the ratio is met.

Year	%WSCH	H	#sections	Total WSCH	WSCH at 5% growth
F 1989	48		100	12,585	12,585
F 1990	40		94	11,643	13,214
F 1991	32		85	10,767	13,878
F 1992	25		79	10,025	14,572

Obviously, any plan to cut sections to reach the state guidelines will limit student access to English courses and to all other college courses that require English 1 eligibility. We already turn away hundreds of students because we cannot offer more sections. But we must monitor the quality of the composition program if we are to assure the transferability of our courses.

1. The English Composition and Literature program is a core part of the college's curriculum, and it is in jeopardy

As a result of assessment and matriculation requirements, students must enroll in English 10 or 1 to be eligible for many college courses.

Composition is required for AA degrees, for transfer, and for many certificate programs.

Composition courses all close early in the registration process, necessitating the addition of sections and staff.

65% of the English Department's program is English 1 and 10. 12 full-time and 24 part-time instructors teach these classes. Three of those full-time instructors are assigned half time to the Essential Skills Department.

Five year enrollment statistics for English Department

Year	Enrollment	WSCH	Year	Enrollment	WSCH
F 1984	1,848		S 1985	1,868	
F 1985	2,061		S 1986	1,990	
F 1986	2,889		S 1987	2,973	8,595
F 1987	3,581	10,661	S 1988	3,470	10,041
F 1988	3,828	11,687	S 1989	3,570	10,659
F 1989	4,047	12,585			

2. The integrity of the English composition program is threatened by continued reliance on hourly staff to accommodate growth.

All composition courses are reading and writing courses. To maintain consistency in the program, we need, every semester, to train the new cadre of hourly and temporary contract instructors. This burden on the full-time faculty is immense and frustrating.

The result of years of hourly turnover is a composition program teetering on collapse. English 2 instructors complain that there is no consistency in the level of preparation of students coming from English 1. The differences in course content and skill requirements between English 10, 1 and 2 are becoming blurred.

We cannot continue to provide a sequential composition program with the disproportionate number of hourly staff currently employed.

This semester we have 9 new instructors in the composition program whom we are trying to integrate through conferences, in-service workshops, and a buddy system. Seven of these people are temporary or hourly, which means that all our efforts to bring them into the program and keep the program viable have to be repeated again next year.

Each time we reach any consensus regarding composition course requirements a new wave of temporary hires arrives on the job. They are often hired at the last minute and assigned to classes formed at the eleventh hour and

scheduled at times guaranteed to increase attrition and reduce productivity.

3. Hiring decisions should be based on demonstrable college needs identified in the planning process. These needs cannot be met by placating weak departments while ignoring the staffing crises in programs such as English and math. We have proposed a phased hiring program to bring the department into conformity with AB 1725 guidelines. That program would have us hire 4 new full-time permanent faculty for the 1990-1991 academic year, and 2 more the following year.

We recognize that the college has limited new resources to allocate to new positions, but we cannot accept an increase of only one full-time position when 48% of our WSCH is currently taught by hourly and temporary staff. The faculty should be given the college's plan for meeting the staffing goals mandated in AB 1725

If the 12 new certificated positions presently approved by DCC are deemed essential to the continued effectiveness of SBCC's programs, then the college needs to reallocate more resources to new positions in highly impacted areas such as English and Math.

If the college is committed to the continued use of part-time instructors in excess of 25% of contact hours, then it must provide increased administrative and supervisory time to assure the quality of programs, and it must pay part-time instructors to attend in-service and department meetings and other staff development and curriculum related activities.

4. We cannot plan in any meaningful way.

Figures used by the administration to determine priority for staffing requests are inaccurate and/or misleading. Currently the English Composition and Literature Department has 16.2 FTE full-time permanent contract instructors, 2.4 FTE temporary contract, and 24 hourly instructors. 48% of WSCH is taught by temporary staff. Enrollments have increased from fall to fall, and from spring to spring every year for which we have statistics (100% growth in five years).

Scheduling, hiring, evaluation and maintaining program integrity are nightmares.

To: John Romo
 From: Evanne Jardine, English Department Chair
 Re: Certificated Personnel Requests

After careful review of enrollment and staffing patterns, and in conformity with new state guidelines, the English Department is requesting six (6) full-time permanent certificated positions.

ANALYSIS

1. The number of spring semester enrollees in English Department classes has grown an average of 18% per year over the past four years. The numbers are shown below.

	Enrollment	WSCH
S 1985	1,868	
S 1986	1,990	
S 1987	2,973	8,595
S 1988	3,470	10,041
S 1989	3,570	10,659

The growth has largely been accomodated by increases in temporary contracts and hourly staff.

2. SB 1725 mandates that no more than 25% of WSCH be taught by hourly staff. Using Spring 1989 WSCH we have the following allocations.

PROJECTED NEED FOR INCREASE IN FULL TIME CERTIFICATED STAFF

	WSCH			% CHANGE	HEADCOUNT		
	% ALLOWED	PRESENT			CURRENT	NEEDED	CHANGE
CONTRACT	75	7,994	7,261	+10.1	20	22	+2
HOURLY	25	2,665	3,398	-21.6	22	17	-5
TOTAL	100	10,659	10,659				

The numbers used here do not include any growth factor. The English department's average annual growth over the last four years has been 21.7%

We have chosen spring numbers for two reasons.

1. Three years of WSCH statistics are available. We are unable to secure WSCH statistics for fall 89, though number of enrollments has increased from 3828 in Fall 88 to 4359 as of 19 September 1989.

2. The number of students is smaller in the spring and since we are requesting an increase in permanent certificated staff we are willing to base that request on spring enrollment figures.

Based on these numbers, the English Department must add two (2) full-time permanent positions, and reduce the hourly positions by 5 to meet the state mandated allocation. Note that if growth continues, more full-time staff will be required. Since this growth is hard to forecast, it will have to be met 3/4 with temporary contracts and 1/4 with hourly staff, otherwise we will disturb the mandated ratio.

The department WSCH has grown 24% since Spring 1987. This increase has been handled by increasing the number of hourly instructors and temporary contract instructors. The ratio of permanent contract/hourly has fallen. For the last three years the department has had an average of 2 temporary contracts per year; those temporary contracts are listed within the contract percentage. If we include the WSCH of temporary contract instructors in the hourly figures we find that 46% of department WSCH was taught by hourly instructors in Spring 1989. Temporary contracts present a special problem in that we select our very best part-time instructors as temporary contract recipients, but then are unable to continue them in that status for a second year. People who are on temporary (i.e., non-renewable) contract cannot provide the department with continuity in its representation on college committees and on its internal committees. All aspects of the professional commitment of faculty suffer. We therefore request two full-time permanent positions to replace those temporary contracts.

3. We propose the following hiring plan:

- a. For 1990-91: The English Department requests four new full-time certificated positions to be filled for the 1990-1991 academic year and two replacement positions, one for Hazel Stewart who retired in the summer of 1989, and a second for Helena Hale who will retire at the end of January, 1991. The new positions are required to accommodate growth in the department and to bring us into conformity with state mandated guidelines, assuming no growth. If we are unable to interview a sufficient number of qualified candidates we propose to fill the positions by temporary contract and readvertise the next year.
- b. For 1991-92: Sufficient new permanent full-time positions to meet the state guidelines and to accommodate to growth not accounted for in the 1990-91 request.

BACKGROUND INFORMATION PERTINENT TO THIS REQUEST

1. The number and percent of total department TLUs and WSCH taught by hourly instructors.

From spring of 1987 to spring of 1989:

The number of WSCH has increased from 8,594.47 to 10,658.83, an increase of 24%.

English department enrollments have increased from 2973, or 9.2% of total college enrollment, to 3570, or 10.2% of college enrollment, an increase of 20%. (Since 1984 the increase has been 79.9%)

The number of hourly instructors has increased from 13 to 22, a 62.9% increase; the number of contract instructors has increased from 16 to 20, a 25% increase.

The percentage of WSCH taught by hourly instructors has increased from 22.15% to 31.88%, an increase of 43.9%. The percentage of department FTE hourly has increased from 26.5% to 37.4%, an increase of 41.1%.

The department's percentage of total college WSCH has increased from 7.49% to 8.48%, an increase of 13.2%. Note: The contract WSCH figures include courses taught by people on temporary contracts: one in 1986-1987, two in 1987-1988, and three in 1988-1989.

2. Evidence provided by the department that not filling the position would threaten the viability and integrity of the academic program.

Though the English Department has struggled to maintain excellence in its programs with the large number of hourly personnel, coordination of three levels of composition (English 10, 1 and 2) and articulation with Essential Skills and ESL grows more and more difficult, threatening student success. Temporary contracts are appropriate to accommodate unexpected growth, but as noted above, do not contribute the kind of continuity needed in the program.

3. Department WSCH/FTE as compared to like disciplines at other colleges.

According to the President's Load Report the statewide average load for English is 413, for SBCC's English Department it is 453, i.e., 10% higher.

4. Department Non-Productive Grade Rates <D. F. NC. W> rates. In 1984 the college's non-productive grade average was 34.0. It has remained relatively constant since. The English Department's position has eroded, from 30.8% (Fall 1984) to 35.0% (Spring 1989), as the number of courses taught by hourly instructors increases. The proportion of students placed in English 10, a remedial course with higher attrition than English 1, increased from 43% in Fall 1987 to 50 % in Fall 1989. The number of students so placed has also increased. English 80 A and B, required if students want to use the English Computer Writing Lab, attracts 850 students, but has a high (960%) attrition rate. These are positive attendance short courses and should not be included in our non-productive grade counts.

Our Two-Year-Plan contains proposals to modify the English 10 and English 80 programs to address some of the reasons for attrition.

5. WSCH/FTE compared to college average. Historically, English 1, 2 and 10 have a load factor of 4.5 TLUs. This loading and class sizes were established for sound pedagogical reasons. Our load factor is in line with other departments in the state.

SANTA BARBARA CITY COLLEGE
 ENGLISH DEPARTMENT
 TOTAL GRADE DISTRIBUTION


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SEMESTER & YEAR		A	B	C	D	F	I	CR	NC	W	TOTAL ENROLLMENT
*****	***	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
SPRING 89	N	451	695	477	83	46	18	681	196	923	3570
	%	12.6	19.5	13.4	2.3	1.3	0.5	19.1	5.5	25.9	
FALL 88	N	513	654	455	75	85	15	766	237	1028	3828
	%	13.4	17.1	11.9	2.0	2.2	0.4	20.0	6.2	26.9	
SPRING 88	N	470	546	399	79	64	12	734	346	793	3443
	%	13.7	15.9	11.6	2.3	1.9	0.3	21.3	10.0	23.0	
FALL 87	N	462	566	365	59	63	21	947	336	762	3581
	%	12.9	15.8	10.2	1.6	1.8	0.6	26.4	9.4	21.3	
SPRING 87	N	336	513	331	61	56	18	688	206	764	2973
	%	11.3	17.3	11.1	2.1	1.9	0.6	23.1	6.9	25.7	
FALL 86	N	321	506	295	69	61	9	727	231	670	2889
	%	11.1	17.5	10.2	2.4	2.1	0.3	25.2	8.0	23.2	
SPRING 86	N	338	429	312	47	53	11	233	54	513	1990
	%	17.0	21.6	15.7	2.4	2.7	0.6	11.7	2.7	25.8	
FALL 85	N	307	460	279	76	72	18	320	65	464	2061
	%	14.9	22.3	13.5	3.7	3.5	0.9	15.5	3.2	22.5	
SPRING 85	N	299	429	303	40	65	18	252	32	430	1868
	%	16.0	23.0	16.2	2.1	3.5	1.0	13.5	1.7	23.0	
FALL 84	N	343	410	328	57	69	29	267	56	425	1984
	%	17.3	20.7	16.5	2.9	3.5	1.5	13.5	2.8	21.4	

GRADE DISTRIBUTION SUMMARY -- English Department

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT ***				*** PRODUCTIVE GRADES ***				*** NON-PRODUCTIVE GRADES ***				*** ATTRITION ***														
	FIRST CENSUS				(Non- [D/F/NC/W] Grades)				(D/F/NC/W Grades Only)				(W Grades Only)														
	DEPT. TOTAL		DEPT. ENRLMNT		TOTAL COLLEGE		TOTAL COLLEGE		TOTAL COLLEGE		TOTAL COLLEGE		TOTAL COLLEGE		TOTAL COLLEGE												
	as % of		as % of		as % of		as % of		as % of		as % of		as % of		as % of												
	DAY	EVE	ENRLMNT	TOTAL	DAY	EVE	TOTAL	TOTAL	DAY	EVE	TOTAL	TOTAL	DAY	EVE	TOTAL	TOTAL											
*****		*****		*****		*****		*****		*****		*****		*****		*****											
% of		% of		% of		% of		% of		% of		% of		% of		% of											
Tot.		Tot.		Tot.		Tot.		Tot.		Tot.		Tot.		Tot.		Tot.											
N	Enrlmt	N	Enrlmt	N	%	N	%	N	Enrlmt	%	N	%	N	Enrlmt	%	N	Enrlmt										
SPRING 89	3097	86.8	473	13.2	3570	10.2	2051	66.2	271	57.3	2322	65.0	65.6	1046	33.8	202	42.7	1248	35.0	34.4	755	24.4	168	35.5	923	25.9	24.6
FALL 88	3438	89.8	390	10.2	3828	10.6	2168	63.1	235	60.3	2403	62.8	64.3	1270	36.9	155	39.7	1425	37.2	35.7	907	26.4	121	31.0	1028	26.9	23.9
SPRING 88	3036	88.2	407	11.8	3443	10.4	1933	63.7	228	56.0	2161	62.8	62.9	1103	36.3	179	44.0	1282	37.2	37.1	653	21.5	140	34.4	793	23.0	26.6
FALL 87	3243	90.6	338	9.4	3581	11.1	2145	66.1	216	63.9	2361	65.9	64.0	1098	33.9	122	36.1	1220	34.1	36.0	665	23.5	97	28.7	762	21.3	24.2
SPRING 87	2600	87.5	373	12.5	2973	9.2	1646	63.3	240	64.3	1886	63.4	65.3	954	36.7	133	35.7	1087	36.6	34.7	650	25.0	114	30.6	764	25.7	23.8
FALL 86	2547	88.2	342	11.8	2889	9.0	1658	65.1	202	59.1	1860	64.4	64.5	889	34.9	140	40.9	1029	35.6	35.5	563	22.1	107	31.3	670	23.2	22.2
SPRING 86	1644	82.6	346	17.4	1990	6.6	1108	67.4	215	62.1	1323	66.5	63.5	536	32.6	131	37.9	667	33.5	36.5	413	25.1	100	28.9	513	25.8	25.1
FALL 85	1736	84.2	325	15.8	2061	6.6	1190	68.5	194	59.7	1384	67.2	63.1	546	31.5	131	40.3	677	32.8	36.9	369	21.3	95	29.2	464	22.5	23.0
SPRING 85	1647	88.2	221	11.8	1868	6.4	1163	70.6	138	62.4	1301	69.6	64.9	484	29.4	83	37.6	567	30.4	35.1	360	21.9	70	31.7	430	23.0	24.7
FALL 84	1757	88.6	227	11.4	1984	6.8	1229	69.9	144	63.4	1373	69.2	66.0	528	30.1	83	36.6	611	30.8	34.0	370	21.1	55	24.2	425	21.4	22.3

SANTA BARBARA CITY COLLEGE

TO: John Romo 
FROM: Pablo Buckelew, ESL Department Chairperson
DATE: October 20, 1989
RE: New certificated position request

Demographic Changes & Program Growth

Probably the greatest change in the past decade throughout California is the dramatic increase in the immigrant population. Demographers are predicting a continued increase in the immigrant population well into the next century.

The growth of SBCC's comprehensive ESL program is a direct response to these changing academic needs in our community. ESL continues to be one of the fastest growing departments on campus. The following table shows the increase of ESL sections offered for the past two and a half years. (These figures exclude ESL computer writing and conversation classes):

Spring, 1987:	40
Fall, 1987:	43
Spring, 1988:	48
Fall, 1988:	52
Fall, 1989:	54
Spring, 1990:	60

The Spring '89 WSCH per FTE of 517.26 is higher than the college average in spite of the small ESL classrooms. When the ESL department moves to larger classrooms in the Humanities Building in two years, the WSCH/FTE will increase 15-20%.

Denying Access

In spite of these increases in sections, hundreds of qualified students are turned away from ESL classes each semester due to lack of sections, classrooms, and teachers. When students are denied access to ESL classes they are automatically

denied access to SBCC since the only classes they are eligible to take are ESL classes.

The problem of assessing students and then turning them away due to insufficient course offerings appropriate to their level poses serious legal as well as moral questions. The legal question of access is addressed in the new State Matriculation Guidelines. It is questionable whether we are legally able to turn students away from SBCC if their assessment scores require that they take courses which are unavailable. Hundreds of ESL students were turned away this semester. The increased offerings for Spring, 1990 will hopefully accommodate most of the ESL students who are eligible and wish to pursue an education at SBCC.

We have a moral obligation to provide educational opportunity to the immigrant segment of our community. These students need an education for their very economic survival. Many demographers as well as educators have warned that the failure to educate immigrants will create two serious problems in California: 1) we will create an economy with a critical shortage of trained, skilled workers and 2) we will create a dual class society of rich and poor with the poor class consisting largely of immigrants. This trend can already be clearly seen in communities like Santa Barbara. Community colleges are the only institutions to keep this tragedy from occurring.

College-wide Implications

A common misconception is that ESL students enroll just to learn English. A recent study entitled "Santa Barbara City College: English as a Second Language Survey" (Elaine Cohen, 1988) reveals the following:

The majority (68%) of ESL students enrolled in order to receive a vocational certificate, A.A./A.S. degree, or to transfer. Only 15% indicated that they enrolled for personal enrichment and 18% were enrolled for a variety of other reasons, including to complete a high school diploma and to upgrade job skills. p.1

(Please see attached graph #1).

In addition, 45% indicated academic majors; 39% chose vocational and health technology majors; and only 16% did not declare a major. p.2

(Please see graph #2).

Successful completion of ESL classes, then, has profound implications for the college's enrollment throughout the curriculum. As the immigrant population grows in Santa Barbara, the role of ESL as a vehicle to prepare students for occupational programs and transfer curricula becomes even more critical and important to the college as a whole.

The Role of the ESL Teacher

Unlike students in most other academic programs, ESL students are advised not to take courses out of the ESL program until they are advanced enough to be able to succeed in those courses. As a result, ESL faculty are usually the only faculty with whom ESL students have contact. ESL staff provide all the assessment, placement, advising and registration assistance to ESL students. Faculty also provide a great deal of personal and academic counseling. Because most ESL students are low-income, and many of them relatively new to this culture, they typically have the kind of problems inherent in being poor and/or disoriented. They need regular assistance from faculty and the full-time faculty take on most of these responsibilities.

Part-time to Full-time Ratio

As the attached statistical documents indicate, the ratio of part-time to full-time teachers is unacceptably high. Next semester, the ratio of hourly FTE to full-time FTE will increase to approximately 60-40%. Over 30 ESL sections will be taught by part-time teachers! Such a high proportion of hourly teachers creates four distinct problems:

1. ESL courses present carefully sequenced grammar, reading and writing skills from one level to the next (5 levels in total). At the same time, reading, grammar and writing classes within a level need to be coordinated. It is very difficult for a new part-time

teacher who is not familiar with the scope and sequence of skills taught in all of the levels of the program to know entrance and exit standards as well as to be able to identify students who have been misplaced by the exam. Good course coordination and articulation is very difficult to achieve with a large, transient cadre of part-time teachers.

2. Supervision of a large group of part-time teachers requires an incredible amount of time that should be spent with students. Recruiting, interviewing, hiring, training, evaluating, and explaining (course content, program objectives, procedures, policies) take countless hours of supervision and assistance on the part of the full time faculty in the department.

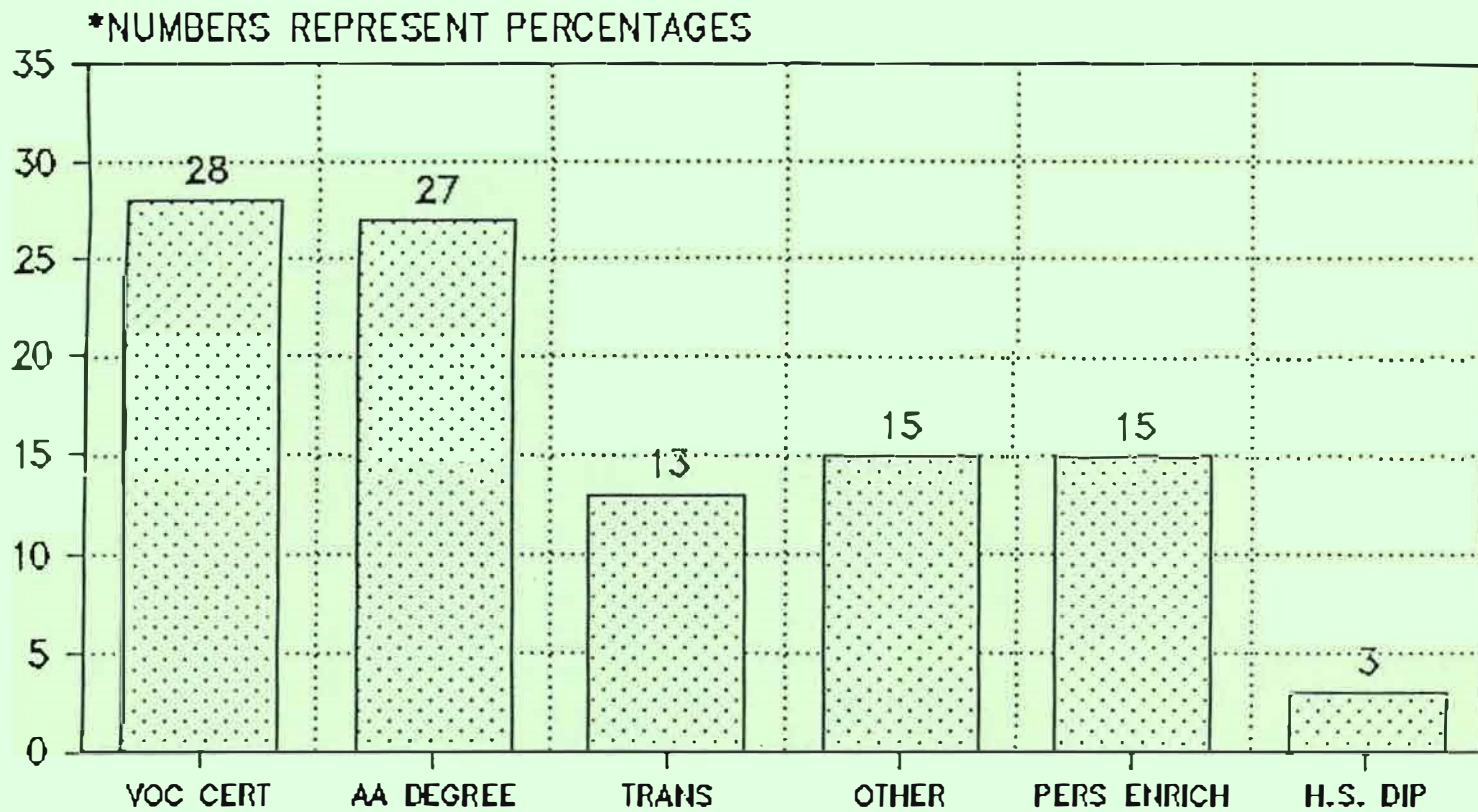
3. Although more counseling assistance is now provided by the Counseling Department, many ESL students also turn to their teachers for all types of academic/career planning assistance. Most part-time teachers are not familiar enough with the College and its programs to be of much assistance to students who are unsure of their academic and career goals.

4. It is highly unfair to the full-time faculty who have to assume additional responsibilities due to understaffing. Curriculum development, assessment and advising responsibilities, hourly teacher evaluations, etc. fall disproportionately on the shoulders of the full time faculty. In addition, persons who are eligible for sabbatical leaves have not been allowed to apply when they were eligible due to a recognized understaffing. Faculty should not be penalized for being part of a growth program. Morale eventually suffers when people are overburdened.

Conclusion

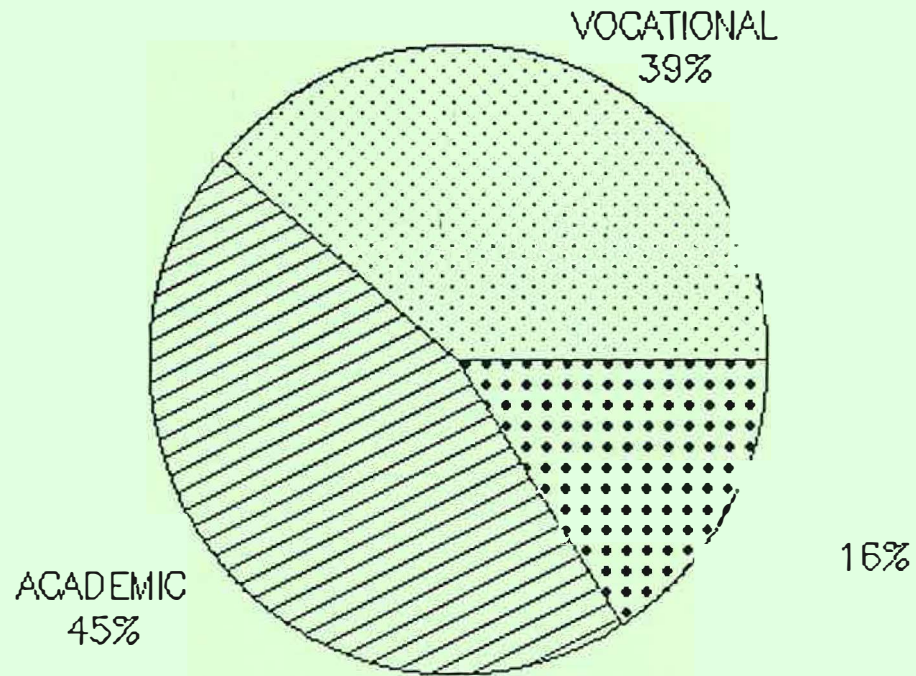
This request is to hire one new permanent full-time teacher. The intent of AB 1725, the nature of ESL student needs, the disproportionate number of sections taught by hourly instructors, enrollment implications college-wide, and a sense of fairness and equity all argue in favor of hiring more full-time permanent teachers in ESL. It is vital to the college to place resources in those areas with excellent growth potential and to provide students in those growth areas with the very best instruction possible.

ENGLISH AS A SECOND LANG SURVEY (EDU GOAL) FALL 1988



GRAPH #2

ENG AS A 2nd LANG SURVEY MAJOR FALL 1988



SANTA BARBARA CITY COLLEGE
 ESL DEPARTMENT
 PROGRAM PRODUCTIVITY

25-Jul
 01:52 PM

SEMESTER & YEAR	Instr. Status	Instructor Headcount		First Census		Fully Instructional (Reassigned-Time NOT Included)						All Instructional (Includes Instructional Reassigned-Time Only)								
		N	%	DEPARTMENT WSCH	% of TOTAL COLLEGE WSCH	TOTAL COLLEGE WSCH	DEPT FTE	% OF DEPT FTE	% of TOTAL COLLEGE FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT FTE	% OF DEPT FTE	% of TOTAL COLLEGE FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT %WSCH/ %FTE	
SPRING 89	Contract	9	25.7	3638.14		76690.54	C	7.20	46.6		157.08	505.30	488.23	C	8.24	49.9		167.54	441.52	457.74
	Hourly	26	74.3	4358.63		48995.98	H	8.26	53.4		100.81	527.68	486.02	H	8.26	50.1		102.2	527.68	479.41
	Total			7996.77	6.36	125686.52		15.46	5.99	257.89	517.26	487.36	1.06		16.50	6.12	269.74	484.65	465.95	1.04
FALL 88	Contract	10	35.7	4156.39		82540.91	C	8.00	56.3		159.29	519.55	518.18	C	9.13	59.6		162.25	455.25	508.73
	Hourly	18	64.3	3632.80		47310.64	H	6.20	43.7		93.87	585.94	504.00	H	6.20	40.4		94.74	585.94	499.37
	Total			7789.19	6.00	129851.55		14.20	5.61	253.16	548.53	512.92	1.07		15.33	5.97	256.99	508.10	505.28	1.01
SPRING 88	Contract	6	21.4	1707.10		77430.42	C	4.33	35.5		144.87	394.25	534.48	C	5.33	40.4		155.07	320.28	499.33
	Hourly	22	78.6	3417.38		42197.76	H	7.87	64.5		90.66	434.23	465.45	H	7.87	59.6		90.99	434.23	463.76
	Total			5124.48	4.28	119628.18		12.20	5.18	235.53	420.04	507.91	0.83		13.20	5.36	246.06	388.22	486.17	0.80
FALL 87	Contract	8	25.8	2535.00		83933.40	C	4.33	37.6		150.62	585.45	557.25	C	5.40	42.2		159.97	469.44	524.68
	Hourly	23	74.2	3470.00		42934.97	H	7.20	62.4		89.63	481.94	479.02	H	7.40	57.8		90.47	468.92	474.58
	Total			6005.00	4.73	126868.37		11.53	4.80	240.25	520.82	528.07	0.99		12.80	5.11	250.44	469.14	506.58	0.93
SPRING 87	Contract	8	28.6	1840.00		78362.78	C	4.60	42.9		155.85	400.00	502.81	C	5.40	46.8		163.29	340.74	479.90
	Hourly	20	71.4	2845.00		36407.19	H	6.13	57.1		84.62	464.11	430.24	H	6.13	53.2		84.62	464.11	430.24
	Total			4685.00	4.08	114769.97		10.73	4.46	240.47	436.63	477.27	0.91		11.53	4.65	247.91	406.33	462.95	0.88

GRADE DISTRIBUTION SUMMARY -- E S L DEPARTMENT

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT ***						*** PRODUCTIVE GRADES ***						*** NON-PRODUCTIVE GRADES ***						*** ATTRITION ***								
	FIRST CENSUS						(Non-D/F/NC/W Grades)						(D/F/NC/W Grades Only)						(W Grades Only)								
	DEPT. TOTAL			DEPT. ENRLMNT			TOTAL COLLEGE			PRODUCTIVE GRADES			TOTAL COLLEGE			NON-PROD. GRADES			TOTAL COLLEGE			ATTRITION					
	as % of			as % of			as % of			as % of			as % of			as % of			as % of								
	DAY	EVE	TOTAL ENRLMNT	DAY	EVE	TOTAL ENRLMNT	DAY	EVE	TOTAL ENRLMNT	DAY	EVE	TOTAL ENRLMNT	DAY	EVE	TOTAL ENRLMNT	DAY	EVE	TOTAL ENRLMNT	DAY	EVE	TOTAL ENRLMNT	DAY	EVE	TOTAL ENRLMNT			
	% of		% of		% of		% of		% of		% of		% of		% of		% of		% of		% of		% of				
	Tot.		Tot.		Total		Tot.		Tot.		Total		Tot.		Tot.		Total		Tot.		Tot.		Total				
	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt			
SPRING 89	1135	62.8	671	37.2	1806	5.2	686	60.4	420	62.6	1106	61.2	65.6	449	39.6	251	37.4	700	38.8	34.4	331	29.2	178	26.5	509	28.2	24.6
FALL 88	1078	62.4	650	37.6	1728	4.8	705	65.4	405	62.3	1110	64.2	64.3	373	34.6	245	37.7	618	35.8	35.7	231	21.4	135	20.8	366	21.2	23.9
SPRING 88	687	61.2	435	38.8	1122	3.4	431	62.7	262	60.2	693	61.8	62.9	256	37.3	173	39.8	429	38.2	37.1	190	27.7	119	27.4	309	27.5	26.6
FALL 87	799	58.8	560	41.2	1359	4.2	486	60.8	311	55.5	797	58.6	64.0	313	39.2	249	44.5	562	41.4	36.0	202	25.3	156	27.9	358	26.3	24.2
SPRING 87	569	57.4	423	42.6	992	3.1	337	59.2	256	60.5	593	59.8	65.3	232	40.8	167	39.5	399	40.2	34.7	176	30.9	109	25.8	285	28.7	23.8
FALL 86	687	58.7	483	41.3	1170	3.6	403	58.7	278	57.6	681	58.2	64.5	284	41.3	205	42.4	489	41.8	35.5	156	22.7	133	27.5	289	24.7	22.2
SPRING 86	681	62.0	417	38.0	1098	3.6	400	58.7	258	61.9	658	59.9	63.5	281	41.3	159	38.1	440	40.1	36.5	204	30.0	105	25.2	309	28.1	25.1
FALL 85	612	59.0	425	41.0	1037	3.3	421	68.8	258	60.7	679	65.5	63.1	191	31.2	167	39.3	358	34.5	36.9	105	17.2	86	20.2	191	18.4	23.0

SANTA BARBARA CITY COLLEGE
 E S L DEPARTMENT
 TOTAL GRADE DISTRIBUTION

25-Jul-89
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SEMESTER & YEAR		A	B	C	D	F	I	CR	NC	W	TOTAL ENROLLMENT
*****	***	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
SPRING 89	N	347	350	235	108	54	0	174	29	509	1806
	%	19.2	19.4	13.0	6.0	3.0	0.0	9.6	1.6	28.2	
FALL 88	N	345	337	257	111	108	0	171	33	366	1728
	%	20.0	19.5	14.9	6.4	6.3	0.0	9.9	1.9	21.2	
SPRING 88	N	224	202	128	71	38	0	139	11	309	1122
	%	20.0	18.0	11.4	6.3	3.4	0.0	12.4	1.0	27.5	
FALL 87	N	222	197	141	72	87	4	233	45	358	1359
	%	16.3	14.5	10.4	5.3	6.4	0.3	17.1	3.3	26.3	
SPRING 87	N	137	176	135	39	46	0	145	29	285	992
	%	13.8	17.7	13.6	3.9	4.6	0.0	14.6	2.9	28.7	
FALL 86	N	177	200	140	68	89	1	163	43	289	1170
	%	15.1	17.1	12.0	5.8	7.6	0.1	13.9	3.7	24.7	
SPRING 86	N	166	195	124	66	46	0	173	19	309	1098
	%	15.1	17.8	11.3	6.0	4.2	0.0	15.8	1.7	28.1	
FALL 85	N	174	223	129	83	38	7	146	46	191	1037
	%	16.8	21.5	12.4	8.0	3.7	0.7	14.1	4.4	18.4	

SANTA BARBARA CITY COLLEGE

TO: Elaine Cohen
FROM: Peter U. Georgakis
DATE: October 24, 1989
RE: Requests for certificated personnel, fall 1990

The mathematics department requests 3 full-time positions for the fall of 1990.

Position One is a replacement position created by the retirement of Byron Culbertson.

Positions Two and Three are needed for the following reasons:

- A. The number of students taking mathematics courses has continued to grow over the last 5 years. Since the spring of 1985, when we hired our last full-time faculty member, student growth has increased over 20%.
- B. As mandated by AB1725, it would be a first step in correcting our full-time to part-time ratios which are not to exceed 25% part-time instructors campus wide. In the spring of 1989 our ratio was 55% to 45% full-time to part-time and in the fall of 1989 the figure was 60% to 40%.
- C. Independent of AB1725, we currently have an increase of one temporary contract position (a total of 3, one replacement for Byron Culbertson, and one for Paige Yuhn), and still need part-time instructors to teach our day classes. Eight day-time classes are taught by part-time faculty.

The following requests are for math 7 through math 29. If credentialing requirements are approved (per AB1725) we will need an additional number of instructors for math1 and math3.

SANTA BARBARA CITY COLLEGE
 MATHEMATICS DEPARTMENT
 TOTAL GRADE DISTRIBUTION

19-Jul-89
 09:05 AM

SEMESTER & YEAR		A	B	C	D	F	I	CR	NC	W	TOTAL ENROLLMENT
*****	***	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
SPRING 89	N	273	482	403	160	100	9	550	111	930	3018
	%	9.0	16.0	13.4	5.3	3.3	0.3	18.2	3.7	30.8	
FALL 88	N	274	360	412	205	192	9	622	142	892	3108
	%	8.8	11.6	13.3	6.6	6.2	0.3	20.0	4.6	28.7	
SPRING 88	N	232	350	341	184	128	8	628	211	971	3053
	%	7.6	11.5	11.2	6.0	4.2	0.3	20.6	6.9	31.8	
FALL 87	N	295	386	421	188	162	10	784	250	882	3378
	%	8.7	11.4	12.5	5.6	4.8	0.3	23.2	7.4	26.1	
SPRING 87	N	315	369	361	162	116	3	624	232	759	2941
	%	10.7	12.5	12.3	5.5	3.9	0.1	21.2	7.9	25.8	
FALL 86	N	327	361	370	153	133	6	748	218	722	3038
	%	10.8	11.9	12.2	5.0	4.4	0.2	24.6	7.2	23.8	
SPRING 86	N	505	451	366	120	124	5	215	119	730	2635
	%	19.2	17.1	13.9	4.6	4.7	0.2	8.2	4.5	27.7	
FALL 85	N	477	409	329	162	240	11	213	197	735	2773
	%	17.2	14.7	11.9	5.8	8.7	0.4	7.7	7.1	26.5	
SPRING 85	N	432	435	333	106	148	13	44	43	704	2258
	%	19.1	19.3	14.7	4.7	6.6	0.6	1.9	1.9	31.2	
FALL 84	N	572	454	342	121	183	20	85	69	584	2430
	%	23.5	18.7	14.1	5.0	7.5	0.8	3.5	2.8	24.0	

SANTA BARBARA CITY COLLEGE
 MATHEMATICS DEPARTMENT
 PROGRAM PRODUCTIVITY

19-Jul
 09:05 AM

SEMESTER & YEAR	Instr. Status	Instructor Headcount N %		First		Fully Instructional (Reassigned-Time NOT Included)						All Instructional (Includes Instructional Reassigned-Time Only)							
				Census		TOTAL COLLEGE		% OF DEPT		% of TOTAL COLLEGE		TOTAL DEPARTMENT		TOTAL COLLEGE		DEPARTMENT		TOTAL COLLEGE	
				DEPARTMENT WSCH	COLLEGE WSCH	DEPT FTE	DEPT FTE	COLLEGE FTE	COLLEGE FTE	WSCH/FTE	WSCH/FTE	DEPT FTE	DEPT FTE	COLLEGE FTE	COLLEGE FTE	DEPARTMENT WSCH/FTE	DEPARTMENT WSCH/FTE	COLLEGE FTE	COLLEGE FTE
SPRING 89	Contract	15	39.5	5508.00	76690.54	C	10.95	55.4	157.08	503.01	488.23	C	11.54	56.7	167.54	477.30	457.74		
	Hourly	23	60.5	4653.20	48995.98	H	8.80	44.6	100.81	528.77	486.02	H	8.80	43.3	102.20	528.77	479.41		
	Total			10161.20	125666.52		19.75	7.66	257.89	514.49	487.36	1.06	20.34	7.54	269.74	499.57	465.95	1.07	
FALL 88	Contract	13	39.4	6038.00	82540.91	C	12.00	64.1	159.29	503.17	518.18	C	12.60	64.3	162.25	479.21	508.73		
	Hourly	20	60.6	4876.88	47310.64	H	6.73	35.9	93.87	724.65	504.00	H	7.00	35.7	94.74	696.70	499.37		
	Total			10914.88	129851.55		18.73	7.40	253.16	582.75	512.92	1.14	19.60	7.63	256.99	556.88	505.28	1.10	
SPRING 88	Contract	12	36.4	5441.00	77430.42	C	10.53	56.4	144.87	516.71	534.48	C	11.13	57.8	155.07	488.86	499.33		
	Hourly	21	63.6	4198.53	42197.76	H	8.13	43.6	90.66	516.42	465.45	H	8.13	42.2	90.99	516.42	463.76		
	Total			9639.53	119628.18		18.66	7.92	235.53	516.59	507.91	1.02	19.26	7.83	246.06	500.49	486.17	1.03	
FALL 87	Contract	13	44.8	6262.54	83933.40	C	11.00	67.9	150.62	569.32	557.25	C	11.40	68.7	159.97	549.35	524.68		
	Hourly	16	55.2	1639.75	42934.97	H	5.20	32.1	89.63	315.34	479.02	H	5.20	31.3	90.47	315.34	474.58		
	Total			7902.29	126868.37		16.20	6.74	240.25	487.80	528.07	0.92	16.60	6.63	250.44	476.04	506.58	0.94	
SPRING 87	Contract	13	41.9	5791.00	78362.78	C	9.49	68.7	155.85	610.22	502.81	C	10.28	70.4	163.29	563.33	479.90		
	Hourly	18	58.1	989.31	36407.19	H	4.33	31.3	84.62	228.48	430.24	H	4.33	29.6	84.62	228.48	430.24		
	Total			6780.31	114769.97		13.82	5.75	240.47	490.62	477.27	1.03	14.61	5.89	247.91	464.09	462.95	1.00	

GRADE DISTRIBUTION SUMMARY MATHEMATICS DEPARTMENT

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT ***						*** PRODUCTIVE GRADES ***						*** NON-PRODUCTIVE GRADES ***						*** ATTRITION ***								
	FIRST CENSUS						(Non-(D/F/NC/W) Grades)						(D/F/NC/W Grades Only)						(W Grades Only)								
			DEPT. TOTAL		TOTAL COLLEGE				DEPT. TOTAL		TOTAL COLLEGE				DEPT. TOTAL		TOTAL COLLEGE				DEPT. TOTAL		TOTAL COLLEGE				
	DAY	EVE	ENRLMNT	TOTAL	ENRLMNT	%	DAY	EVE	ENRLMNT	TOTAL	ENRLMNT	%	DAY	EVE	ENRLMNT	TOTAL	ENRLMNT	%	DAY	EVE	ENRLMNT	TOTAL	ENRLMNT	%			
	% of Tot.	% of Tot.	N	%	N	%	% of Tot.	% of Tot.	N	%	N	%	% of Tot.	% of Tot.	N	%	N	%	% of Tot.	% of Tot.	N	%	N	%			
SPRING 89	2056	68.1	962	31.9	3018	8.7	1194	58.1	523	54.4	1717	56.9	65.6	862	41.9	439	45.6	1301	43.1	34.4	615	29.9	315	32.7	930	30.8	24.6
FALL 88	2133	68.6	975	31.4	3108	8.6	1149	53.9	528	54.2	1677	54.0	62.9	984	46.1	447	45.8	1431	46.0	37.1	625	29.3	267	27.4	892	28.7	23.9
SPRING 88	2225	72.9	828	27.1	3053	9.2	1087	48.9	472	57.0	1559	51.1	62.9	1138	51.1	356	43.0	1494	48.9	37.1	720	32.4	251	30.3	971	31.8	26.6
FALL 87	2436	72.1	942	27.9	3378	10.5	1311	53.8	585	62.1	1896	56.1	64.0	1125	46.2	357	37.9	1482	43.9	36.0	635	26.1	247	26.2	882	26.1	24.2
SPRING 87	2162	73.5	779	26.5	2941	9.1	1212	56.1	460	59.1	1672	56.9	65.3	950	43.9	319	40.9	1269	43.1	34.7	567	26.2	192	24.6	759	25.8	23.8
FALL 86	2264	74.5	774	25.5	3038	9.5	1335	59.0	477	61.6	1812	59.6	64.5	929	41.0	297	38.4	1226	40.4	35.5	518	22.9	204	26.4	722	23.8	22.2
SPRING 86	1987	75.4	648	24.6	2635	8.7	1133	57.0	409	63.1	1542	58.5	63.5	854	43.0	239	36.9	1093	41.5	36.5	553	27.8	177	27.3	730	27.7	25.1
FALL 85	2114	76.2	659	23.8	2773	8.8	1063	50.3	376	57.1	1439	51.9	63.1	1051	49.7	283	42.9	1334	48.1	36.9	573	27.1	162	24.6	735	26.5	23.0
SPRING 85	1563	69.4	690	30.6	2258	7.8	833	53.1	424	61.4	1257	55.7	64.9	735	46.9	266	38.6	1001	44.3	35.1	512	32.7	192	27.8	704	31.2	24.7
FALL 84	1675	68.9	755	31.1	2430	8.3	1008	60.2	465	61.6	1473	60.6	66.0	667	39.8	290	38.4	957	39.4	34.0	412	24.6	172	22.8	584	24.0	22.3

10/15/84

MATH 7 - MATH 29 FALL 1989

FT/PT

FTE :

FT

PT

RATIO

	FTE :		FT	PT	RATIO
MATH 7	22 X 4 = 88		11 X 4 = 44	11 X 4 = 44	1150/5
MATH 9	1 X 4 = 4		0 X 4 = 0	1 X 4 = 4	0/10
MATH 11	17 X 4 = 68		7 X 4 = 28	10 X 4 = 40	41/50
MATH 13	1 X 3 = 3		1 X 3 = 3	0 X 3 = 0	100/c
MATH 14A	1 X 4 = 4		1 X 4 = 4	0 X 4 = 0	100/c
MATH 17	4 X 4 = 16		2 X 4 = 8	2 X 4 = 8	50/5
MATH 18	1 X 4 = 4		1 X 4 = 4	0 X 4 = 0	100/c
MATH 21	6 X 4 = 24		6 X 4 = 24	0 X 4 = 0	100/c
MATH 22	3 X 4 = 12		2 X 4 = 8	1 X 4 = 4	67/30
MATH 25	4 X 5 = 20		2 X 5 = 10	2 X 5 = 10	50/50
MATH 26	2 X 5 = 10		2 X 5 = 10	0 X 5 = 0	100/c
MATH 27	1 X 4 = 4		1 X 4 = 4	0 X 4 = 0	100/c
MATH 29	1 X 4 = 4		1 X 4 = 4	0 X 4 = 0	100/c
			= 261	= 151	= 110 58/42

$$261 \div 15 = 17.4 \text{ FTE}$$

$$151 \div 15 = 10.1 \text{ FT}$$

$$110 \div 15 = 7.3 \text{ PT}$$

TO: Office of Academic Affairs
FROM: Linda Benet, Chair Art Department
DATE: October 21, 1989
RE: Certificated Personnel Requests:

The Art Department is making a request for:
A Sculpture/Drawing (or Design) Instructor (#1 ranking in Art Department positions)

Factors:

1)

The sheet on art department TLUs and WSCH are very misleading. The sheet from Spring 1989 lists the Art Department as having 7 Full-Time Instructors and 13 Hourly instructors. Actually the department had only 4 Full-time Instructors - Linda Benet, Oscar Bucher, Diane Handloser and Ken Nack. The other three instructors listed as Full-time were: Ron Roberston who was on a half-time contract moving toward retirement, Dave Williams who teaches half time in the Art Department because he no longer teaches in Geology (outside of teaching two Airbrush classes Dave does not contribute to regular department work) and John Kay who is a political science teacher whose study abroad classes were counted under art. More accurately the figures for the department should read as 4 Full-time Instructors and 16 hourly.

The figures as they are on the sheet for Spring 1989 are:

Contract 7 3427.80 WSCH FTE 4.81 TLUs 72.15 Dept WSCH/FTE 712.64
Hourly 13 3827.72 WSCH FTE 5.65 TLUs 84.75 Dept WSCH/FTE 677.47

I asked Burt Miller to help me transfer the WSCH and TLUs figures of Dave Williams, Ron Roberston, and John Kay from full-time to hourly even though they are paid contract wages they do not contribute to the art department as full-time art faculty doing department work. The approximate new figures would be:

Contract 4 2739.00 WSCH TLUs 55.15

Hourly 16 4516.52 WSCH TLUs 101.75

I was unsure of how to calculate the other figures however this gives a more accurate view of actual working full-time faculty in comparison to hourly faculty in the art department. Attached is a copy of the program sheet so one can see our figures in relationship to the college and also for other semesters besides Spring 1989.

2) A - Sculpture/Drawing (or Design) Instructor

The Art Department has requested a position for a sculpture instructor for many years now. The sculpture program has been run for years on the countless free labor, donated supplies, and tremendous dedication of all of our hourly sculpture instructors. It is unconscionable that with the new monies from AB1725 that this continue. AB1725 was written to take care of the exact situation one now finds in the Art Department - a whole program overseen by the hard work and good intentions of hourly instructors.

The sculpture program includes operations and equipment that are potentially toxic and dangerous. To maintain health and safety this program should be carefully controlled and managed by one full-timer.

In addition to teaching three sculpture courses this instructor would teach one drawing or one design class. The art department has eleven sections of its two foundation courses: Art 120 Fundamentals of Drawing and Art 140 Foundations of Design. The ability to teach in one of these two areas would guarantee that this new full-time faculty person would be able to continue to teach even if the majority of our sculpture classes closed (very unlikely since there seems to be a steady demand for sculpture) since he or she would have the ability to teach one of our core classes.

In addition to stabilizing the sculpture program the whole department would benefit since the heavy department work load that is currently done by four full-timers would be further shared. Although Ken Nack is one of our full timers he is gone fall semester on the Europe Abroad program. When Ken Nack is back here in the spring he is working hard for the college in preparation for this program. It would be wonderful to be able to continue to support this very successful program and have a new full-time faculty member teaching both sculpture and one of our core courses in Drawing or Design in the Art Department.

3) According to the President's Load Study, the WSCH/FTE figure for Art at other community colleges in Fall 1988 was 476. The WSCH/FTE for Art courses at SBCC in fall 1988 was 718.

4) Although the Art Department's non-productive grades are higher than the

29% for six semester they are well within the college average and lower than the college average five of those six years. One factor that contributes to some of our non-productive grades is that many of our night courses meet only once a week (5 hours) and our night instructors have only two nights in which to determine if a student is a no show for the first census (and not be counted as a later drop). Example if a student shows for the first night but not the second it has been our policy to not drop this student although many of these students do not return. In contrast some other department's night courses meet 2 nights a week and if a student showed up for the first class but not the next three an instructor would drop them and therefore the no show would not count as part of the department's non-productive grades.

The hiring of a full-time sculpture instructor could have a positive influence on the withdraw rate. A full-time faculty member maintains office hours and is more available to meet students' needs. As mentioned above the full-time sculpture person would also teach one drawing or design course and therefore have contact with many students who might then decide to take a sculpture class after having one of his/her foundation courses. This continued contact would hopefully contribute to a stronger commitment from a student and a more stable department.

5) The Art Department WSCH/FTE for Spring 1988 was 693.64
The college average for the same time was 487.36

6) I was informed by my dean, Jack Friedlander, not to include the fourth to the eleventh week attrition rate for the Art Department.

SANTA BARBARA CITY COLLEGE
 ART DEPARTMENT
 Program Productivity

18-Jul
 01:04 PM

SEMESTER & YEAR	Instr. Status	Instructor Headcount N %		First Census		TOTAL COLLEGE WSCH	Fully Instructional (Reassigned-Time NOT Included)						All Instructional (Includes Instructional Reassigned-Time Only)							
				DEPARTMENT WSCH	COLLEGE WSCH		DEPT FTE	% OF FTE	% of TOTAL FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT %FTE	DEPT FTE	% OF FTE	% of TOTAL FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT %FTE
SPRING 89	Contract	7	35.0	3427.80	47%	76690.54	C	4.81	46.0	157.08	712.64	488.23	C	5.13	47.3	167.54	668.19	457.74		
	Hourly	13	65.0	3827.72	53%	48995.98	H	5.65	74.0	100.81	677.47	486.02	H	5.72	52.7	102.20	669.18	479.41		
	Total			7255.52	5.77	125686.52		10.46	4.06	257.89	693.69	487.36		10.85	4.02	269.74	668.71	465.95	1.46	
FALL 88	Contract	6	31.6	4199.56	56%	82540.91	C	4.78	46.1	159.29	878.57	518.18	C	5.10	47.4	162.25	823.44	508.73		
	Hourly	13	68.4	3250.00	44%	47310.64	H	5.59	53.9	93.87	581.40	504.00	H	5.65	52.6	94.74	575.22	499.37		
	Total			7449.56	5.74	129851.55		10.37	4.10	253.16	718.38	512.92		10.75	4.18	256.99	692.98	505.28	1.37	
SPRING 88	Contract	6	31.6	3993.50		77430.42	C	4.89	47.3	144.87	816.67	534.48	C	5.15	48.4	155.07	775.44	499.33		
	Hourly	13	68.4	3405.80		42197.76	H	5.43	52.6	90.66	627.22	465.45	H	5.43	51.0	90.99	627.22	463.76		
	Total			7399.30	6.19	119628.18		10.33	4.39	235.53	716.29	507.91		10.65	4.33	246.06	694.77	486.17	1.43	
FALL 87	Contract	6	31.6	3206.30		83933.40	C	4.38	43.0	150.62	732.03	557.25	C	4.65	44.5	159.97	689.53	524.68		
	Hourly	13	68.4	3605.00		42934.97	H	5.80	57.0	89.63	621.55	479.02	H	5.80	55.5	90.47	621.55	474.58		
	Total			6811.30	5.37	126868.37		10.18	4.24	240.25	669.09	528.07		10.45	4.17	250.44	651.80	506.58	1.29	
SPRING 87	Contract	7	38.9	3577.22		78362.78	C	5.40	53.6	155.85	662.45	502.81	C	5.60	54.5	163.29	638.79	479.90		
	Hourly	11	61.1	3398.85		36407.19	H	4.67	46.4	84.62	727.81	430.24	H	4.67	45.5	84.62	727.81	430.24		
	Total			6976.07	6.08	114769.97		10.07	4.19	240.47	692.76	477.27		10.27	4.14	247.91	679.27	462.95	1.47	

SANTA BARBARA CITY COLLEGE
ACCOUNTING EDUCATION

October 22, 1989

TO: MR. JOHN B. ROMO
VICE PRESIDENT, ACADEMIC AFFAIRS.

FROM: A. Vera-Graziano
Accounting Education

RE: CERTIFICATED PERSONNEL REQUEST, YOUR MEMORANDUM SEPTEMBER 25, 1989
NEW AB1725 POSITION.

Dear Mr. Romo:

Please accept this request based on the primary factors enumerated below:

- 1) CURRENT TLUs and WSCH DATA. (Exhibits B and D).

<u>TLUs:</u>	<u>TOTAL</u>		<u>FULL-TIME</u>		<u>HOURLY</u>	
	<u>NUMBER</u>	<u>PERCENT</u>	<u>NUMBER</u>	<u>PERCENT</u>	<u>NUMBER</u>	<u>PERCENT</u>
FALL 1988	69	100%	28	41%	41	59%
SPRING 1989	74	100%	24	32%	50	68%

<u>WSCH:</u>	<u>TOTAL</u>		<u>FULL-TIME</u>		<u>HOURLY</u>	
	<u>NUMBER</u>	<u>PERCENT</u>	<u>NUMBER</u>	<u>PERCENT</u>	<u>NUMBER</u>	<u>PERCENT</u>
FALL 1988	2770	100%	1285	46%	1485	54%
SPRING 1990	2649	100%	985	37%	1664	63%

PROJECTED TLUs and WSCH DATA IF NEW POSITION IS APPROVED (Exhibit A)

TLUs:	65	100%	44	68%	21	32%
WSCH:	2340	100%	1770	76%	570	24%

- 2) Finding GOOD hourly instructors is becoming more difficult. Hourly instructors in general, by virtue of relative low pay, do not devote sufficient time to class preparation, and/or office hours time, so needed by our students. Upgrading our department requires personnel willing to devote time also to departmental, divisional, and college wide activities.

ACCOUNTING EDUCATION, October 22, 1989.
 RE: CERTIFICATED PERSONNEL REQUEST, YOUR MEMORANDUM SEPTEMBER 25, 1989
 NEW AB1725 POSITION.

3) COMPARATIVE WSCH/FTE (ACCOUNTING ONLY)..

FALL 1988	S.B.C.C., ACCOUNTING EDUCATION	Per President's Load Report LARGE COLLEGES	ALL COLLEGES
DAY-TIME CLASSES	688 (1)	523	522
EVENING CLASSES	638 (1)	506	496

(1) Exhibit B

It is expected an additional committed full-time instructor will improve SBCC's numbers.

4) DEPARTMENT NON-PRODUCTIVE GRADE RATES INFORMATION:

Per Grade Distribution Report, Spring 89, dated 9/5/89 (Exhibit C): 12.2%

In my opinion, the distribution shown in the Report is unrealistic, or abnormal. Should you so desire, I will gladly discuss this subject with you verbally.

In all probability, a knowledgeable full-time instructor should contribute to a more realistic grade distribution.

5) DEPARTMENT (ACCOUNTING EDUCATION) WSCH/FTE COMPARED TO COLLEGE AVERAGE:

	<u>ACCOUNTING EDUCATION</u>	<u>COLLEGE AVERAGE</u>
FALL 88	602 (Exhibit B)	505 (Exhibit E)
SPRING 89	537 (Exhibit D)	466 (Exhibit E)
Projected FALL 90	540 (Exhibit A)**	?

** Kindly note this data was estimated very conservatively.

6) ATTRITION RATES

SPRING 89 34.4% (Exhibit C)

It is expected an additional committed full-time instructor will improve SBCC's numbers.

.....

Dear Mr. Romo, thank you very much for your attention to this matter.

Cordially,



Alfonso Vera-Graziano

cc Dr. Jack H. Friedlander ✓
 Mr. William E. Vincent

Santa Barbara City College
 Accounting Education, Projection for Fall 1990
 Projection Assumes One Full-Time Instructor Will be Added
 and Only 12 Sections of Financial Accounting Will be Offered
 PROJECTION BASED ON FALL 1988 REPORTS, AND CURRENT ROOM ALLOCATIONS
 TOTAL NUMBER OF STUDENTS CONSERVATIVELY ESTIMATED TO BE 15% LESS THAN
 IN FALL '88, AT SAME MEASUREMENT DATE.

INSTRUCTORS	Section	(a) TLUs	(b)		(c)	(d)	(e)	(f)	(g)
			% OF TOTAL TLUs	FTE (TLU/15)	# of Students Note (1)	Total Contact Hrs. per Week	WSCH (c)x(d)	WSCH/FTE (e)/(b)	% of Dept FTE
FULL-TIME:									
Taylor -Acctg 1	1	4	6.2%	0.267	35	5	175	656	6.2%
Taylor -Acctg 1	2	4	6.2%	0.267	35	5	175	656	6.2%
Taylor -Acctg 10	10A	4	6.2%	0.267	30	4	120	450	6.2%
Total Taylor		12	18.5%	0.800	100	14	470	588	18.5%
NEW -Acctg 1.	3	4	6.2%	0.267	30	5	150	563	6.2%
NEW -Acctg 1.	4	4	6.2%	0.267	35	5	175	656	6.2%
NEW -Acctg 1.	5	4	6.2%	0.267	30	5	150	563	6.2%
NEW -Acctg 2.	1	4	6.2%	0.267	35	5	175	656	6.2%
Total NEW		16	24.6%	1.067	130	20	650	609	24.6%
Vera -Acctg 1	6	4	6.2%	0.267	30	5	150	563	6.2%
Vera -Acctg 1	7	4	6.2%	0.267	35	5	175	656	6.2%
Vera -Acctg 2	2	4	6.2%	0.267	30	5	150	563	6.2%
Vera -Acctg 2	3	4	6.2%	0.267	35	5	175	656	6.2%
Total A. V.-G.		16	24.6%	1.067	130	20	650	609	24.6%
FULL-TIME INSTRUCTORS									
TOTALS		44	67.7%	2.933	360	54	1770	603	67.7%
HOURLY:									
Staff -Acctg 1	8	4	6.2%	0.267	20	5	100	375	6.2%
Staff -Acctg 1	9	4	6.2%	0.267	30	5	150	563	6.2%
Sub-Totals		8	12.3%	0.533	50	10	250	469	12.3%
TAXATION									
Staff -Acctg 15	1A	3	4.6%	0.200	20	3	60	300	4.6%
BOOKKEEPING (Manual)									
Staff -Acctg 10	10B	4	6.2%	0.267	30	4	120	450	6.2%
BOOKKEEPING (Computers)									
Acctg 12 -Staff	12A	3	4.6%	0.200	20	3.5	70	350	4.6%
Acctg 14 -Staff	14A	3	4.6%	0.200	20	3.5	70	350	4.6%
Sub-Totals		6	9.2%	0.400	40	7	140	350	9.2%
HOURLY INSTRUCTORS									
TOTALS		21	32.3%	1.400	140	24	570	407	32.3%
DEPARTMENT									
TOTALS		65	100.0%	4.333	500	78	2340	540	100.0%

Note (1) Pojection based on Fall '88 number of students.

(a) TLU = Teaching Load Units

(b) FTE = Full Time Equivalentents

(e) WSCH = Weekly Student Contact Hours

22-Oct-89

Santa Barbara City College
Accounting Education, Fall 1988

Official data, except Accounting 10 which is estimated

INSTRUCTORS	Section	(a) TLUs	(b) FTE (TLU/15)	(c) # of Students Note (1)	(d) Total Contact Hrs. per Week	(e) WSCH (c)x(d)	(f) WSCH/FTE (e)/(b)	(g) % of Dept FTE
ACCOUNTING DAY-TIME CLASSES:								
ACCOUNTING 1:								
Taylor (I)	0155	4	0.267	44	5	220	825	5.8%
	(I) 0158	4	0.267	44	5	220	825	5.8%
A. V.- G. (I)	0154	4	0.267	26	5	130	488	5.8%
	(I) 0157	4	0.267	46	5	230	863	5.8%
* Bassey (I)	0159	4	0.267	19	5	95	356	5.8%
* Watson (I)	0153	4	0.267	40	5	200	750	5.8%
TOTAL ACCTG 1, DAY-TIME		24	1.6	219	30	1095	684	34.8%
ACCOUNTING 2:								
* Watson (2)	0156	4	0.267	38	5	190	713	5.8%
A. V.-G. (2)	0160	4	0.267	38	5	190	713	5.8%
	(2) 0161	4	0.267	35	5	175	656	5.8%
TOTAL ACCTG 2, DAY-TIME		12	0.8	111	15	555	694	17.4%
TOTAL DAY-TIME CLASSES		36	2.4	330	45	1650	688	52.2%
ACCOUNTING EVENING CLASSES:								
ACCOUNTING 1:								
Taylor (I)	2073	4	0.267	24	5	120	450	5.8%
* Green (I)	2072	4	0.267	29	5	145	544	5.8%
* Heidemann (I)	2071	4	0.267	37	5	185	694	5.8%
TOTAL ACCTG 1, EVENING		12	0.8	90	15	450	563	17.4%
ACCOUNTING 2:								
* Brown (2)	2074	4	0.267	46	5	230	863	5.8%
TOTAL EVENING CLASSES		16	1.067	136	20	680	638	23.2%
ACCOUNTING COMBINED TOTALS		52	3.467	466	65	2330	672	75.4%
TAXATION:								
* Sheehan	2077	3	0.200	20	3	60	300	4.3%
BOOKKEEPING (Manual):								
* Campos (10)		4	0.267	30	4	120	450	5.8%
** Gressel (10)		4	0.267	30	4	120	450	5.8%
Sub-Totals		8	0.533	60	8	240	450	11.6%
BOOKKEEPING (Computers):								
* Castleton(12)	2075	3	0.200	18	3.5	63	315	4.3%
* Castleton(14)	2076	3	0.200	22	3.5	77	385	4.3%
Sub-Totals		6	0.400	40	7	140	350	8.7%
ACCOUNTING EDUCATION TOTALS		69	4.600	586	83	2770	602	100.0%

Note (1) Census Per Course Summary Report of 10/18/88

* HOURLY INSTRUCTORS

** SBCC F-T instructor, B.O.E. Dept., considered hourly for Accounting Ed. purposes.

(a) TLU = Teaching Load Units

(b) FTE = Full Time Equivalent

(e) WSCH = Weekly Student Contact Hours

D#33 A:\WSCH2F88.WK1

Range: A1..I72

EXHIBIT 13

Department: ACCT

Instructor	Course	Sect	A		B		C		D		F		I		CR		NC		Drops		Total
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
BASSEY E	ACCT 1	6014	2	13.3			6	6.6			3	20.0					1	6.6	8	53.3	15
	Totals:		2	13.3			6	6.6			(3)	20.0					(1)	6.6	(8)	53.3	15*
BERTI P	ACCT 1	9342	6	37.5	2	12.5													8	50.0	16
	Totals:		6	37.5	2	12.5													(8)	50.0	16
BROWN S	ACCT 2	9344	11	30.5	7	19.4	5	13.8											13	36.1	36
	Totals:		11	30.5	7	19.4	5	13.8											(13)	36.1	(36)*
CASTLETON L	ACCT 12	9346	4	23.5	2	11.7	4	23.5											7	41.1	17
	ACCT 14	9347	9	36.0	7	28.0	4	16.0							4.0				4	16.0	25
	Totals:		13	30.9	9	21.4	8	19.0							2.3				(11)	26.1	42*
GREEN J	ACCT 2	9345	6	20.6	10	34.4	4	13.7			1	3.4							8	27.5	29
	Totals:		6	20.6	10	34.4	4	13.7			(1)	3.4							8	27.5	(29)*
HEIDEMANN M	ACCT 1	9340	2	6.2	6	18.7	8	25.0	2	6.2	5	15.6							9	28.1	32
		9343	7	35.0	3	15.0	4	20.0			2	10.0							4	20.0	20
	Totals:		9	17.3	9	17.3	12	23.0	(2)	3.8	(7)	13.4							13	25.0	52*
LAGUARDIA R	ACCT 1	9341	(14)	46.6	6	20.0	3	3.3	2	6.6									7	23.3	30
	Totals:		(14)	46.6	6	20.0	3	3.3	(2)	6.6									(7)	23.3	(30)*
TAYLOR M	ACCT 1	8166	9	20.0	10	22.2	5	11.1			1	2.2							20	44.4	45
		8167	4	14.2	5	17.8	6	21.4	3	10.7	1	3.5							9	32.1	28
	Totals:		13	17.8	15	20.5	11	15.0	(3)	4.1	(2)	2.7							(29)	39.7	(73)*
VERAGRAZIANO	ACCT 1	8164	10	27.7	4	11.1	1	2.7	3	8.3	2	5.5	1	2.7					15	41.6	36
		8165	8	27.5	5	17.2	4	13.7	3	10.3									9	31.0	29
	ACCT 2	8168	13	37.1	3	8.5	5	14.2	11	31.4									3	8.5	35
		8169	8	29.6	3	11.1	4	14.8	3	11.1									9	33.3	27
	Totals:		39	30.7	15	11.8	14	11.0	(20)	15.7	(2)	1.5	(1)	.7					(36)	28.3	127*
WATSON R	ACCT 1	8163	4	9.0	5	11.3	3	6.8	4	9.0	4	9.0							24	54.5	44
	ACCT 2	8170	6	16.6	2	5.5	7	19.4	5	13.8	1	2.7							15	41.6	36
	Totals:		10	12.5	7	8.7	10	12.5	(9)	11.2	(5)	6.2							(39)	48.7	(80)*

NON-PRODUCTIVE GRADES

(36) 20

58

Book keeping (Page 7)

10

68 = 12.2% of 558

=

--- ATTRITION

Book keeping (Page 7)

172 = 34.4

500

18 = 31

58

EXHIBIT C

190 = 34%

558

22-Oct-89

Santa Barbara City College
Accounting Education,
Official data

SPRING 1989

INSTRUCTORS	Section	(a) TLUs	(b) FTE (TLU/15)	(c) # of Students Note (1)	(d) Total Contact Hrs. per Week	(e) WSCH (c)x(d)	(f) WSCH/FTE (e)/(b)	(g) % of Dept FTE
ACCOUNTING DAY-TIME CLASSES:								
ACCOUNTING 1:								
Taylor (I)	8166	4	0.267	45	5	225	844	5.4%
Taylor (I)	8167	4	0.267	27	5	135	506	5.4%
A. V.- G. (I)	8164	4	0.267	34	5	170	638	5.4%
(I)	8165	4	0.267	29	5	145	544	5.4%
* Bassey (I)	6014	4	0.267	15	5	75	281	5.4%
* Watson (I)	8163	4	0.267	44	5	220	825	5.4%
TOTAL ACCTG 1, DAY-TIME		24	1.6	194	30	970	606	32.4%
ACCOUNTING 2:								
* Watson (2)	8170	4	0.267	36	5	180	675	5.4%
A. V.-G. (2)	8168	4	0.267	35	5	175	656	5.4%
(2)	8169	4	0.267	27	5	135	506	5.4%
TOTAL ACCTG 2, DAY-TIME		12	0.8	98	15	490	613	16.2%
TOTAL DAY-TIME CLASSES		36	2.4	292	45	1460	608	48.6%
ACCOUNTING EVENING CLASSES:								
ACCOUNTING 1:								
* Bertí (I)	9342	4	0.267	16	5	80	300	5.4%
* Heidemann (I)	9340	4	0.267	32	5	160	600	5.4%
* Heidemann (I)	9343	4	0.267	21	5	105	394	5.4%
* LaGuardia (I)	9341	4	0.267	30	5	150	563	5.4%
TOTAL ACCTG 1, EVENING		16	1.067	99	20	495	464	21.6%
ACCOUNTING 2:								
* Brown (2)	9344	4	0.267	36	5	180	675	5.4%
* Green (2)	9345	4	0.267	27	5	135	506	5.4%
TOTAL ACCTG 2, EVENING		8	0.533	63	10	315	591	10.8%
TOTAL EVENING CLASSES		24	1.600	162	30	810	506	32.4%
ACCOUNTING COMBINED TOTALS		60	4.000	454	75	2270	568	81.1%
TAXATION:								
Not offered Spring '89		3	0.000	0	3	0	ERR	0.0%
BOOKKEEPING (Manual):								
* Campos (10)	9349	4	0.267	33	4	132	495	5.4%
** Gressel (10)	8172	4	0.267	25	4	100	375	5.4%
Sub-Totals		8	0.533	58	8	232	435	10.8%
BOOKKEEPING (Computers):								
* Castleton(12)	9346	3	0.200	17	3.5	59.5	298	4.1%
* Castleton(14)	9347	3	0.200	25	3.5	87.5	438	4.1%
Sub-Totals		6	0.400	42	7	147	368	8.1%
ACCOUNTING EDUCATION TOTALS		74	4.933	554	90	2649	537	100.0%

Note (1) Census Per Course Summary Report of 4/10/89

HOURLY INSTRUCTORS

** SBCC F-T instructor, B.O.E. Dept., considered hourly for Accounting Ed. purposes.

(a) TLU = Teaching Load Units

(b) FTE = Full Time Equivalent

(e) WSCH = Weekly Student Contact Hours

D#33 A:\WSCH2S89.WK1

Range: A1..I77

EXHIBIT D

SANTA BARBARA CITY COLLEGE
 BUSINESS ADMINISTRATION DEPARTMENT
 PROGRAM PRODUCTIVITY

18-Jul
 01:52 PM

SEMESTER & YEAR	Instr. Status	Instructor Headcount N %		First Census		Fully Instructional (Reassigned-Time NOT Included)						All Instructional (Includes Instructional Reassigned-Time Only)										
				DEPARTMENT WSCH	% of TOTAL COLLEGE WSCH	TOTAL COLLEGE WSCH	C	DEPT FTE	% OF DEPT FTE	% of TOTAL COLLEGE FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT %WSCH/ %FTE	C	DEPT FTE	% OF DEPT FTE	% of TOTAL COLLEGE FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT %WSCH/ %FTE
SPRING 89	Contract	5	27.8	2121.00		76690.54	C	3.61	45.8	157.08	587.53	488.23	C	3.67	46.2		167.54	577.93	457.74			
	Hourly	13	72.2	2071.00		48995.98	H	4.28	54.2	180.81	483.88	486.02	H	4.28	53.8		102.20	483.88	479.41			
	Total			4192.00	3.36	125686.52		7.89	3.06	257.89	531.31	487.36		7.95	2.95		269.74	527.30	465.95	1.13		
FALL 88	Contract	5	27.8	2545.00		82540.91	C	3.80	49.5	159.29	669.74	518.18	C	3.80	49.5		162.25	669.74	508.73			
	Hourly	13	72.2	1932.00		47310.64	H	3.87	50.5	93.87	499.22	506.00	H	3.87	50.5		94.74	499.22	499.37			
	Total			4477.00	3.45	129851.55		7.67	3.03	253.16	583.70	512.92		7.67	2.98		256.99	583.70	505.28	1.16		
SPRING 88	Contract	6	33.3	2669.00		77430.42	C	3.80	47.9	144.87	702.37	534.48	C	3.80	47.9		155.07	702.37	499.33			
	Hourly	12	66.7	1879.50		42197.76	H	4.13	52.1	90.66	455.08	465.45	H	4.13	52.1		90.99	455.08	463.76			
	Total			4548.50	3.80	119628.18		7.93	3.37	235.53	573.58	507.91		7.93	3.22		246.06	573.58	486.17	1.18		
FALL 87	Contract	5	29.4	2659.00		83933.40	C	4.13	53.4	150.62	643.83	557.25	C	4.33	54.6		159.97	614.09	524.68			
	Hourly	12	70.6	1853.00		42934.97	H	3.60	46.6	89.63	514.72	479.02	H	3.60	45.4		90.47	514.72	474.58			
	Total			4512.00	3.56	126868.37		7.73	3.22	240.25	583.70	528.07		7.93	3.17		250.44	568.98	506.58	1.12		
SPRING 87	Contract	6	30.0	2394.00		78362.78	C	3.87	46.1	155.85	618.60	502.81	C	3.87	46.1		163.29	618.60	479.90			
	Hourly	14	70.0	2097.25		36407.19	H	4.53	53.9	84.62	462.97	430.24	H	4.53	53.9		84.62	462.97	430.24			
	Total			4491.25	3.91	114769.97		8.40	3.49	240.47	534.67	477.27		8.40	3.39		247.91	534.67	462.95	1.15		

EXHIBIT L

To: Dr. Diana Sloane, Dean of Instruction, Technologies
From: Margaret Eejima, Drafting/CAD Dept., ext. 522
Date: October 24, 1989
Subj: AB1725 New Instructor Request

Attached please find the Drafting/CAD Department's new instructor requests. The department requests three (3) new full-time instructor positions in order to be in compliance with the provisions of AB 1725.

Please contact me if you have any questions or if any further information is required. Thank you in advance for any assistance you can provide.

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OCT 24 1989

OFFICE OF ACADEMIC AFFAIRS

SANTA BARBARA CITY COLLEGE

AB 1725 NEW POSITIONS

Drafting/CAD Department
Narrative

In order to comply with the provisions of AB 1725, the Drafting/CAD Department requests three (3) new full-time instructor positions.

Any number less than three fails to satisfy the 75% full-time faculty provision of AB 1725.

1. Number and percent of total department TLUs and WSCH taught by hourly instructors:

The Drafting/CAD Department regularly offers over ninety (90) TLUs of instruction per semester. The department has two (2) full-time permanent positions, and one temporary full-time position for the 1989-90 academic year. The number of hourly instructors varies between seven (7) and ten (10). Of the two full-time permanent positions, one is Division Chair and the other is Department Chair. Only our temporary contract instructor is teaching full-time.

Please note that the department's data sheets list three (3) contract positions for the Fall 1988, Spring 1988, and Spring 1987 semesters. The department did not have three full-time positions during those semesters. The third contract position refers to the Machine Shop instructor, who teaches one class in the department at least one semester per year.

2. Viability and integrity of the academic program:

The curricular balance of the department will be adversely affected if the positions are not filled. All present full-time instructors have backgrounds in civil and architectural design and drafting. Mechanical and electro-mechanical design and drafting fields are not represented among the full-time instructors.

No improvements to the department can be considered until badly needed personnel requirements are met. Included among the issues the department would like to address are the following:

- improved relations with local industry
- additional internship programs
- Authorized AutoCAD Training Center (ATC) status
- improvements to the overall curriculum.

3. Department WSCH/FTE as compared to like disciplines at other colleges:

Reference: President's Load Report

Spring 1989 WSCH/FTE: 377
Average for California Community Colleges: 419

The department's CAD classes (Engineering/Drafting 21, 22, and 23) have a minimum enrollment of twelve (12) students and a maximum enrollment of eighteen (18). These enrollments are determined by the number of available CAD workstations (12). The department has no lab assistant or similar staffing, and cannot expand the CAD Lab or its enrollment beyond these numbers.

4. Department Non Productive Grade Rates:

A. Primary factors contributing to the rate include high turnover rates among hourly instructors, and a lack of continuity between classes due to the large number of hourly instructors.

It is difficult to keep and recruit experienced hourly instructors. Three (3) hourly instructors from the Spring 1988 semester did not return in the Fall 1988 semester. One (1) new instructor was hired for Fall 1988, three (3) additional new instructors were hired for the Spring 1989 semester.

B. New full-time positions for the department would contribute to continuity and cohesiveness throughout the curriculum, with a resulting decrease in the non-productive grade rate.

5. WSCH/FTE compared to college average:

See Item 3.

6. Attrition rates:

See Item 4.

SANTA BARBARA CITY COLLEGE
 DRAFTING DEPARTMENT
 PROGRAM PRODUCTIVITY

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SEMESTER & YEAR	Instr. Status	Instructor		First	First	Fully Instructional (Reassigned-Time NOT Included)							All Instructional (Includes Instructional Reassigned-Time Only)						
		Headcount	%	Census	% of TOTAL	Census	TOTAL	% OF	% of TOTAL	TOTAL	DEPT	TOTAL	DEPT	% OF	% of TOTAL	TOTAL	DEPT	TOTAL	DEPT
		N		DEPARTMENT	COLLEGE	COLLEGE	DEPT	DEPT	COLLEGE	COLLEGE	DEPARTMENT	COLLEGE	%WSCH/ %FTE	DEPT	DEPT	COLLEGE	COLLEGE	DEPARTMENT	COLLEGE
		WSCH	WSCH	WSCH	FTE	FTE	FTE	FTE	WSCH/FTE	WSCH/FTE		FTE	FTE	FTE	FTE	WSCH/FTE	WSCH/FTE		
SPRING 89	Contract	2	16.7	628.00		76690.54	C	1.07	20.4	157.08	586.92	488.23	C	1.27	23.3	167.54	494.49	457.74	
	Hourly	10	83.3	1508.00		48995.98	H	4.17	79.6	100.81	361.63	486.02	H	4.17	76.7	102.20	361.63	479.41	
	Total			2136.00	1.70	125686.52		5.24	2.03	257.89	407.63	487.36	0.84	5.44	2.02	269.74	392.65	465.95	0.84
FALL 88	Contract	3	30.0	845.80		82540.91	C	1.80	34.4	159.29	469.89	518.18	C	2.00	36.8	162.25	422.90	508.73	
	Hourly	7	70.0	1416.00		47310.64	H	3.44	65.6	93.87	411.63	504.00	H	3.44	63.2	94.74	411.63	499.37	
	Total			2261.80	1.74	129851.55		5.24	2.07	253.16	431.64	512.92	0.84	5.44	2.12	256.99	415.77	505.28	0.82
SPRING 88	Contract	3	27.3	765.40		77430.42	C	1.88	35.5	144.87	407.13	534.48	C	2.08	37.8	155.07	367.98	499.33	
	Hourly	8	72.7	1612.00		42197.76	H	3.42	64.5	90.66	471.35	465.45	H	3.42	62.2	90.99	471.35	463.76	
	Total			2377.40	1.99	119628.18		5.30	2.25	235.53	448.57	507.91	0.88	5.50	2.24	246.06	432.25	486.17	0.89
FALL 87	Contract	2	18.2	968.00		83933.40	C	1.87	33.2	150.62	517.65	557.25	C	2.07	35.5	159.97	467.63	524.68	
	Hourly	9	81.8	1642.00		42934.97	H	3.76	66.8	89.63	436.70	479.02	H	3.76	64.5	90.47	436.70	474.58	
	Total			2610.00	2.06	126868.37		5.63	2.34	240.25	463.59	528.07	0.88	5.83	2.33	250.44	447.68	506.58	0.88
SPRING 87	Contract	3	25.0	956.00		78362.78	C	1.93	38.0	155.85	495.34	502.81	C	1.93	38.0	163.29	495.34	479.90	
	Hourly	9	75.0	1338.00		36407.19	H	3.15	62.0	84.62	424.76	430.24	H	3.15	62.0	84.62	424.76	430.24	
	Total			2294.00	2.00	114769.97		5.08	2.11	240.47	451.57	477.27	0.95	5.08	2.05	247.91	451.57	462.95	0.98

SANTA BARBARA CITY COLLEGE
DRAFTING DEPARTMENT
PROGRAM PRODUCTIVITY

18-Jul
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SEMESTER & YEAR	Instr. Status	Instructor Headcount		First Census			Fully Instructional (Reassigned-Time NOT Included)						All Instructional (Includes Instructional Reassigned-Time Only)						
		N	%	DEPARTMENT WSCH	% of TOTAL COLLEGE WSCH	TOTAL COLLEGE WSCH	DEPT FTE	% OF FTE	% of TOTAL COLLEGE FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT FTE	% OF FTE	% of TOTAL COLLEGE FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT FTE
SPRING 89	Contract	2	16.7	628.00		76690.54	C	1.07	20.4	157.08	586.92	488.23	C	1.27	23.3	167.54	494.49	457.74	
	Hourly	10	83.3	1508.00		48995.98	H	4.17	79.6	100.81	361.63	486.02	H	4.17	76.7	102.20	361.63	479.41	
	Total			2136.00	1.70	125686.52		5.24	2.03	257.89	407.63	487.36	0.84	5.44	2.02	269.74	392.65	465.95	0.84
FALL 88	Contract	3	30.0	845.80		82540.91	C	1.80	34.4	159.29	469.89	518.18	C	2.00	36.8	162.25	422.90	508.73	
	Hourly	7	70.0	1416.00		47310.64	H	3.44	65.6	93.87	411.63	504.00	H	3.44	63.2	94.74	411.63	499.37	
	Total			2261.80	1.74	129851.55		5.24	2.07	253.16	431.64	512.92	0.84	5.44	2.12	256.99	415.77	505.28	0.82
SPRING 88	Contract	3	27.3	765.40		77430.42	C	1.88	35.5	144.87	407.13	534.48	C	2.08	37.8	155.07	367.98	499.33	
	Hourly	8	72.7	1612.00		42197.76	H	3.42	64.5	90.66	471.35	465.45	H	3.42	62.2	90.99	471.35	463.76	
	Total			2377.40	1.99	119628.18		5.30	2.25	235.53	448.57	507.91	0.88	5.50	2.24	246.06	432.25	486.17	0.89
FALL 87	Contract	2	18.2	968.00		83933.40	C	1.87	33.2	150.62	517.65	557.25	C	2.07	35.5	159.97	467.63	524.68	
	Hourly	9	81.8	1642.00		42934.97	H	3.76	66.8	89.63	436.70	479.02	H	3.76	64.5	90.47	436.70	474.58	
	Total			2610.00	2.06	126868.37		5.63	2.34	240.25	463.59	528.07	0.88	5.83	2.33	250.44	447.68	506.58	0.88
SPRING 87	Contract	3	25.0	956.00		78362.78	C	1.93	38.0	155.85	495.34	502.81	C	1.93	38.0	163.29	495.34	479.90	
	Hourly	9	75.0	1338.00		36407.19	H	3.15	62.0	84.62	424.76	430.24	H	3.15	62.0	84.62	424.76	430.24	
	Total			2294.00	2.00	114769.97		5.08	2.11	240.47	451.57	477.27	0.95	5.08	2.05	247.91	451.57	462.95	0.98

GRADE DISTRIBUTION SUMMARY Drafting Department

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT ***				*** PRODUCTIVE GRADES ***				*** NON-PRODUCTIVE GRADES ***				*** ATTRITION ***														
	FIRST CENSUS				(Non-[D/F/NC/W] Grades)				(D/F/NC/W Grades Only)				(W Grades Only)														
			DEPT. TOTAL				TOTAL COLLEGE				TOTAL COLLEGE				TOTAL COLLEGE												
			ENRLMNT		as % of		PRODUCTIVE		as % of		NON-PROD.		as % of		ATTRITION												
	DAY	EVE	ENRLMNT	TOTAL	DAY	EVE	TOTAL	TOTAL	DAY	EVE	TOTAL	TOTAL	DAY	EVE	TOTAL	TOTAL											
*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****												
	% of	% of	ENRLMNT	% of	% of	% of	ENRLMNT	% of	% of	% of	ENRLMNT	% of	% of	% of	ENRLMNT												
	Tot.	Tot.	*****	Tot.	Tot.	Total	*****	Tot.	Tot.	Total	*****	Tot.	Tot.	Total	*****												
	N	Enrlmt	N	%	N	Day	N	Eve	N	Enrlmt	%	N	Day	N	Eve	N	Enrlmt	%									
SPRING 89	232	51.2	221	48.8	453	1.3	153	65.9	120	54.3	273	60.3	65.6	79	34.1	101	45.7	180	39.7	34.4	60	25.9	91	41.2	151	33.3	24.6
FALL 88	217	43.6	281	56.4	498	1.4	150	69.1	163	58.0	313	62.9	64.3	67	30.9	118	42.0	185	37.1	35.7	60	27.6	98	34.9	158	31.7	23.9
SPRING 88	234	45.4	281	54.6	515	1.6	162	69.2	153	54.4	315	61.2	62.9	72	30.8	128	45.6	200	38.8	37.1	56	23.9	115	40.9	171	33.2	26.6
FALL 87	248	44.0	315	56.0	563	1.7	148	59.7	172	54.6	320	56.8	64.0	100	40.3	143	45.4	243	43.2	36.0	84	33.9	117	37.1	201	35.7	24.2
SPRING 87	262	53.7	226	46.3	488	1.5	154	58.8	129	57.1	283	58.0	65.3	108	41.2	97	42.9	205	42.0	34.7	80	30.5	83	36.7	163	33.4	23.8
FALL 86	261	43.5	339	56.5	600	1.9	150	57.5	188	55.5	338	56.3	64.5	111	42.5	151	44.5	262	43.7	35.5	84	32.2	119	35.1	203	33.8	22.2
SPRING 86	313	53.7	270	46.3	583	1.9	209	66.8	152	56.3	361	61.9	63.5	104	33.2	118	43.7	222	38.1	36.5	81	25.9	104	38.5	185	31.7	25.1
FALL 85	289	52.3	264	47.7	553	1.8	182	63.0	153	58.0	335	60.6	63.1	107	37.0	111	42.0	218	39.4	36.9	86	29.8	89	33.7	175	31.6	23.0
SPRING 85	281	47.1	316	52.9	597	2.1	163	58.0	147	46.5	310	51.9	64.9	118	42.0	169	53.5	287	48.1	35.1	100	35.6	159	50.3	259	43.4	24.7
FALL 84	356	56.4	275	43.6	631	2.2	231	64.9	151	54.9	382	60.5	66.0	125	35.1	124	45.1	249	39.5	34.0	105	29.5	96	34.9	201	31.9	22.3
SPRING 84	222	44.6	276	55.4	498	1.7	137	61.7	106	38.4	243	48.8	65.2	85	38.3	170	61.6	255	51.2	34.8	54	24.3	124	44.9	178	35.7	21.8
FALL 83	341	51.4	323	48.6	664	2.1	215	63.0	139	43.0	354	53.3	65.4	126	37.0	184	57.0	310	46.7	34.6	89	26.1	134	41.5	223	33.6	21.5

SANTA BARBARA CITY COLLEGE
DRAFTING DEPARTMENT
TOTAL GRADE DISTRIBUTION

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SEMESTER & YEAR		A	B	C	D	F	I	CR	NC	W	TOTAL ENROLLMENT
*****	***	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
SPRING 89	N	138	85	42	10	19	5	3	0	151	453
	%	30.5	18.8	9.3	2.2	4.2	1.1	0.7	0.0	33.3	
FALL 88	N	181	75	36	13	27	6	2	0	158	498
	%	36.3	15.1	7.2	2.6	5.4	1.2	0.4	0.0	31.7	
SPRING 88	N	174	102	33	6	23	7	0	0	170	515
	%	33.8	19.8	6.4	1.2	4.5	1.4	0.0	0.0	33.0	
FALL 87	N	180	100	28	14	27	10	2	1	201	563
	%	32.0	17.8	5.0	2.5	4.8	1.8	0.4	0.2	35.7	
SPRING 87	N	155	89	37	13	28	0	2	1	163	488
	%	31.8	18.2	7.6	2.7	5.7	0.0	0.4	0.2	33.4	
FALL 86	N	183	103	45	21	37	6	1	1	203	600
	%	30.5	17.2	7.5	3.5	6.2	1.0	0.2	0.2	33.8	
SPRING 86	N	194	103	57	10	26	4	3	1	185	583
	%	33.3	17.7	9.8	1.7	4.5	0.7	0.5	0.2	31.7	
FALL 85	N	183	99	48	9	31	2	3	3	175	553
	%	33.1	17.9	8.7	1.6	5.6	0.4	0.5	0.5	31.6	
SPRING 85	N	158	100	40	10	18	6	6	0	259	597
	%	26.5	16.8	6.7	1.7	3.0	1.0	1.0	0.0	43.4	
FALL 84	N	178	126	71	25	23	5	2	0	201	631
	%	28.2	20.0	11.3	4.0	3.6	0.8	0.3	0.0	31.9	

APPLICATION FOR NEW AB 1725 POSITION

During the 1989-90 academic year the Business Office Education Department is participating in the program for reducing the number of hourly instructors provided by AB 1725. We are most enthusiastic about this program and as a result of it many forward-looking changes and innovations are taking place in our department.

According to our program evaluation which was completed Spring semester of 1989 and also our Advisory Committee, our program needed to be changed, upgraded and strengthened.

As a result of Carol Diamond functioning as a full-time faculty member in our department and providing leadership and expertise, we have begun the arduous process of revamping the entire program. Outlined below are some of the projects on which we are presently working.

PROGRAM REDESIGN

1. Redesigning the entire program to provide a four-level program in which students would receive certificates at the completion of the first three levels and an AA Degree upon the completion of the fourth level.

Specific employment qualifications and titles will be identified for each level and verified by our Advisory Committee.

2. Visiting other educational facilities in order to evaluate and validate our program.
3. Completing a survey of 37 businesses in the community to provide information for program and equipment change.
4. Incorporating computer usage into selected existing courses.

ARTICULATION

1. Continuing and updating the articulation with high schools in the area.
2. Investigating the feasibility of articulating courses with the ROP programs.

ADULT EDUCATION

1. Articulating with Adult Education so those students can easily move into our classes and program. Adult Education students would receive advanced placement.

2. Offering credit classes at the Wake Center.
3. Providing counseling and general college placement testing to Adult Education students.

RETENTION AND RECRUITMENT

1. Providing direction and requirement information for students striving to obtain a Professional Secretaries International certificate.
2. Creating a new brochure to be inserted with the Business Division brochure.
3. Creating posters and fliers to be sent to businesses in the community, for Adult Education students, and for SBCC students.
4. Providing counseling for majors and potential majors.
5. Providing job placement services to certificate holders by linking the program to SBCC Placement directed by Ron St. John.
6. Providing brochures and information to Ron St. John and Mike Kauffman for use in recruiting within the community.

According to the attached statistical information, the WSCH for the BOE department is slightly lower than the college average. Attrition and non-productive grades are higher. Enrollment has also dropped. This is the norm for office education across the nation. However, several schools have addressed the problems very successfully and our department is expending a great deal of time and effort to solve these problems.

Our usual instructor headcount is three full-time instructors and five parttime instructors. Hourly instructors normally provide approximately one-third of the department WSCH.

In order to provide our students a viable program with academic integrity, it is essential that we continue to offer them the best possible educational program and to continue with the plans we have begun. An additional full-time faculty member with enthusiasm, creativity, and expertise would provide the necessary impetus for such a program. With this additional faculty member, we will be able to continue changing, upgrading, and strengthening our program. As a result, our enrollment will increase, there will be fewer non-productive grades, and retention will improve.

Myrna Harker
Department Chair
Business Office Education

SANTA BARBARA CITY COLLEGE
 BUSINESS OFFICE EDUCATION DEPARTMENT
 PROGRAM PRODUCTIVITY

19-Jul '7
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SEMESTER & YEAR	Instr. Status	Instructor		First Census		Fully Instructional (Reassigned-Time NOT Included)							All Instructional (Includes Instructional Reassigned-Time Only)							
		Headcount	%	DEPARTMENT WSCH	% of TOTAL COLLEGE WSCH	TOTAL COLLEGE WSCH	DEPT FTE	% OF FTE	% of TOTAL COLLEGE FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT %WSCH/ %FTE	DEPT FTE	% OF FTE	% of TOTAL COLLEGE FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT %WSCH/ %FTE
		N																		
SPRING 89	Contract	3	37.5	1234.43		76690.54	C	2.79	64.9		157.08	442.45	488.23	C	3.82	67.7		167.54	323.15	457.74
	Hourly	5	62.5	1053.86		48995.98	H	1.51	35.1		100.81	697.92	486.02	H	1.82	32.3		102.20	579.04	479.41
	Total			2288.29	1.82	125686.52		4.30	1.67		257.89	532.16	487.36		5.64	2.07		269.74	405.73	465.95
FALL 88	Contract	3	37.5	1713.50		82540.91	C	3.05	64.8		159.29	561.80	518.18	C	3.38	67.1		162.25	506.95	508.73
	Hourly	5	62.5	466.00		47310.64	H	1.66	35.2		93.87	280.72	504.00	H	1.66	32.9		94.74	280.72	499.37
	Total			2179.50	1.68	129851.55		4.71	1.86		253.16	462.74	512.92		5.04	1.96		256.99	437.44	505.28
SPRING 88	Contract	3	37.5	1212.50		77430.42	C	2.75	55.7		144.87	440.91	534.48	C	2.75	55.7		155.07	440.91	499.33
	Hourly	5	62.5	901.00		42197.76	H	2.19	44.3		90.66	411.42	465.45	H	2.19	44.3		90.99	411.42	463.76
	Total			2113.50	1.77	119628.18		4.94	2.10		235.53	427.83	507.91		4.94	2.01		246.06	427.83	486.17
FALL 87	Contract	3	50.0	1773.10		83933.40	C	3.40	67.1		150.62	521.50	557.25	C	3.40	67.1		159.97	521.50	524.68
	Hourly	3	50.0	403.00		42934.97	H	1.67	32.9		89.63	241.32	479.02	H	1.67	32.9		90.47	241.32	474.59
	Total			2176.10	1.72	126868.37		5.07	2.11		240.25	429.21	528.07		5.07	2.02		250.44	429.21	506.58
SPRING 87	Contract	3	37.5	1176.20		78362.78	C	2.33	55.2		155.85	504.81	502.81	C	2.33	55.2		163.29	504.81	479.90
	Hourly	5	62.5	418.00		36407.19	H	1.89	44.8		84.62	221.16	430.24	H	1.89	44.8		84.62	221.16	430.24
	Total			1594.20	1.39	114769.97		4.22	1.75		240.47	377.77	477.27		4.22	1.70		247.91	377.77	462.95

GRADE DISTRIBUTION SUMMARY -- BOE DEPARTMENT

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT ***						*** PRODUCTIVE GRADES ***						*** NON-PRODUCTIVE GRADES ***						*** ATTRITION ***								
	FIRST CENSUS						(Non-D/F/NC/W Grades)						(D/F/NC/W Grades Only)						(W Grades Only)								
	DAY		EVE		DEPT. TOTAL		DAY		EVE		DEPT. TOTAL		DAY		EVE		DEPT. TOTAL		DAY		EVE		DEPT. TOTAL				
	N	Enrlmt	N	Enrlmt	N	%	N	Day	N	Eve	N	Enrlmt	N	Day	N	Eve	N	Enrlmt	N	Day	N	Eve	N	Enrlmt			
SPRING 87	411	71.1	167	28.9	578	1.7	207	50.4	67	40.1	274	47.4	65.6	204	49.6	100	59.9	304	52.6	34.4	155	37.7	66	39.5	221	38.2	24.6
FALL 87	494	82.3	106	17.7	600	1.7	270	44.5	60	56.6	330	46.7	64.3	274	55.5	46	43.4	320	53.3	35.7	204	41.3	39	35.8	243	40.3	23.9
SPRING 88	506	80.7	121	19.3	627	1.9	218	43.1	77	63.6	295	47.0	62.9	288	56.9	44	36.4	332	53.0	37.1	199	39.3	31	25.6	230	36.7	26.6
FALL 87	586	87.7	82	12.3	668	2.1	216	36.9	48	58.5	264	39.5	64.0	370	63.1	34	41.5	404	60.5	36.0	236	40.3	25	30.5	261	39.1	24.2
SPRING 87	551	81.8	123	18.2	674	2.1	214	38.8	82	66.7	296	43.9	65.3	337	61.2	41	33.3	378	56.1	34.7	227	41.2	30	24.4	257	38.1	23.8
FALL 86	787	91.4	74	8.6	861	2.7	292	37.1	43	58.1	335	38.9	64.5	495	62.9	31	41.9	526	61.1	35.5	306	38.9	23	31.1	329	38.2	22.2
SPRING 86	587	82.8	122	17.2	709	2.3	223	38.0	72	59.0	295	41.6	63.5	364	62.0	50	41.0	414	58.4	36.5	218	37.1	31	25.4	249	35.1	25.1
FALL 85	546	82.9	113	17.1	659	2.1	200	36.6	65	57.5	265	40.2	63.1	346	63.4	48	42.5	394	59.8	36.9	194	35.5	28	24.8	222	33.7	23.0
SPRING 85	657	87.5	149	18.5	806	2.8	296	45.1	97	65.1	393	48.8	64.9	361	54.9	52	34.9	413	51.2	35.1	187	28.5	35	23.5	222	27.5	24.7
FALL 84	660	80.6	159	19.4	819	2.8	318	48.2	101	63.5	419	51.2	66.0	342	51.8	58	36.5	400	48.8	34.0	188	28.5	26	16.4	214	26.1	22.3

SANTA BARBARA CITY COLLEGE
 BUSINESS OFFICE EDUCATION DEPARTMENT
 TOTAL GRADE DISTRIBUTION

18-Jul-89
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SEMESTER & YEAR		A	B	C	D	F	I	CR	NC	W	TOTAL ENROLLMENT
*****	***	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
SPRING 89	N	117	77	70	21	56	1	9	6	221	578
	%	20.2	13.3	12.1	3.6	9.7	0.2	1.6	1.0	38.2	
FALL 88	N	135	53	77	34	42	3	12	2	242	600
	%	22.5	8.8	12.8	5.7	7.0	0.5	2.0	0.3	40.3	
SPRING 88	N	133	83	68	21	75	3	8	6	230	627
	%	21.2	13.2	10.8	3.3	12.0	0.5	1.3	1.0	36.7	
FALL 87	N	120	78	51	34	101	2	13	8	261	668
	%	18.0	11.7	7.6	5.1	15.1	0.3	1.9	1.2	39.1	
SPRING 87	N	137	90	58	22	92	3	8	7	257	674
	%	20.3	13.4	8.6	3.3	13.6	0.4	1.2	1.0	38.1	
FALL 86	N	131	123	69	66	123	7	5	8	329	861
	%	15.2	14.3	8.0	7.7	14.3	0.8	0.6	0.9	38.2	
SPRING 86	N	118	87	81	34	125	4	5	6	249	709
	%	16.6	12.3	11.4	4.8	17.6	0.6	0.7	0.8	35.1	
FALL 85	N	123	78	52	21	134	4	8	17	222	659
	%	18.7	11.8	7.9	3.2	20.3	0.6	1.2	2.6	33.7	
SPRING 85	N	177	118	88	28	157	3	7	6		806
	%	22.0	14.6	10.9	3.5	19.5	0.4	0.9	0.7	27	
FALL 84	N	182	138	87	40	135	6	6	11		819
	%	22.2	16.8	10.6	4.9	16.5	0.7	0.7	1.3		

RECEIVED

OCT 24 1989

ACADEMIC AFFAIRS

SANTA BARBARA CITY COLLEGE

TO: John Romo
FROM: Theresa Weissglass, Acting Chairperson
Early Childhood Education Department
DATE: October 24, 1989
RE: Certificated Personnel Request - Early Childhood Education
Request: One full-time, permanent, contract instructor

Program Viability and Integrity

The Early Childhood Education Department finds itself at a critical juncture in its history. The department's ability to maintain its viability and integrity, its community involvement and statewide and local leadership role while meeting the changing and expanding needs of community child development programs is at risk without additional full-time faculty.

Over the past five years, the Early Childhood Education Department, through the leadership of its chair and the support of administration has steadily strengthened the stature and quality of its academic program and increased the scope of course offerings to meet documented community needs. A mentor program in the first-year

lab practicum flourishes and participation in the faculty advising program has helped the program to achieve low attrition and excellent job placement rates.

Careers in the early childhood education field are growing faster than almost any other area in the job market. The need for employees in all fields creates a direct demand for teachers and directors of early childhood programs to care for the young children of those employees. Santa Barbara and surrounding communities are in dire need of teachers with both ECE certificates and degrees.

With one full-time faculty member the ECE Department has the obligation to strive to meet the huge community need without the person power to accomplish the necessary activities. The State Department of Social Services has recently increased the number of ECE units in specialized areas which teachers of infants and school-age children need to complete for licensing. The ECE Department will need to increase course offerings in order to meet this state mandate. The Bilingual-Bicultural Certificate program approved by CAC last June (the first of its kind in California community colleges) will also require additional TLUs to accommodate the demand for coursework in this rapidly growing area.

In addition to a larger course load, the department's one faculty member will need to do even more recruiting, orienting and advising if we are to fill the community demands for teachers. Presently one faculty member must handle all departmental programs' supervision, activities and administration including course development, department planning, part-time instructor hiring, orientation, supervision and evaluation, coordination with the Children's Center, relations with community schools, licensing agencies and professional organizations and student orientation while carrying a full-time teaching load with campus committee participation and no release time for program coordination.

WSCH and President's Load Figures

The President's load report shows the state average WSCH for early childhood education programs to be 480, while SBCC's ECE program generates 579. This heavier teaching load illustrates what is really an intolerable instructional situation.

The instruction and supervision of ECE first-year practicum students is only possible because of the presence and assistance of the Children's Center teachers. State Department of Education child care funding regulations authorize teachers to supervise students only within the context of their direct teaching of children. Because small children require constant guidance, time spent with adult students compromises the teacher's ability to meet contractual and ethical responsibilities to children.

A random survey of nine community college campuses revealed that the maximum number of practicum students supervised by one instructor was 30, with the average number 18. Our faculty member supervises a maximum of 55, with an average of 40. This is done in addition to the off-campus supervision of 20 second-year students who teach in at least 14 different community schools.

The WSCH figures for the department indicate that 48.5 percent of the department WSCH is generated by hourly faculty. As the planned increases for the bilingual, infant and school-age strands are implemented over the coming year, that percentage will also increase by at least 17 percent. That will bring the percent of WSCH taught by hourly instructors to 65.5. Because of these recent findings regarding practicum load, the department will be requesting from the Office of Academic Affairs a division of the practicum class into two sections which would even further increase the TLUs which should be assigned to a full-time faculty member.

Comparative data on department non-productive grade rates WSCH/FTE compared to college average and fourth to eleventh week attrition are better than the college average and are attached for your consideration.

It is our belief that it is unrealistic and untenable in the long run for the department to be dependent on one person who must single-handedly carry out the multiple roles listed above, nor is it a situation which reflects well on the college's level of support for programs of demonstrated community need, cost-effectiveness, professional reputation and academic excellence.

GRADE DISTRIBUTION SUMMARY EARLY CHILDHOOD EDUCATION

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT ***				*** PRODUCTIVE GRADES ***					*** NON-PRODUCTIVE GRADES ***					*** ATTRITION ***												
	FIRST CENSUS				(Non-ID/F/NC/W) Grades					(D/F/NC/W Grades Only)					(W Grades Only)												
	DAY		EVE		DEPT. TOTAL		DEPT. TOTAL		DEPT. TOTAL		DEPT. TOTAL		DEPT. TOTAL		DEPT. TOTAL		DEPT. TOTAL										
	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt					
SPRING 89	96	45.1	117	54.9	213	0.6	80	83.3	93	79.5	173	81.2	65.6	16	16.7	24	20.5	40	18.8	34.4	13	13.5	22	18.8	35	16.4	24.6
FALL 88	127	49.0	132	51.0	259	0.7	86	67.7	103	78.0	189	73.0	64.3	41	32.3	29	22.0	70	27.0	35.7	34	26.8	23	17.4	57	22.0	23.9
SPRING 88	119	48.4	127	51.6	246	0.7	98	82.4	94	74.0	192	78.0	62.9	21	17.6	33	26.0	54	22.0	37.1	20	16.8	25	19.7	45	18.3	26.6
FALL 87	76	30.3	175	69.7	251	0.8	54	71.1	132	75.4	186	74.1	64.0	22	28.9	43	24.6	65	25.9	36.0	18	23.7	36	20.6	54	21.5	24.2
SPRING 87	92	41.8	128	58.2	220	0.7	75	81.5	103	80.5	178	80.9	65.3	17	18.5	25	19.5	42	19.1	34.7	13	14.1	17	13.3	30	13.6	23.8
FALL 86	87	33.3	174	66.7	261	0.8	78	89.7	139	79.9	217	83.1	64.5	9	10.3	35	20.1	44	16.9	35.5	3	3.4	22	12.6	25	9.6	22.2
SPRING 86	64	23.0	214	77.0	278	0.9	54	84.4	176	82.2	230	82.7	63.5	10	15.6	38	17.8	48	17.3	36.5	5	7.8	33	15.4	38	13.7	25.1
FALL 85	65	35.7	117	64.3	182	0.6	55	84.6	91	77.8	146	80.2	63.1	10	15.4	26	22.2	36	19.8	36.9	9	13.8	21	17.9	30	16.5	23.0
SPRING 85	86	41.5	121	58.5	207	0.7	74	86.0	104	86.0	178	86.0	64.9	12	14.0	17	14.0	29	14.0	35.1	8	9.3	14	11.6	22	10.6	24.7
FALL 84	24	10.6	203	89.4	227	0.8	17	70.8	158	77.8	175	77.1	66.0	7	29.2	45	22.2	52	22.9	34.0	5	20.8	31	15.3	36	15.9	22.3

GRADE DISTRIBUTION SUMMARY EARLY CHILDHOOD EDUCATION

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT *** FIRST CENSUS				*** PRODUCTIVE GRADES *** (Non- [D/F/NC/W] Grades) as % of Enrollment				*** NON-PRODUCTIVE GRADES *** (D/F/NC/W Grades Only) as % of Enrollment				*** ATTRITION *** (W Grades Only) as % of Enrollment														
	DAY		EVE		DAY		EVE		DAY		EVE		DAY		EVE												
	%		%		%		%		%		%		%		%												
	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt											
SPRING 89	96	45.1	117	54.9	213	0.6	80	83.3	93	79.5	173	81.2	65.6	16	16.7	24	20.5	40	18.8	34.4	13	13.5	22	18.8	35	16.4	24.6
FALL 88	127	49.0	132	51.0	259	0.7	86	67.7	103	78.0	189	73.0	64.3	41	32.3	29	22.0	70	27.0	35.7	34	26.8	23	17.4	57	22.0	23.9
SPRING 88	119	48.4	127	51.6	246	0.7	98	82.4	94	74.0	192	78.0	62.9	21	17.6	33	26.0	54	22.0	37.1	20	16.8	25	19.7	45	18.3	26.6
FALL 87	76	30.3	175	69.7	251	0.8	54	71.1	132	75.4	186	74.1	64.0	22	28.9	43	24.6	65	25.9	36.0	18	23.7	36	20.6	54	21.5	24.2
SPRING 87	92	41.8	128	58.2	220	0.7	75	81.5	103	80.5	178	80.9	65.3	17	18.5	25	19.5	42	19.1	34.7	13	14.1	17	13.3	30	13.6	23.8
FALL 86	87	33.3	174	66.7	261	0.8	78	89.7	139	79.9	217	83.1	64.5	9	10.3	35	20.1	44	16.9	35.5	3	3.4	22	12.6	25	9.6	22.2
SPRING 86	64	23.0	214	77.0	278	0.9	54	84.4	176	82.2	230	82.7	63.5	10	15.6	38	17.8	48	17.3	36.5	5	7.8	33	15.4	38	13.7	25.1
FALL 85	65	35.7	117	64.3	182	0.6	55	84.6	91	77.8	146	80.2	63.1	10	15.4	26	22.2	36	19.8	36.9	9	13.8	21	17.9	30	16.5	23.0
SPRING 85	86	41.6	121	58.5	207	0.7	74	86.0	104	86.0	178	86.0	64.9	12	14.0	17	14.0	29	14.0	35.1	8	9.3	14	11.6	22	10.6	24.7
FALL 84	24	10.6	203	89.4	227	0.8	17	70.8	158	77.8	175	77.1	66.0	7	29.2	45	22.2	52	22.9	34.0	5	20.8	31	15.3	36	15.9	22.3

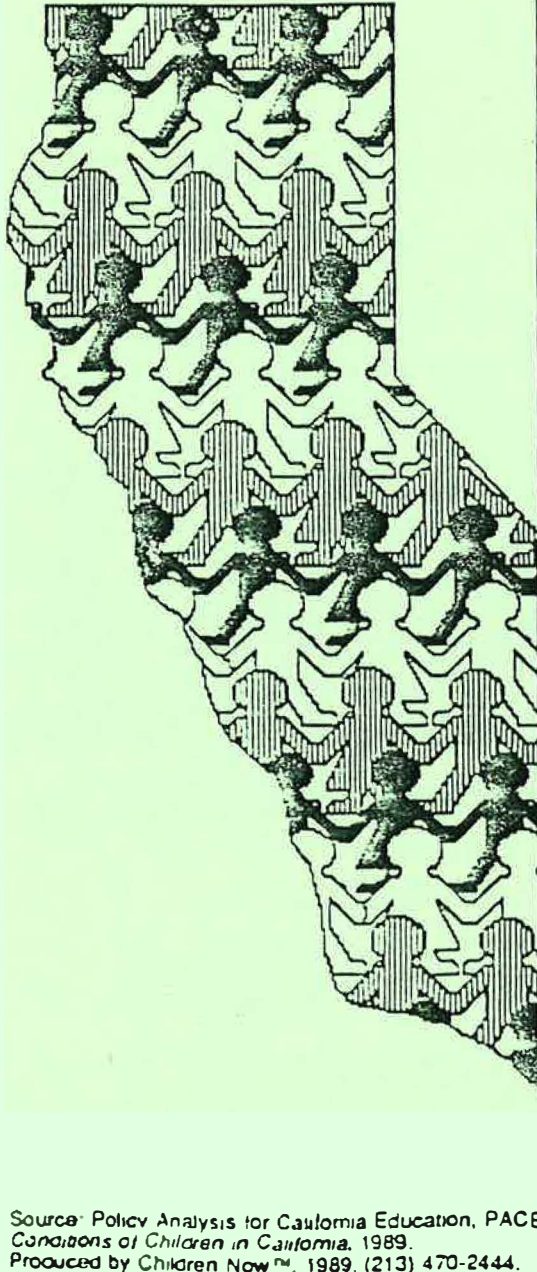
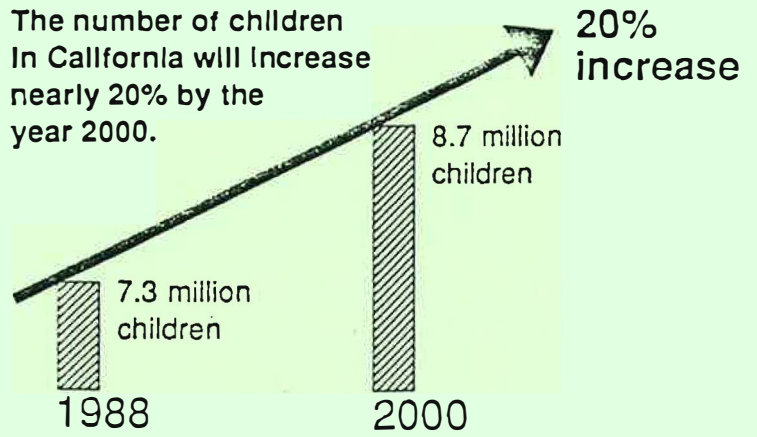
SANTA BARBARA CITY COLLEGE
 EARLY CHILDHOOD EDUCATION
 TOTAL GRADE DISTRIBUTION

19-Jul-89
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SEMESTER & YEAR		A	B	C	D	F	I	CR	NC	W	TOTAL ENROLLMENT
*****	***	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
SPRING 89	N	105	41	26	4	1	1	0	0	35	213
	%	49.3	19.2	12.2	1.9	0.5	0.5	0.0	0.0	16.4	
FALL 88	N	92	67	28	3	10	2	0	0	57	259
	%	35.5	25.9	10.8	1.2	3.9	0.8	0.0	0.0	22.0	
SPRING 88	N	118	64	10	3	5	1	0	0	45	246
	%	48.0	26.0	4.1	1.2	2.0	0.4	0.0	0.0	18.3	
FALL 87	N	96	80	8	6	5	0	2	0	54	251
	%	38.2	31.9	3.2	2.4	2.0	0.0	0.8	0.0	21.5	
SPRING 87	N	93	66	17	6	6	2	0	0	30	220
	%	42.3	30.0	7.7	2.7	2.7	0.9	0.0	0.0	13.6	
FALL 86	N	83	87	44	5	14	3	0	0	25	261
	%	31.8	33.3	16.9	1.9	5.4	1.1	0.0	0.0	9.6	
SPRING 86	N	94	91	40	4	6	1	4	0	38	278
	%	33.8	32.7	14.4	1.4	2.2	0.4	1.4	0.0	13.7	
FALL 85	N	65	55	22	2	4	4	0	0	30	182
	%	35.7	30.2	12.1	1.1	2.2	2.2	0.0	0.0	16.5	
SPRING 85	N	85	73	20	5	2	0	0	0	22	207
	%	41.1	35.3	9.7	2.4	1.0	0.0	0.0	0.0	10.6	
FALL 84	N	73	61	37	5	11	4	0	0	36	227
	%	32.2	26.9	16.3	2.2	4.8	1.8	0.0	0.0	15.9	

California's Children in the year 2000

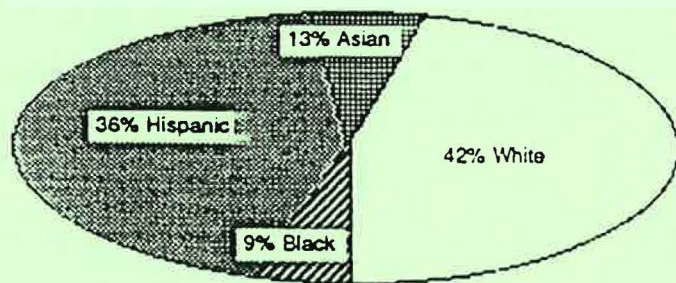
The number of children in California will increase nearly 20% by the year 2000.



An additional 1.4 million children will enter California's schools, child care centers and youth programs over the next 10 years.



By the year 2000, nearly 60% of children in California will be people of color.



Source: Policy Analysis for California Education, PACE, *Conditions of Children in California*, 1989.
Produced by Children Now™, 1989. (213) 470-2444.

T H E S T A T E O F O U R C H I L D R E N

Who Prepared This Report Card?

This report card was prepared by **Children Now** in conjunction with a panel of distinguished California citizens:

Honorable Allen Broussard, Justice, California State Supreme Court
Jaime Escalante, Teacher, Garfield High School and subject of the film "Stand & Deliver"

Honorable Shirley Hufstедler, former U.S. Secretary of Education
Dr. Donald Kennedy, President, Stanford University

Peter V. Ueberroth

and **Children Now's Policy Advisors**, 28 leading children's policy and research analysts from California and throughout the nation.

(See back page for complete listing.)

How to Use This Report Card.

Children Now and others prepared this Report Card in order to help Californians help their children. The Report Card is designed to:

- Identify the needs of children and establish clear guidelines for how to measure progress in meeting these needs.
- Provide information which enables California's decision makers to take action and improve the lives of California's 7.6 million children. (The Report Card also identifies where needed information does not exist.)
- Encourage Californians to set measurable goals and tangible outcomes for helping children and to monitor progress over time.

For copies of the Report Card and for detailed briefing material about the 27 children's indicators upon which the California Report Card is based, please write: Children Now, 10951 West Pico Blvd., Los Angeles, California, 90064.

Report Card 1989

Name: *California*

For: *How California Treats Its Children*

Overall Grade: *D*

Summary: *Invest in the Right Start for Children, Now.*

Comments to Californians:

Are these grades good enough for your children?

Far too many of our children now face failure. This Report Card gives Californians a clear and comprehensive picture of the well-being of children in this state and it shows we need to act, NOW.

What do these grades mean?

They are a strong warning signal and a call to action. California needs a vigorous new partnership of government, business and parents to turn these discouraging grades into high marks.

Is there any good news?

Yes. Much is already being done by California's many dedicated parents and conscientious professionals who work with children or on their behalf.

How can we improve?

INVEST IN THE RIGHT START FOR CHILDREN:

Californians can work together to ensure that every child receives:

- **A Good Beginning:** through early health care, early childhood education, and help for parents and families.
- **The Basics:** including nutritious food, secure shelter, safety from abuse and neglect, and an enriching home environment.
- **Opportunities for Economic Independence:** through quality education, job training, and economic opportunities -- as well as programs for drug abusers, pregnant teens, juvenile offenders, and at-risk youth.

SANTA BARBARA CITY COLLEGE

TO: John Romo
FROM: Cecelia Alvarado Kuster, Acting Dean of Academic Affairs
DATE: November 20, 1989
RE: Information in response to concerns/questions regarding ECE program enhancement

In hearing questions and concerns you raised regarding additional support for the ECE program in DCC last week, I was taken aback by statements which indicated to me inaccurate assumptions and lack of information about the state of the profession, particularly in our local area. I thought it best to present some current information and my perceptions of the trends in the field.

A. Low wages in the field

There have been major efforts within the early childhood education profession during the past several years to promote better wages and working conditions. Advocacy efforts in California sponsored by the California Association for the Education of Young Children (CAEYC) Legislative Symposium, the Child Care Employee Project, and the School Readiness Task Force of the State Department of Education (SDE) have spearheaded this work. The result is steadily increasing salaries within the field. Why is California moving ahead of other states in this area?

1. **Supply and demand** - The shortage of teachers qualified to teach in early childhood education programs is critical. For every ECE student we can provide there are three job requests received by the ECE Department.
2. **Increase in bilingual-bicultural programs** - The demands of the changing state demographics are creating many new programs designed to meet the needs of minority populations. Additional skills are required to work in these settings and additional increases in salary are awarded for those who bring these skills to their work. Our Bilingual/Bicultural Certificate was created in response to this need. Local salaries in school district bilingual-bicultural child development programs are three times greater than salaries in private, mainstream programs.

3. **ECE students are being trained in advocacy strategies** - CAEYC supports legislative internships in Sacramento (two Santa Barbara City College students have been selected as interns) which provide training and experience working with legislators and lobbyists as child/family/child care worker advocates. The inclusion of Child Development Division programs within the Prop. 98 funding mechanism is the result of this lobbying effort.
4. **In Santa Barbara, a pro-active stance by the SBCC ECE Advisory Committee has made a difference.** In response to low minimum wages being offered to our students the advisory committee voted to recommend a change in policy. The new policy raised the minimum entry salary for teacher positions advertised in our program by 25 percent. There were a few complaints by community schools, but the vast majority complied by raising salaries because they all wished to advertise with us. This example shows the leverage our institution has in making a direct impact on salaries in the field.

Why will salaries in the field continue to increase in the near future?

1. The recent passage of the House version of the Act for Better Childcare (ABC) appropriates \$2.6 billion for state-funded and private childcare.
2. The recommendations of Bill Honig's School Readiness Task Force provide for the inclusion of four-year-olds in the public school system. Teachers trained in early childhood programs (not elementary) will be hired to work with these children. Salaries will automatically be raised as the teachers become public school employees.
3. Greater numbers of employers are opting to support childcare as a part of employee benefit packages. Centers established by corporations are generally of a higher quality (program and salaries) than private sector schools.
4. The SDE Child Development Training Consortium, from whom we receive a training grant, is focused on training employees already working in state-funded programs who have goals of higher-level positions within the field. The training we provide moves them to the next level of the career ladder and a higher salary level.

B. Job Opportunity

1. Presently, all ECE students who want them, have jobs before graduating. Most (90%) have teaching jobs at the end of the first year in the program.

2. The teacher shortage is so great that many preschools are out of compliance with the law by having to hire unqualified individuals as teachers.
3. There are many opportunities in positions other than teaching for which our program is a first, very necessary step. These include: marriage and family counselor; social work/probation; resource and referral; corporate childcare consultant; art and music therapist; parent educator; and many more.
4. Job advancement after initial employment is the rule rather than the exception. With an ECE certificate a student qualifies as a teacher or director of a private preschool. If an AA is completed the graduate qualifies as a teacher in publically-funded programs (much higher pay and benefits). With two year's experience, a BA degree and additional college units in advanced administration, which we offer, one qualifies as a director of a publically-funded program.

C. Transfer track

1. A transfer option to the CSU is presently available to our students. Most of our graduates who wish to obtain BA degrees in Child Development, Family Studies, Human Development or ECE transfer either to CSU Northridge, CSU San Diego or Cal Poly San Luis Obispo. CSUN accepts all SBCC ECE coursework toward the Child Development major requirements. We are presently negotiating an articulation agreement with CSUN. A large percentage of those transferring in the past have selected Pacific Oaks College, a nationally-recognized, private ECE college in Pasadena. Last year one of our students transferred to Syracuse University. I have received word from the department chair that she is performing at the top of her class.
2. Most of our students prefer to work directly with children as soon as they become qualified to do so. But, after a few years of working in the field some consider options such as administration. At that point, many return to school for bachelor's degree work. I, myself, after receiving my BA from UCSB, returned to SBCC to obtain an AA in ECE, then worked as a teacher and administrator for four years before enrolling in graduate school to do my master's work. Then I remained working in a child development program and was offered a community college, part-time teaching position which led to the full-time position. There is career ladder in the field of ECE.

D. Sensibility of allocating further support to the ECE program

1. Early Childhood Education is an expanding field.
2. The societal need for care and education of young children is tremendous.
3. SBCC's support will continue to impact the profession in positive ways. We can and should lead the state in this area.
4. SBCC's ECE program is strong, innovative and active. The present program already leads other community colleges in areas such as student skills assessment, individualized programming and now with a bilingual/bicultural program component.
5. SBCC should make the statement that early childhood education is important to society.

If as our guiding principles state, we wish to "create a better society," "be responsive to the needs of the community we serve," help the "individuals . . . learn to direct their destiny" (advocacy) and "to provide uncompromisingly excellent quality of instruction in all programs of the college" then further support of the ECE program is imperative.

CK1120A - CK2

SANTA BARBARA CITY COLLEGE

Department of Theatre Arts

RECEIVED

OCT 24 1989

ACADEMIC AFFAIRS

TO: Jack Friedlander, Dean, Fine Arts
Office of Academic Affairs

FROM: Tom Garey, Chair

RE: Certificated Personnel Requests

DATE: October 23, 1989

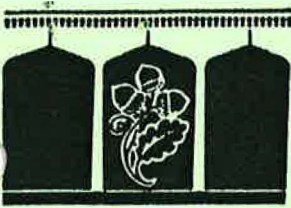
For the 1990/91 academic year, the Theatre Arts department is requesting two (2) replacement and one (1) new full-time faculty positions. These include:

Instructor, Acting/Directing (Fortner replacement)

Instructor, Costume/Make-up (Shaw replacement)

Instructor, Acting (New)

Supporting data is attached.



Santa Barbara Community College District
Santa Barbara City College

721 Cliff Drive □ Santa Barbara, California 93109-9990 □ (805) 965-0581

October 31, 1989

TO: Division Chair Council
cc: Jack Friedlander
John Romo

FROM: Tom Garey, Chairman
Department of Theatre Arts *cg*

RE: Certificated Personnel Requests

For the 1990/91 academic year, the Theatre Arts Department is requesting two (2) replacement and one (1) new full-time faculty positions. This material is to supplement the formal request submitted to Academic Affairs.

The replacement positions, one instructor in costume and make-up, and one acting/directing instructor, are essential to the continued ability of the Theatre Arts department to effectively offer a comprehensive instructional and production program.

The new position, an instructor in acting, will help the department continue to build its "advanced training program" of specialized instruction for career-track acting students.

COMMENTS ON SUPPORTING DATA

1. WSCH/FTE During the 1987-88 academic year, the Theatre Arts program was significantly re-organized. The result of that re-organization has been a department that is leaner, more efficient, and more effective. Since the re-organization, a three-year trend toward declining WSCH/FTE has been reversed, with Fall, 1988 and Spring, 1989 figures showing a dramatic improvement. For Fall, 1988 the department WSCH/FTE of 440.20 exceeded the statewide average for theatre programs by more than 20 points. With departmental efforts toward enhanced recruitment, increased student participation, and more effective extra-curricular contact between faculty and students, the department faculty are confident that further improvements in this area are likely. Stabilizing the faculty positions currently up for permanent replacement and adding new faculty should enhance this effort.

2. Full-time/Part-time teaching ratios: Since 1985, there has been a steady increase in the proportion of department TLU's taught and WSCH generated by part-time (hourly) faculty. Part-time TLU's have increased from 22.6% to 43.9%; part-time generated WSCH from 19.6% to 55.3%. Some of this increase has been due to additional hourly hired in 1987-88 to replace T. Garey's reassigned time as Academic Senate president and in 1988-90 by filling 40% of the costume responsibilities with part-time instructors. Much of the increase has resulted

from increased demand and enrollments in acting classes, which consistently fill. If the two replacement faculty positions are not filled, the ratio of full-time to part-time teaching in the Theatre Arts department will be the reverse of the AB 1725 mandate. On the other hand, even if all three requested positions are approved, the ratio will still be only 60/40, but at least a step in the right direction.

Complete department data on WSCH/FTE and full-time/part-time instruction is attached, as is data on grade distribution.

Clearly, following several tumultuous years, the Theatre Arts department is back "on track" and pursuing a program that is based upon a solid commitment to student needs, is not top heavy with re-assigned time, and is making good use of resources. Permanent replacements for the two faculty positions that are currently filled by temporary contract are essential to maintaining this progress. The addition of the new Acting position would significantly contribute to the development of instructional programs for career-track acting students as well as enhancing the over-all effectiveness of the program.

Specific information related to each requested position follows. Your favorable consideration of these requests is urged.

INSTRUCTOR, COSTUME/MAKE-UP <SHAW replacement

An effective training and production program in Theatre Arts requires teaching/creative personnel in a variety of specialties. The costume/make-up specialty is one of the essential areas that require ongoing faculty oversight and participation.

The Theatre Arts department has benefited from excellent facilities and outstanding staff support in the costume/make-up area. For the past two years, however, the faculty position has been filled on a temporary contract basis, currently at 60% FTE, plus hourly. While the incumbent in that temporary post has done an excellent job at re-organizing the area and in building student interest, the uncertainties of the position and the necessity of relying upon a great number of hourly instructors to provide design services has handicapped these efforts.

Last year, a permanent replacement position was recommended by DCC and CPC, but was authorized only as a temporary position by Dr. Mac Dougall, pending another look at department WSCH. As demonstrated by the supporting data, department WSCH/FTE has shown significant improvement since 1987/88. Moreover, enrollment in the costume and make-up classes this fall is exceptionally strong. The Costume Crafts class (TA-310) filled for the first time in its history. The make-up class (TA 26) has five more students than there are teaching stations, necessitating the provision of additional temporary teaching students. Student interest, as discovered from faculty/student conferences, indicates that this trend should continue.

Failure to provide a permanent replacement for this position will severely handicap the department's ability to continue to offer a comprehensive instructional program and to support the costume needs of the production program. We have been fortunate that Mary Gibson, the temporary incumbent, has been able to devote her time and energy to this area, despite being on a 60% contract. Continuation of this arrangement is neither likely nor desirable, as both the department and Ms. Gibson need full-time commitments.

Qualified hourly instructors in this specialty are available on an inconsistent basis and are frequently not available for semester-length assignments.

Given these factors, permanent replacement for the Instructor (Costume/Make-Up) position is essential.

INSTRUCTOR. ACTING/DIRECTING (Fortner replacement)

Burgeoning enrollment in the Theatre Arts acting classes requires a minimum of two full-time instructors in this area. At present, there are 10 sections of acting and acting-related classes being taught, all but one of which began the semester oversubscribed. Of these, four sections are being taught by hourly.

Additionally, the acting/directing instructors provide the core of directors for the department's production offerings. While hourly directors are occasionally used, the ongoing role of contract faculty directors insures continuity, consistency of the production experience, and ongoing student interest and participation.

The acting specialty is the strongest area of the Theatre Arts program. Permanent replacement for Mr. Fortner's position will help insure that it will remain so.

INSTRUCTOR. ACTING <new>

In recent years, the Theatre Arts department has been attempting, with institutional encouragement, to develop a program of specialized training for career-track acting students. This program includes course-work in movement, voice, body relaxation and control, etc. Development of this program has been hampered by the absence of a properly qualified resident instructor and difficulty in retaining qualified hourly instructors.

Pope Freeman is currently on sabbatical leave and is pursuing specialized training that should qualify him to teach in some of these areas, and to supervise the over-all "Advanced Training Program." The addition of one more full-time acting teacher, with qualifications and professional experience in these specialized acting skills would greatly enhance the viability of this program as well as the over-all Theatre Arts program.

Historically, the department's acting faculty has been made up of individuals who are directors and acting teachers. The benefits of adding an acting specialist, whose creative prowess is as an actor, to this cadre are considerable.

Additionally, increasing the number of full-time faculty in Theatre Arts will improve the department's ratio of full-time to part-time teaching and will provide greater resource for providing students in the program with individualized guidance and instruction.

EVALUATION DATA

1. The number and percent of total department TLUs and WSCH taught by part-time (hourly) instructors:

Since Fall, 1985 the percentage of the Theatre Arts department's teaching load and WSCH being handled by part-time (hourly) faculty has risen dramatically, despite the fact that between Fall, 1987 and Fall 1988 the department reduced contract instructional reassigned time from 1.07 FTE to 0. The following table indicates the changes:

Semester -----	FT Contract (note #1)-----		PT (Hourly)-----	
	FTE (%)	WSCH (%)	FTE (%)	WSCH (%)
F'89 (proj) (note #2)	3.78 (56.1)	n/a	2.96 (43.9)	n/a
S'89	3.69 (46.2)	1360 (44.7)	4.29 (53.8)	1685 (55.3)
F'88	2.55 (41.5)	1355 (50.1)	3.60 (58.5)	1353 (49.9)
S'88 (note #3)	4.47 (50.7)	n/a	4.35 (49.3)	n/a
F'87	4.74 (53.3)	1389 (59.4)	4.16 (46.7)	949 (40.6)
S'87	5.27 (66.3)	1553 (78.1)	2.68 (33.7)	435 (21.9)
F'86	4.80 (69.1)	1532 (70.5)	2.15 (30.2)	642 (29.5)
S'86	5.36 (78.9)	1562 (77.5)	1.44 (21.1)	452 (22.5)
F'85	5.20 (77.4)	1897 (80.4)	1.52 (22.6)	463 (19.6)

NOTES:

1. FT Contract figures reflect one 60% contract (Gibson) for F'88, S'89, F'89; and 40% institutional reassigned time (Garey- for Academic Senate) for 1987/88 and 1988/89.
2. Loads for F'89 based upon fall scheduled classes, not including cancelled classes. Due to positive attendance classes, WSCH cannot be accurately projected at this time.
3. Positive attendance data for S'88 not available.

-- SOURCE: SBCC Program Productivity Reports dated 8/15/89, 3/31/89, and 4/13/88.

EVALUATION DATA

2. Evidence provided by the department that not filling the positions(s) would threaten the viability and integrity of the academic program:

Failure to provide permanent replacements for the vacant positions currently filled with temporary contract faculty will significantly threaten the academic and functional viability of the Theatre Arts program, as indicated in the preceding narrative. Moreover, such a reduction in the number of full-time faculty will have a significantly negative effect upon the ratio of full to part-time instruction in the department. Using Spring, 1989 as a sample semester:

Semester -----	FT Contract (note #1)-----		PT(Hourly)-----	
	FTE (%) ---	WSCH (%) ---	FTE (%) ---	WSCH (%) ---
ACTUAL	3.69 (46.2)	1360 (44.7)	4.29 (53.8)	1685 (55.3)
Less one FT Fac.	2.69 (33.7)	992 (32.6)	5.29 (66.3%)	2053 (67.4)
Less two FT Fac.	1.69 (21.2)	624 (20.5)	6.29 (78.8)	2421 (79.5)

On the other hnd, addition of one additional faculty, as proposed, will significantly improve the department's full-time/part-time ratio.

Plus one FT Fac.	4.69 (58.8)	1728 (56.7)	3.29 (41.2)	1317 (43.2)
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NOTES:

1. FT Contract figures reflect one 60% contract (Gibson) and 40% institutional reassigned time (Garey- for Academic Senate).

SOURCE: SBCC Program Productivity Reports dated 8/15/89, 3/31/89, and 4/13/88.

EVALUATION DATA

3. Department WSCH/FTE as compared like disciplines at other colleges

Based upon the most recent data available, the WSCH/FTE ratio for the Theatre Arts department compares favorably with the SBCC average and with the statewide average for Theatre Arts programs as indicated in the President's Load Study.

For the Fall, 1988 semester:

WSCH/FTE	SBCC Theatre Arts Dept:	440.29
WSCH/FTE	Statewide Theatre Arts Programs (per President's Load Study)	419
WSCH/FTE	SBCC College wide	505.28

--SOURCE: President's Load Study (per Friedlander memo, 10/16/89)
SBCC Program Productivity Reports dated 8/15/89

Furthermore, the WSCH/FTE ratio for the Theatre Arts department has significantly improved over the past four years. See Evaluation Data #5, following, for comparative data:

EVALUATION DATA

4. Department "Non-Productive" (sic) Grade Rates:

As indicated on the attached "Grade Distribution Report," the total "non-productive" grades given by the Theatre Arts department has been consistently below the SBCC average for every semester since Fall, 1983.

Of these, grades "D, F, and N/C" have represented 5.4% to 14.5% of the total grades awarded in a given semester. The six-year average for such grades has been 9.3%, with the past year's range of such grades being 4.6% to 6.4%.

Of greater importance, the department's attrition rate, as represented by recorded "W" grades, has consistently been at or below the SBCC average. Interestingly, based upon Spring, 1989 data, there is a significant discrepancy in the attrition rates for classes taught by full-time versus part-time faculty:

ATTRITION (Spring, 1989) as a percentage of "W" grades awarded compared to total enrollment:

SBCC College wide	24.6%
TA Department	23.2%
TA Classes taught by FT faculty	19.1%
TA Classes taught by PT faculty	29.0%

--SOURCE: SBCC Grade Distribution Reports dated 9/5/89 and 7/21/89

Of the "W" grades awarded, 45.3% were in classes taught by full-time faculty, 54.6% in classes taught by part-time faculty. These percentages closely parallel the FT/PT ratios for the Spring, 1989 semester as reflected in the table for Evaluation Data #1.

Higher attrition rates for part-time faculty may be partially explained by their reduced visibility and availability to students as compared to full-time faculty. Thus, increasing the proportion of full-time faculty should have a positive effect on attrition rates.

EVALUATION DATA

5. WSCH/FTE compared to college average:

While the WSCH/FTE ratios for the Theatre Arts department have historically fallen below the college average, recent changes in the department's programs and organization have resulted in a significant improvement. These changes include alterations to the program to make it more attractive to students, thus increasing enrollments, and significant reductions in faculty reassigned time for the purpose of department administration.

In reviewing this data, it should be noted that the statewide WSCH/FTE ratio for Theatre Arts programs for Fall, 1989 was 419.

Acad. Yr. -----	FALL SEMESTER	WSCH/FTE	SPRING SEMESTER	WSCH/FTE
	<u>TA Dept.</u>	<u>SBCC</u>	<u>TA Dept.</u>	<u>SBCC</u>
1988/89	440.29	505.28	381.60	465.95
1987/88	262.67	493.67	184.26 (note #1)	486.17
1986/87	312.82	489.16	250.15	462.95
1985/86	351.21	466.37	296.58	453.46

NOTES:

1. For Spring, 1988, data available does not include positive attendance, which typically represents 20-40% of department WSCH. WSCH/FTE for this semester shown above reflects a pro-rata adjustment to the data cited in the SBCC Program Productivity Report.

SOURCE: SBCC Program Productivity Reports dated 8/15/89, 3/31/89, and 4/13/88.

6. Fourth to eleventh week attrition rates: See #4 above.

GRADE DISTRIBUTION SUMMARY Theater Arts Department

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT *** FIRST CENSUS				*** PRODUCTIVE GRADES *** (Non-D/F/NC/W Grades) as % of Enrollment				*** NON-PRODUCTIVE GRADES *** (D/F/NC/W Grades Only) as % of Enrollment				*** ATTRITION *** (W Grades Only) as % of Enrollment														
	DEPT. ENRLMNT		TOTAL COLLEGE ENRLMNT		DEPT. ENRLMNT		TOTAL COLLEGE ENRLMNT		DEPT. ENRLMNT		TOTAL COLLEGE ENRLMNT		DEPT. ENRLMNT		TOTAL COLLEGE ENRLMNT												
	DAY	EVE	TOTAL	as % of	DAY	EVE	TOTAL	as % of	DAY	EVE	TOTAL	as % of	DAY	EVE	TOTAL	as % of											
	N	% of Tot.	N	%	N	% of Day	N	% of Total	N	% of Day	N	% of Total	N	% of Day	N	% of Total											
SPRING 89	457	84.0	87	16.0	544	1.6	320	70.0	63	72.4	383	70.4	65.6	137	30.0	24	27.6	161	29.6	34.4	105	23.0	21	24.1	126	23.2	24.6
FALL 88	411	80.9	97	19.1	508	1.4	310	75.4	72	74.2	382	75.2	64.3	101	24.6	25	25.8	126	24.8	35.7	68	16.5	20	20.6	88	17.3	23.9
SPRING 88	376	78.8	101	21.2	477	1.4	272	72.3	76	75.2	348	73.0	62.9	104	27.7	25	24.8	129	27.0	37.1	84	22.3	23	22.8	107	22.4	26.6
FALL 87	391	82.3	84	17.7	475	1.3	250	63.9	57	67.9	307	64.6	64.0	141	36.1	27	32.1	168	35.4	36.0	95	24.3	21	25.0	116	24.4	24.2
SPRING 87	357	82.1	78	17.9	435	1.3	259	72.5	57	73.1	316	72.6	65.6	98	27.5	21	26.9	119	27.4	34.4	73	20.4	16	20.5	89	20.5	23.6
FALL 86	443	85.9	73	14.1	516	1.6	281	63.4	63	86.3	344	66.7	64.5	162	36.6	10	13.7	172	33.3	35.5	102	23.0	7	9.6	109	21.1	22.2
SPRING 86	360	79.6	25	6.5	385	1.3	252	70.0	14	56.0	266	69.1	63.5	108	30.0	11	44.0	119	30.9	36.5	89	24.7	9	36.0	98	25.5	25.1
FALL 85	365	79.9	92	20.1	457	1.5	253	69.3	85	92.4	338	74.0	63.1	112	30.7	7	7.6	119	26.0	36.9	76	20.8	5	5.4	81	17.7	23.0
SPRING 85	341	92.7	27	7.3	368	1.3	226	66.3	16	59.3	242	65.8	64.9	115	33.7	11	40.7	126	34.2	35.1	75	22.0	5	18.5	80	21.7	24.7
FALL 84	351	75.5	114	26.5	465	1.6	241	68.7	104	91.2	345	74.2	66.0	110	31.3	10	8.8	120	25.8	34.0	62	17.7	9	7.9	71	15.3	22.3
SPRING 84	328	93.2	24	6.8	352	1.2	219	66.8	15	62.5	234	66.5	65.2	109	33.2	9	37.5	118	33.5	34.8	62	18.9	5	20.8	67	19.0	21.8
FALL 83	380	86.2	61	13.8	441	1.4	241	63.4	49	80.3	290	65.8	65.4	139	36.6	12	19.7	151	34.2	34.6	89	23.4	7	11.5	96	21.8	21.5

SANTA BARBARA CITY COLLEGE
THEATER ARTS DEPARTMENT
PROGRAM PRODUCTIVITY

15-Aug
08:59 AM

SEMESTER & YEAR	Instructor Instr. Status	Headcount N Z	First Census WSCH (Courses)	Short- Course Equiv. WSCH 17.5	TOTAL WSCH	% of TOT COLLEGE WSCH	First Census TOTAL COLLEGE WSCH	Fully Instructional (Reassigned-Time NOT Included)						All Instructional (Includes Instructional Reassigned-Time Only)									
								DEPT FTE	% OF DEPT FTE	% of TOTAL COLLEGE FTE	TOTAL COLLEGE FTE	DEPT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT %WSCH/ %FTE	DEPT FTE	% OF DEPT FTE	% of TOTAL COLLEGE FTE	TOTAL COLLEGE FTE	DEPT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT %WSCH/ %FTE		
																						DEPT FTE	% OF DEPT FTE
SPRING 89	Contract	4	22.2	1265.95	94.11	1360.06	76690.54	C	3.49	44.9		157.08	389.70	488.23		C	3.69	46.2		167.54	368.58	457.74	
	Hourly	16	77.8	1169.07	516.06	1685.13	48995.98	H	4.29	55.1		100.81	392.80	486.02		H	4.29	53.8		102.20	392.80	479.41	
	Total					3045.19	2.42	125686.52	7.78	3.02		257.89	391.41	487.36	0.80		7.98	2.96		269.74	381.60	465.95	0.82
FALL 88	Contract	3	27.3	1156.00	199.51	1355.51	82540.91	C	2.55	41.5		159.29	531.57	518.18		C	2.55	41.5		162.25	531.57	508.73	
	Hourly	8	72.7	1020.14	332.11	1352.25	47310.64	H	3.60	58.5		93.87	375.63	504.00		H	3.60	58.5		94.74	375.63	499.37	
	Total					2707.77	2.09	129851.55	6.15	2.43		253.16	440.29	512.92	0.86		6.15	2.39		256.99	440.29	505.28	0.87
SPRING 88	Contract	5	33.3	114.90	0.00	114.90	77326.42	C	3.47	44.4		144.87	33.11	533.76		C	4.47	50.7		155.07	25.70	498.65	
	Hourly	10	66.7	849.14	0.00	849.14	42301.76	H	4.35	55.6		90.66	195.20	466.60		H	4.35	49.3		90.99	195.20	464.91	
	Total					964.04	0.81	119628.18	7.82	3.32		235.53	123.28	507.91	0.24		8.82	3.58		246.06	109.30	486.17	0.22
FALL 87	Contract	5	35.7	945.00	444.11	1389.11	83933.40	C	3.67	46.9		159.29	378.51	526.92		C	4.74	53.3		162.25	293.06	517.31	
	Hourly	9	64.3	575.00	373.66	948.66	42934.97	H	4.16	53.1		93.87	228.04	457.39		H	4.16	46.7		94.74	228.04	453.19	
	Total					2337.77	1.84	126868.37	7.83	3.09		253.16	298.57	501.14	0.60		8.90	3.46		256.99	262.67	493.67	0.53
SPRING 87	Contract	5	35.7	889.00	664.00	1553.00	78362.78	C	4.33	61.8		155.85	358.38	502.81		C	5.27	66.3		163.29	294.87	479.90	
	Hourly	9	64.3	435.00	0.00	435.00	36407.19	H	2.68	38.2		84.62	162.27	430.24		H	2.68	33.7		84.62	162.27	430.24	
	Total					1988.00	1.73	114769.97	7.01	2.92		240.47	283.43	477.27	0.59		7.95	3.21		247.91	250.15	462.95	0.54

SANTA BARBARA CITY COLLEGE
THEATER ARTS DEPARTMENT
TOTAL GRADE DISTRIBUTION

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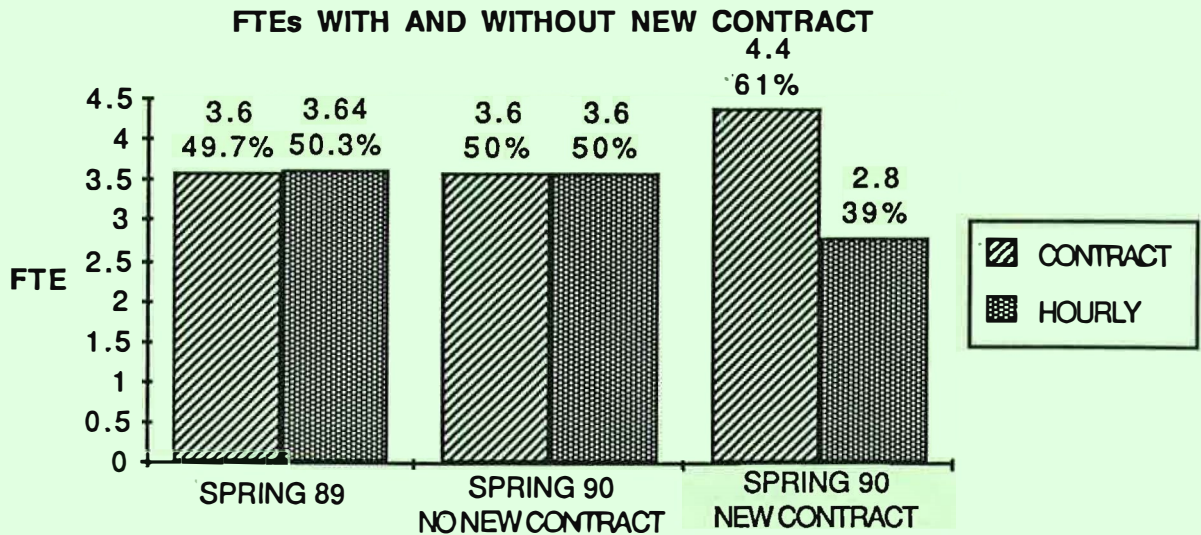
SEMESTER & YEAR		A	B	C	D	F	I	CR	NC	W	TOTAL ENROLLMENT
*****	***	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
SPRING 89	N	197	134	41	16	18	7	4	1	126	544
	%	36.2	24.6	7.5	2.9	3.3	1.3	0.7	0.2	23.2	
FALL 88	N	176	131	61	15	23	6	8	0	88	508
	%	34.6	25.8	12.0	3.0	4.5	1.2	1.6	0.0	17.3	
SPRING 88	N	185	114	44	7	15	0	5	0	107	477
	%	38.8	23.9	9.2	1.5	3.1	0.0	1.0	0.0	22.4	
FALL 87	N	157	91	49	27	25	7	3	0	116	475
	%	33.1	19.2	10.3	5.7	5.3	1.5	0.6	0.0	24.4	
SPRING 87	N	156	105	48	10	19	3	4	1	89	435
	%	35.9	24.1	11.0	2.3	4.4	0.7	0.9	0.2	20.5	
FALL 86	N	164	121	52	16	45	4	3	2	109	516
	%	31.8	23.4	10.1	3.1	8.7	0.8	0.6	0.4	21.1	
SPRING 86	N	130	95	38	11	10	1	2	0	98	385
	%	33.8	24.7	9.9	2.9	2.6	0.3	0.5	0.0	25.5	
FALL 85	N	192	90	49	11	27	2	5	0	81	457
	%	42.0	19.7	10.7	2.4	5.9	0.4	1.1	0.0	17.7	
SPRING 85	N	104	96	38	15	30	1	2	1	80	367
	%	28.3	26.2	10.4	4.1	8.2	0.3	0.5	0.3	21.8	
FALL 84	N	178	92	49	12	37	23	3	0	71	465
	%	38.3	19.8	10.5	2.6	8.0	4.9	0.6	0.0	15.3	

**DEPARTMENT OF COMMUNICATION
PROPOSAL FOR NEW CONTRACT POSITION
Fall, 1989**

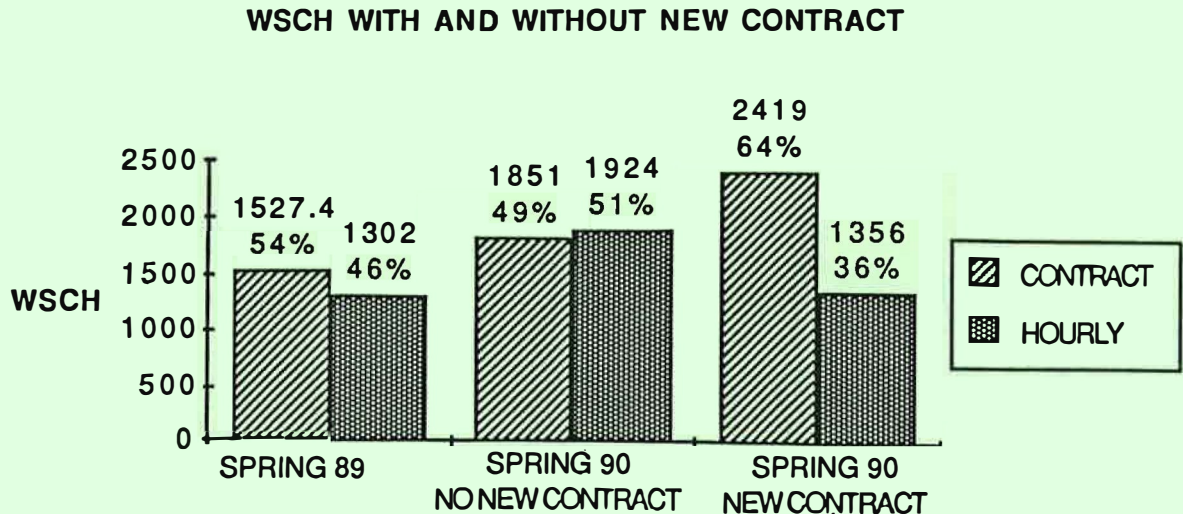
The Communication department proposes addition of a full time, contract faculty member beginning in Fall 1990. The department bases this proposal on the following factors, identified by the Vice President of Academic Affairs in his September 20, 1989 memorandum:

1. Number and percent of total TLUs and WSCH taught by hourly instructors

With a new position, the ratio of contract to hourly TLU's will move closer to AB 1725 guidelines. Without the position the ratio will not improve.



The ratio of contract to hourly WSCH will also improve with a new position. Without the position, the ratio will decline.



2. Evidence provided by the department that not filline the position will threaten the viability and integrity of the academic program

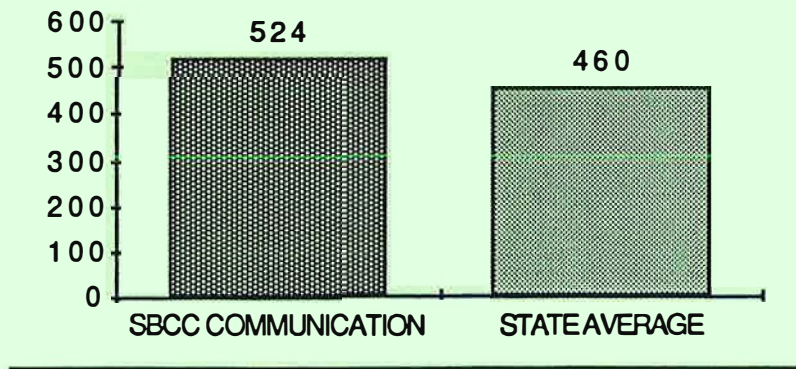
Demand for Comm. 23 has grown by 50 percent in the last two years. At the same time, the department's ability to find hourly faculty qualified to teach this course has weakened, since UCSB's Communication Studies program no longer produces graduates with public speaking coursework or teaching experience. Without the new contract position, the department is unlikely to be able to offer enough sections of Comm. 23 to meet the growing demand.

The Communication Laboratory has expanded its operations this year, and plus-one hours will be offered for Comm. 21 and Comm. 23 beginning in Spring 1990. Currently, temporary contract faculty play an important role in planning and staffing the lab. The department needs to convert this temporary position to a permanent one to insure the continued success of the lab.

3. Department WSCH/FTE as compared to like disciplines at other colleges

The President's Load Report shows the WSCH/FTE for communication to be 460 statewide. SBCC Communication department's Spring 1990 WSCH/FTE will be 524.3.

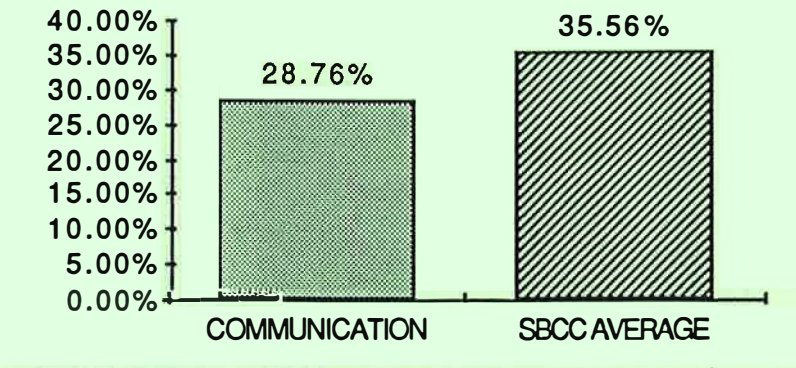
**COMMUNICATION PRODUCTIVITY:
SBCC vs. STATE AVERAGE**



4. Department non-productive grade rates

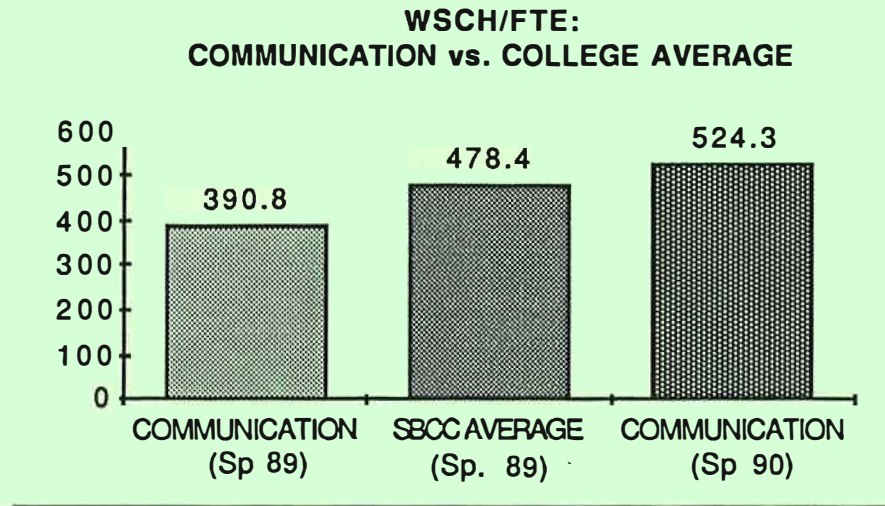
Communication department non-productive grade rates are lower than the college average. Communication averages 29.76% non-productive grades for the six semesters from Fall 1986 through Spring 1989. The college-wide rate for the same period was 35.56%

**NONPRODUCTIVE GRADES
(Fall 86-Spring 89)**



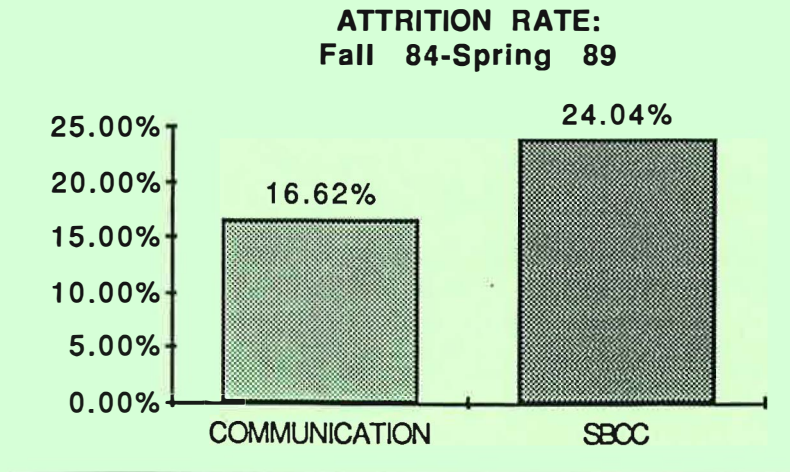
5. WSCH/FTE compared to the college average

With the addition of a plus-one hour in Comm. 21 and Comm. 23, Communication WSCH/FTE will exceed the college rate beginning in Spring 1990.



6. Attrition rates

The Communication department's attrition rates have been low for many years. The department's five year attrition rate is 16.62 percent, which is dramatically lower than the college-wide rate of 24.04 percent for the same period.



SANTA BARBARA CITY COLLEGE
SPEECH & COMMUNICATIONS DEPARTMENT
PROGRAM PRODUCTIVITY

SEMESTER & YEAR	Instr. Status	Headcount N %	First Census			Fully Instructional (Reassigned-Time NOT Included)						All Instructional (Includes Instructional Support)					
			DEPARTMENT	% of TOTAL COLLEGE	TOTAL COLLEGE	DEPT FTE	% of TOTAL COLLEGE	TOTAL COLLEGE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE	DEPT WSCH/ %FTE	DEPT FTE	% of TOTAL COLLEGE	TOTAL COLLEGE	DEPARTMENT WSCH/F		
			WSCH	WSCH	WSCH	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	WSCH/F		
SPRING 89	Contract	5	41.7	1527.40		76690.54	C	3.60	49.7	157.08	424.28	488.23	C	3.70	49.3	167.54	412.81
	Hourly	7	58.3	1302.00		48995.98	H	3.64	50.3	100.81	357.69	486.02	H	3.80	50.7	102.20	342.63
	Total			2829.40	2.25	125686.52		7.24	2.81	257.89	390.80	487.36	0.80	7.50	2.78	269.74	377.25
FALL 88	Contract	4	36.4	1080.17		82540.91	C	3.40	53.9	159.29	317.70	518.18	C	3.40	53.9	162.25	317.70
	Hourly	7	63.6	1618.00		47310.64	H	2.91	46.1	93.87	556.01	504.00	H	2.91	46.1	94.74	556.01
	Total			2698.17	2.08	129851.55		6.31	2.49	253.16	427.60	512.92	0.83	6.31	2.46	256.99	427.60
SPRING 88	Contract	4	40.0	1644.00		77430.42	C	3.40	56.0	144.87	483.53	534.48	C	3.40	56.0	155.07	483.53
	Hourly	6	60.0	1144.00		42197.76	H	2.67	44.0	90.66	428.46	465.45	H	2.67	44.0	90.99	428.46
	Total			2788.00	2.33	119628.18		6.07	2.58	235.53	459.31	507.91	0.90	6.07	2.47	246.06	459.31
FALL 87	Contract	4	50.0	1387.72		83933.40	C	3.27	57.7	150.62	424.38	557.25	C	3.27	57.7	159.97	424.38
	Hourly	4	50.0	968.00		42934.97	H	2.40	42.3	89.63	403.33	479.02	H	2.40	42.3	90.47	403.33
	Total			2355.72	1.86	126868.37		5.67	2.36	240.25	415.47	528.07	0.79	5.67	2.26	250.44	415.47
SPRING 87	Contract	3	30.0	1093.68		78362.78	C	2.53	45.8	155.85	432.28	502.81	C	2.53	45.8	163.29	432.28
	Hourly	7	70.0	1289.00		36407.19	H	3.00	54.2	84.62	429.67	430.24	H	3.00	54.2	84.62	429.67
	Total			2382.68	2.08	114769.97		5.53	2.30	240.47	430.86	477.27	0.90	5.53	2.23	247.91	430.86

SANTA BARBARA CITY COLLEGE
 SPEECH & COMMUNICATIONS DEPARTMENT
 TOTAL GRADE DISTRIBUTION

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SEMESTER & YEAR		A	B	C	D	F	I	CR	NC	W	TOTAL ENROLLMENT
*****	***	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
SPRING 89	N	168	292	176	76	53	3	2	2	159	931
	%	18.0	31.4	18.9	8.2	5.7	0.3	0.2	0.2	17.1	
FALL 88	N	184	255	184	60	47	8	7	0	130	875
	%	21.0	29.1	21.0	6.9	5.4	0.9	0.8	0.0	14.9	
SPRING 88	N	148	311	185	46	53	3	4	0	161	911
	%	16.2	34.1	20.3	5.0	5.8	0.3	0.4	0.0	17.7	
FALL 87	N	113	276	161	48	51	3	29	1	112	794
	%	14.2	34.8	20.3	6.0	6.4	0.4	3.7	0.1	14.1	
SPRING 87	N	136	232	166	62	45	2	52	8	124	827
	%	16.4	28.1	20.1	7.5	5.4	0.2	6.3	1.0	15.0	
FALL 86	N	99	170	139	54	49	3	47	2	90	653
	%	15.2	26.0	21.3	8.3	7.5	0.5	7.2	0.3	13.8	
SPRING 86	N	138	236	172	54	39	0	26	6	143	814
	%	17.0	29.0	21.1	6.6	4.8	0.0	3.2	0.7	17.6	
FALL 85	N	100	195	125	48	34	4	7	2	131	646
	%	15.5	30.2	19.3	7.4	5.3	0.6	1.1	0.3	20.3	
SPRING 85	N	108	152	145	51	40	4	15	4	135	654
	%	16.5	23.2	22.2	7.8	6.1	0.6	2.3	0.6	20.6	
FALL 84	N	105	186	121	37	48	2	10	3	91	603
	%	17.4	30.8	20.1	6.1	8.0	0.3	1.7	0.5	15.1	

GRADE DISTRIBUTION SUMMARY -- SPEECH & COMMUNICATIONS DEPT.

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT ***				*** PRODUCTIVE GRADES ***					*** NON-PRODUCTIVE GRADES ***					*** ATTRITION ***										
	FIRST CENSUS				(Non-[D/F/NC/W] Grades)					(D/F/NC/W Grades Only)					(W Grades Only)										
	DEPT. TOTAL		DEPT. ENRLMNT		as % of		TOTAL COLLEGE			TOTAL COLLEGE			as % of Enrollment												
	DAY	EVE	ENRLMNT	TOTAL	DAY	EVE	TOTAL	COLLEGE	DAY	EVE	TOTAL	COLLEGE	DAY	EVE	TOTAL										
%		%		%		%			%			%													
Tot.		Tot.		Tot.		Tot.			Tot.			Tot.													
N	Enrlmt	N	Enrlmt	N	%	N	Day	N	Eve	N	Enrlmt	%	N	Day	N	Eve									
SPRING 89	803	86.3	128	13.7	931	2.7	556	69.2	85	66.4	641	68.9	65.6	247	30.8	43	33.6	290	31.1	34.4	128	15.9	31	24.2	156
FALL 88	682	77.9	193	22.1	875	2.4	499	73.2	135	69.9	634	72.5	64.3	183	26.8	58	30.1	241	27.5	35.7	90	13.2	40	20.7	130
SPRING 88	767	84.2	144	15.8	911	2.8	555	72.4	96	66.7	651	71.5	62.9	212	27.6	48	33.3	260	28.5	37.1	124	16.2	37	25.7	161
FALL 87	632	70.6	162	20.4	794	2.5	472	74.7	110	67.9	582	73.3	64.0	160	25.3	52	32.1	212	26.7	36.0	80	12.7	32	19.8	112
SPRING 87	713	86.2	114	13.8	827	2.6	503	70.5	85	74.6	588	71.1	65.3	210	29.5	29	25.4	239	28.9	34.7	101	14.2	23	20.2	124
FALL 86	516	79.0	137	21.0	653	2.0	367	71.1	91	66.4	458	70.1	64.5	149	28.9	46	33.6	195	29.9	35.5	59	11.4	31	22.6	90
SPRING 86	676	83.0	138	17.0	814	2.7	474	70.1	103	74.6	577	70.9	63.5	202	29.9	35	25.4	237	29.1	36.5	119	17.6	24	17.4	143
FALL 85	509	78.8	137	21.2	646	2.1	341	67.0	90	65.7	431	66.7	63.1	168	33.0	47	34.3	215	33.3	36.9	97	19.1	34	24.8	131
SPRING 85	518	79.2	136	20.8	654	2.3	373	72.0	89	65.4	462	70.6	64.9	145	28.0	47	34.6	192	29.4	35.1	108	20.8	27	19.9	135
FALL 84	487	80.8	116	19.2	603	2.1	347	71.3	77	66.4	424	70.3	66.0	140	28.7	39	33.6	179	29.7	34.0	65	13.3	26	22.4	91

DEPARTMENT OF COMMUNICATION
 COMPUTATION OF PROJECTED WSCH FIGURES
 SPRING 1990

Course	#Sections	WSCH	#students	=	Total WSCH
21	16	4	30		1792
23	9	4	28		1008
25	2	3	30		180
27	2	3	30		180
31	1	3	30		90
35	1	3	25		75
39	1	3	30		90
101	1	3	40		120
171	1	3	40		120
181	1	3	25		75
182	1	3	15		45
					3775

Contract Faculty WSCH

Adler (Grandbouche--60%) C21 x 3 = (3x4x30)	=	360
Crawford C21 x 2, C25 x 2, C39 x 1 = (90 + 180 + 240)	=	510
Peterson C23 x 3, C35 x 1 = (336 + 75)	=	411
Wiemann C21 x 3, C31 x 1, C101 x 1 = (360+90+120)	=	570
<u>CONTRACT WSCH WITHOUT NEW CONTRACT</u> (49% of total Department WSCH)	=	1851

AB1725 position

Duran C23 x 4, C21 x 1 = (448 + 120)	=	568
<u>CONTRACT WSCH WITH NEW CONTRACT</u> (64% of total Department WSCH)	=	2419

Santa Barbara City College

CERTIFICATED PERSONNEL REQUEST

ASSOCIATE DEGREE NURSING PROGRAM

REQUEST: TWO (2) FULL-TIME, PERMANENT, CONTRACT, TENURED INSTRUCTORS.

I. REPLACEMENT POSITION FOR RETIREMENT - ONE INSTRUCTOR POSITION

One full-time permanent, contract, tenure-track position to fill position vacated by the retirement of Nancy Ann Metz.

A. JUSTIFICATION

1. Increase in ADN Student Enrollment

Fall, 1989 enrollment has been increased to 115 students. Fall, 1988 enrollment was 87 students.

2. Hospital Funding of Additional ADN Instructor Position

The three acute care hospitals of Santa Barbara have donated money to hire an additional full-time temporary ADN instructor for three years. The impetus behind this decision is the current nursing shortage in Santa Barbara. The ADN program could not admit additional students without additional faculty, thus the donation from the hospitals.

In February, 1989 when this instructor position was funded by the hospitals, the retirement of Nancy Metz was not anticipated. The hospital-funded position was an "addition" to the ADN faculty and acceptance of ADN students was planned according to this number of instructors. The retirement of Nancy Metz was not announced until May, 1989.

The student enrollment has already been increased. Qualified applicants are currently being given entry dates for Spring, 1991. If this position is not filled, students who have been accepted into the ADN program will have to be cancelled. Hospital funding which has been for an "additional" instructor may be jeopardized.

3. Board of Registered Nursing Requirements

The California Board of Registered Nursing (BRN) requires each ADN program to have at least one full-time permanent instructor qualified to teach in each of the areas of nursing specialization (i.e., psychiatric nursing, pediatric nursing, etc.) Nancy Metz was the Psychiatric Nursing instructor. No other ADN instructor has a psychiatric specialization.

For the 1989-90 academic year, the BRN has approved a temporary contract instructor to teach psychiatric nursing. However, this person does not have a Master's Degree in Psychiatric Nursing which is the usual BRN requirement.

CERTIFICATED PERSONNEL REQUEST
Associate Degree Nursing Program

There is no one in Santa Barbara who meets the BRN psychiatric instructor requirement. It is necessary to advertise and search for a qualified instructor.

II. REPLACEMENT FOR HOURLY INSTRUCTORS - ONE INSTRUCTOR POSITION

A. JUSTIFICATION

1. Increase in department use of Hourly Instructors
Fall, 1989 ADN Faculty consists of:
 - Six full-time instructors (2 on temporary contract)
 - One 60% temporary contract
 - Three 60% hourly
 - One 40% hourly
 - a. TLU's and WSCH
 - (1) The TLU Report does not reflect TLU's and WSCH for clinical instruction by hourly instructors. There are no separate clinical lab courses because clinical mastery is included in each nursing course.
 - (2) Department WSCH/FTE has increased from 207.96 in Spring, 1987 to 247.53 in Spring, 1989.
 - b. President's Load Report
The President's Load WSCH/FTE figure is 289. The SBCC ADN program WSCH/FTE is 247.53 for Spring, 1989. In Spring, 1989 ADN faculty reviewed actual WSCH and are reporting short course hours more specifically. Additionally, a Nursing Topics Group that was being offered to students for "enrichment" is now a course (Topics in Nursing), with current enrollment of 70 students for Fall, 1989. The Fall, 1989 WSCH should indicate those changes.
 - c. Non-productive Grades
In the ADN program (since Fall 1983 reporting) the percent of non-productive grades has never been higher than 12.9%. Spring, 1989 was 8.8%.
2. Fragmentation of ADN Program
 - a. Within the ADN Program, each course is interdependent.
 - b. The ADN contract faculty has two weekly meetings:
 - * ADN faculty meeting
 - * Meeting to schedule students at the clinical facilities (hospitals)
 - c. The ADN faculty has a curriculum meeting twice each month.

CERTIFICATED PERSONNEL REQUEST
Associate Degree Nursing Program

- d. Three 60% hourly instructors are responsible for clinical instruction of three groups of students in the hospitals. Clinical instruction is an essential part of the ADN program! Clinical instructors are responsible to teach, evaluate, interact with hospital staff, patients, family, etc. and help implement ADN curriculum at the clinical level. Hourly clinical instructors do not spend any time on campus interacting with other faculty, campus students, etc. All of their allotted paid time is spent in clinical instruction.
 - e. ADN Program fragmentation occurs because hourly instructors, who are responsible for implementing program and college politics, are not on campus to attend faculty, scheduling, or curriculum meetings.
 - f. Decrease in the number of hourly clinical instructors would increase program cohesion, allowing students and the clinical facilities to experience a more smoothly functioning level of instruction. This would facilitate students' completion of clinical requirements.
3. AB 1725 Minimum Qualifications
- a. Minimum qualifications for Nursing Instructor are:
"Master's in Nursing
OR Bachelors in Nursing AND Masters in Health Education
OR the equivalent
OR the minimum qualifications as set by the Board of Registered Nursing", whichever is higher
 - b. It becomes increasingly difficult to find hourly clinical instructors who meet established minimum qualifications.
 - c. The remuneration for hourly clinical instruction (lab rate) is lower than that for nurses working per diem through nursing registers.

Department	NURS	--Course--	--Instructor--	Sect	---A---		---B---		---C---		---D---		---F---		---I---		---CR---		---NC---		---Drops---		Total
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
		NURS	MITCHELL C	8555	8	44.4	7	38.8	3	16.6													18
			Totals:		8	44.4	7	38.8	3	16.6													18*
		NURS 3	BURNARD P	8556	7	38.8	7	38.8	4	22.2													18
			Totals:		7	38.8	7	38.8	4	22.2													18*
		NURS 4	GUSHANN E	8557	5	27.7	9	50.0	2	11.1											2	11.1	18
			Totals:		5	27.7	9	50.0	2	11.1											2	11.1	18*
		NURS 5	MITCHELL C	8558	8	42.1	6	31.5	5	26.3													19
			Totals:		8	42.1	6	31.5	5	26.3													19*
		NURS 7	MITCHELL C	8559	2	18.1	4	36.3	4	36.3											1	9.0	11
			Totals:		2	18.1	4	36.3	4	36.3											1	9.0	11*
		NURS 9	MITCHELL C	8560	4	22.2	5	27.7	7	38.8											2	11.1	18
			Totals:		4	22.2	5	27.7	7	38.8											2	11.1	18*
		NURS 10	MITCHELL C	8561	6	28.5	8	38.0	6	28.5											1	4.7	21
			Totals:		6	28.5	8	38.0	6	28.5											1	4.7	21*
		NURS 11	FITZGIBBONS	8562	2	5.8	16	47.0	13	38.2											3	8.8	34
			Totals:		2	5.8	16	47.0	13	38.2											3	8.8	34*
		NURS 12	HANNA K	8563	8	42.1	8	42.1	1	5.2											2	10.5	19
			Totals:		8	42.1	8	42.1	1	5.2											2	10.5	19*
		NURS 13	HANNA K	8564	9	47.3	4	21.0	4	21.0											2	10.5	19
			Totals:		9	47.3	4	21.0	4	21.0											2	10.5	19*
		NURS 14	FITZGIBBONS	8565			8	47.0	8	47.0											1	5.8	17
			Totals:				8	47.0	8	47.0											1	5.8	17*
		NURS 15	METZ W	8566	6	19.3	15	48.3	7	22.5											3	9.6	31
			Totals:		6	19.3	15	48.3	7	22.5											3	9.6	31*
		NURS 16	BURNARD P	8567											8	72.7				3	27.2	11	
			Totals:												8	72.7				3	27.2	11*	
		NURS 17	METZ W	8568	9	36.0	9	36.0	6	24.0											1	4.0	25
			Totals:		9	36.0	9	36.0	6	24.0											1	4.0	25*

Department: NURS

--Course--	-Instructor-	Sect	--A--		--B--		--C--		--D--		--F--		--I--		--CR--		--NC--		--Drops--		Total
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
NURS 19	MEIZ N	8569	1	9.0	7	63.6	1	9.0											2	18.1	11
	Totals:		1	9.0	7	63.6	1	9.0											2	18.1	11*
NURS 19	BURKARD P	8570	15	57.6	9	34.6													2	7.6	26
	Totals:		15	57.6	9	34.6													2	7.6	26*
NURS 20	HITCHELL C	8571	6	17.6	9	26.4	16	47.0											3	8.8	34
	Totals:		6	17.6	9	26.4	16	47.0											3	8.8	34*
NURS 21	MEIZ N	8572	10	43.4	12	52.1	1	4.3													23
	Totals:		10	43.4	12	52.1	1	4.3													23*
NURS 22	HANNA K	8573	6	28.5	5	23.8	7	33.3											3	14.2	21
	Totals:		6	28.5	5	23.8	7	33.3											3	14.2	21*
NURS 23	MITCHELL C	8574	3	33.3	1	11.1	5	55.5													9
	Totals:		3	33.3	1	11.1	5	55.5													9*
NURS 24	HANNA K	8575	7	38.8	6	33.3	1	5.5											4	22.2	18
	Totals:		7	38.8	6	33.3	1	5.5											4	22.2	18*
NURS 25	FITZGIBBONS	8576	5	33.3	4	26.6	2	13.3											4	26.6	15
	Totals:		5	33.3	4	26.6	2	13.3											4	26.6	15*
NURS 26	BURKARD P	8577	7	24.1	11	37.9	8	27.5											3	10.3	29
	Totals:		7	24.1	11	37.9	8	27.5											3	10.3	29*
NURS 27	HANNA K	8578	2	20.0	3	30.0	4	40.0											1	10.0	10
	Totals:		2	20.0	3	30.0	4	40.0											1	10.0	10*
NURS 28	MEIZ N	8579	4	57.1	2	28.5	1	14.2													7
	Totals:		4	57.1	2	28.5	1	14.2													7*
NURS 29	MEIZ N	8580	5	29.4	7	41.1	4	23.5											1	5.8	17
	Totals:		5	29.4	7	41.1	4	23.5											1	5.8	17*
NURS 30	HANNA K	8581	4	25.0	4	25.0	6	37.5											2	12.5	16
	Totals:		4	25.0	4	25.0	6	37.5											2	12.5	16*
NURS 31	FITZGIBBONS	8582	5	38.4	3	23.0	3	23.0											2	15.3	13
	Totals:		5	38.4	3	23.0	3	23.0											2	15.3	13*

Department: NURS

--Course--	-Instructor-	Sect	---A---		---B---		---C---		---D---		---F---		---I---		---CR---		---NC---		---Drops---		Total
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
NURS 32	HANNA K	8583	4	28.5	5	35.7	4	28.5											1	7.1	14
	Totals:		4	28.5	5	35.7	4	28.5											1	7.1	14*
NURS 33	NETZ N	8584	12	66.6	2	11.1	4	22.2													18
	Totals:		12	66.6	2	11.1	4	22.2													18*
NURS 34	MITCHELL C	8585	2	11.7	6	35.2	7	41.1											2	11.7	17
	Totals:		2	11.7	6	35.2	7	41.1											2	11.7	17*
NURS 35	NETZ N	8586	16	100																	16
	Totals:		16	100																	16*
NURS 36	HANNA K	8587	10	71.4	1	7.1	1	7.1											2	14.2	14
	Totals:		10	71.4	1	7.1	1	7.1											2	14.2	14*
NURS 39	MITCHELL C	4062	1	12.5	5	62.5	2	25.0													8
	Totals:		1	12.5	5	62.5	2	25.0													8*
NURS 40	MITCHELL C	8588												5	83.3				1	16.6	6
		8591												3	100						3
	STAFF	8590																	1	100	1
	Totals:													8	80.0				2	20.0	10*
NURS 61B	STAFF	8592	1	100																	1*
	Totals:		1	100																	1*
NURS 61C	MITCHELL C	8593	1	100																	1*
	Totals:		1	100																	1*
NURS 61D	MITCHELL C	8594	10	90.9															1	9.0	11
	Totals:		10	90.9															1	9.0	11*
NURS 100	MITCHELL C	4164												1	100						1*
	Totals:													1	100						1*

Department: NURS

DEPARTMENT TOTALS

	A		B		C		D		F		I		CR		NC		Drops		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Day Credit Courses:																				
Course Number 1-49	199	31.8	208	33.2	147	23.5							16	2.5			55	8.8	625	
Course Number 50-99	12	92.3															1	7.6	13	
Course Number > 99													100						1	
Day Totals:	211	33.0	208	32.5	147	23.0							17	2.6			56	8.7	639*	
Eve Credit Courses:																				
Course Number 1-49																				
Course Number 50-99																				
Course Number > 99																				
Eve Totals:																				
All Credit Courses																				
Course Number 1-49	199	31.8	208	33.2	147	23.5							16	2.5			55	8.8	625	
Course Number 50-99	12	92.3															1	7.6	13	
Course Number > 99													100						1	
Combined Totals:	211	33.0	208	32.5	147	23.0							17	2.6			56	8.7	639*	

SANTA BARBARA CITY COLLEGE
 NURSING-ADN PROGRAM
 PROGRAM PRODUCTIVITY

19-Jul
 09:10 AM

SEMESTER & YEAR	Instr. Status	Instructor Headcount		First Census		Fully Instructional (Reassigned-Time NOT Included)						All Instructional (Includes Instructional Reassigned-Time Only)					
				DEPARTMENT	% of TOTAL COLLEGE	DEPT FTE	% OF DEPT FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT %WSCH/%FTE	DEPT FTE	% of TOTAL COLLEGE FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT %WSCH/%FTE
				WSCH	WSCH	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE
SPRING 89	Contract	6	75.0	1480.23		C	4.81	87.8	157.08	307.74	488.23	C	5.31	88.8	167.54	278.76	457.74
	Hourly	2	25.0	0.00		H	0.67	12.2	100.81	0.00	486.02	H	0.67	11.2	102.20	0.00	479.41
	Total			1480.23	1.18		5.48	2.12	257.89	270.11	487.36		5.98	2.22	269.74	247.53	465.95
FALL 88	Contract	6	85.7	1285.01		C	4.90	98.6	159.29	262.25	518.18	C	5.40	98.7	162.25	237.96	508.73
	Hourly	1	14.3	0.17		H	0.07	1.4	93.87	2.43	504.00	H	0.07	1.3	94.74	2.43	499.37
	Total			1285.18	0.99		4.97	1.96	253.16	258.59	512.92		5.47	2.13	256.99	234.95	505.28
SPRING 88	Contract	6	66.7	1386.30		C	5.01	81.1	144.87	276.71	534.48	C	5.31	81.9	155.07	261.07	499.33
	Hourly	3	33.3	8.64		H	1.17	18.9	90.66	7.38	465.45	H	1.17	18.1	90.99	7.38	463.76
	Total			1394.94	1.17		6.18	2.62	235.53	225.72	507.91		6.48	2.63	246.06	215.27	486.17
FALL 87	Contract	6	75.0	1544.46		C	4.95	82.8	150.62	312.01	557.25	C	5.75	84.8	159.97	268.60	524.68
	Hourly	2	25.0	0.00		H	1.03	17.2	89.63	0.00	479.02	H	1.03	15.2	90.47	0.00	474.58
	Total			1544.46	1.22		5.98	2.49	240.25	258.27	528.07		6.78	2.71	250.44	227.80	506.58
SPRING 87	Contract	7	87.5	1229.06		C	5.35	90.5	155.85	229.73	502.81	C	5.91	91.3	163.29	207.96	479.90
	Hourly	1	12.5	0.00		H	0.56	9.5	84.62	0.00	430.24	H	0.56	8.7	84.62	0.00	430.24
	Total			1229.06	1.07		5.91	2.46	240.47	207.96	477.27		6.47	2.61	247.91	189.96	462.95

GRADE DISTRIBUTION SUMMARY -- Nursing-ADN Program

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT ***				*** PRODUCTIVE GRADES ***				*** NON-PRODUCTIVE GRADES ***				*** ATTRITION ***							
	FIRST CENSUS				(Non-D/F/NC/WJ Grades)				(D/F/NC/W Grades Only)				(W Grades Only)							
					DEPT. TOTAL		TOTAL COLLEGE		TOTAL COLLEGE		TOTAL COLLEGE		TOTAL COLLEGE		TOTAL COLLEGE					
	DAY	EVE	DEPT. TOTAL	ENRLMNT	as % of	DEPT. TOTAL	ENRLMNT	as % of	DEPT. TOTAL	ENRLMNT	as % of	DEPT. TOTAL	ENRLMNT	as % of	DEPT. TOTAL	ENRLMNT	as % of			
N	Enrlmt	N	Enrlmt	N	%	N	Day	N	Eve	N	Enrlmt	%	N	Day	N	Eve	N	Enrlmt	%	
SPRING 89	639	100.0	0	0.0	639	1.9	583	91.2	0	0.0	583	91.2	65.6	56	8.8	0	0.0	56	8.8	34.4
FALL 88	527	100.0	0	0.0	527	1.5	493	93.5	0	0.0	493	93.5	64.3	34	6.5	0	0.0	34	6.3	35.7
SPRING 88	587	96.4	22	3.6	609	1.8	532	90.6	22	100.0	554	91.0	62.9	55	9.4	0	0.0	55	9.0	37.1
FALL 87	539	100.0	0	0.0	539	1.7	497	92.2	0	0.0	497	92.2	64.0	42	7.8	0	0.0	42	7.8	36.0
SPRING 87	448	100.0	0	0.0	448	1.4	395	88.2	0	0.0	395	88.2	65.3	53	11.8	0	0.0	53	11.8	34.7
FALL 86	470	100.0	0	0.0	470	1.5	416	88.5	0	0.0	416	88.5	64.5	54	11.5	0	0.0	54	11.5	35.5
SPRING 86	534	100.0	0	0.0	534	1.8	465	87.1	0	0.0	465	87.1	63.5	69	12.9	0	0.0	69	12.9	36.5
FALL 85	562	100.0	0	0.0	562	1.8	506	90.0	0	0.0	506	90.0	63.1	56	10.0	0	0.0	56	10.0	36.9
SPRING 85	723	100.0	0	0.0	723	2.5	639	88.4	0	0.0	639	88.4	64.9	84	11.6	0	0.0	84	11.6	35.1
FALL 84	582	100.0	0	0.0	582	2.0	537	92.3	0	0.0	537	92.3	66.0	45	7.7	0	0.0	45	7.7	34.0
SPRING 84	715	100.0	0	0.0	715	2.4	594	83.1	0	0.0	594	83.1	65.2	121	16.9	0	0.0	121	16.9	34.8
FALL 83	835	82.8	173	17.2	1008	3.2	772	92.5	141	81.5	913	90.6	65.4	63	7.5	32	18.5	95	9.4	34.6

RECEIVED

OCT 24 1989

ACADEMIC AFFAIRS

SPANISH DEPARTMENT
REQUEST FOR INSTRUCTORS

To: Jack Friedlander, Dean, Academic Affairs
From: Alfonso Hernandez, Spanish
Re: Request for Additional Spanish Instructors

Dean Friedlander:

The Spanish Department is requesting two FTE instructors.

The first census report for the spring of 1989 shows that our WSCH is at 3626, up 1202 from the WSCH in the spring of 1987. Although we offer no more than seven different courses, these have expanded to 21 classes and a total of 84 TLU's.

We have a total of ten teachers: Three contracted and seven hourlies. Of the three contracted teachers, one works in the evening program; the other two teach during the day. Our WSCH/FTE is presently 621 (fall, 88), as compared to the WSCH/FTE of 509 in other community colleges, according to the President's Load Study.

If we are to manage the Spanish program effectively, we need teachers who can make a serious time commitment to the many tasks before us. As of now, there is the need to develop materials, to explore innovative teaching approaches, and to develop assessment instruments to deal effectively with attrition. We need a team. Working with hourly instructors alone will not do it.

The Spanish Department has the potential to do more in behalf of City College, but one or two individuals cannot do all the work. It is my hope that you give careful consideration to our request.


Alfonso Hernandez, Chair, Spanish Department

SPANISH DEPARTMENT
PLAN TO ACCOMPANY THE PROGRAM EVALUATION

The present plan serves as a rejoinder document to our evaluation report of 1987-88. Its primary aim is to express the Department's direction for the following year and to emphasize the Department's intent to do its share in implementing institutional goals as expressed in the Statement of Institutional Directions.

In assessing its program, we focused on several categories which will allow us to attend to the continued evaluation and improvement of the services we provide our students and the community. Among these categories are:

1. The Core Program (Course Offerings)
2. Curriculum Development
3. Staff Development
4. Articulation
5. Department Needs and Concerns

An updated assessment of the progress we have made since 1987-88 shows that we have advanced considerably toward the realization of our objectives.

The first census report for the spring of 89 shows that our WSCH is at 3626, up 1202 from the WSCH in the spring of

87. Ours is a solid core program. Although we offer no more than seven different courses, these have expanded to 21 classes and a total of 84 TLU's. We have a total of 10 teachers, 3 contracted and 7 hourlies. Our present (fall, 88) WSCH/FTE is 621, as compared to the WSCH/FTE of 509 in other community colleges, according to the President's Load Study.

A great deal has been done to upgrade and improve the content and methods of delivery. Although we are now in the process of refining the implementation of our ideas and new materials, the beginning student will soon have access to a complete audio-visual-computer related program. We also anticipate upgrading the language laboratory.

As part of the effort to update and revitalize our staff, the Department had two publishing houses present a seminar to our instructors. We have also met with our colleagues at the public high schools and at UCSB in an effort to exchange ideas and to articulate with them more closely.

The Spanish Department will continue to do work in the aforementioned areas in order to provide the best service possible to its students. It will also commit itself fully to the goals expressed in the Statement of Institutional Directions; especially with those areas discusses below.

TRANSFER EDUCATION, VOCATIONAL EDUCATION, SKILLS ESSENTIAL FOR ACADEMIC SUCCESS

1. Transfer Education

- a. The Spanish Department will conduct a survey of student needs and academic background. It will also develop a series of diagnostic exams to determine the tutorial and academic support needed by students.
- b. As per request of several underrepresented students, the Department will develop a cultural component. It will explore means of using the many skills the student brings to the language learning setting.
- f. To articulate more fully with the UC Transfer General Education Program, the Department will assess its program and renumber as necessary.

2. Vocational Education

- g. Our staff will further explore ways of becoming more current with technological changes in the discipline, especially as these relate to more fully integrated programs using audio-visual films and computerized programs.

3. Skills Essential for Academic Success

- a. The Department is now incorporating audio-visual materials as a way to enrich the curriculum and as an alternative approach for delivering basic skills instruction in foreign languages.

STUDENT ACCESS/SUCCESS

2. Recruitment

- c. The Department can play a significant role in serving underrepresented students, especially Spanish speakers. We need to implement courses that cultivate and strengthen skills possessed by native speakers.

3. Retention

- a-b. The Department is now exploring ways to improve retention. The curriculum has been redefined and we are in the process of incorporating other

methods of teaching. We will develop and refine assessment, advisement, and counseling instruments as time and energies permit.

HUMAN RESOURCES

1. Recruitment

- a. We are fully committed to the goal of obtaining only the best teachers for our department. The Spanish Department, however, only has three contracted instructors--one of whom is teaching at night. We need one or two more contracted teachers.

2. Affirmative Action

- a. We are fully committed to Affirmative Action goals.

3. Staff Development

- d-e. The Spanish Department is especially sensitive to the underrepresented and disabled student. We have responded to their needs by giving them all the academic and tutorial support possible.
- g. We have begun our work in developing greater expertise in the use of computer technology in instruction. In addition to seminars, we have visited other schools and have attended seminars. We will, of course, redouble our effort.

FISCAL RESOURCES

Fiscal Responsibility

- a. The Department's budgetary allotments are no longer adequate. We need more money to purchase films, to buy other materials we need, and to duplicate.

2. Facilities and Equipment

- a. The Department needs more priority rooms and more office space. The language laboratory needs to be replaced.

COLLEGE GOVERNANCE

2. College Governance

a-h. The Spanish Department is fully committed to the goals designated in this section.

RESOURCES REQUESTED

1. Two FTE instructors
2. Complete replacement of the language lab\$100,000.
3. Three overhead projectors @ \$300. each \$900.
4. Three Sony tape recorder/players \$1,200.
5. Increase in budget for the purchase of films... \$2,000.
6. Increase in budget for duplication\$300.
7. Laser Printer for the Social Science Division....\$7,422.

GRADE DISTRIBUTION SUMMARY -- Spanish Department

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT *** FIRST CENSUS						*** PRODUCTIVE GRADES *** (Non- ID/F/NC/W) Grades) as % of Enrollment					*** NON-PRODUCTIVE GRADES *** (D/F/NC/W Grades Only) as % of Enrollment					*** ATTRITION *** (W Grades Only) as % of Enrollment										
	DAY		EVE		DEPT. ENRLMNT	DEPT. TOTAL ENRLMNT as % of TOTAL COLLEGE	DAY		EVE		DEPT. TOTAL	TOTAL COLLEGE PRODUCTIVE GRADES as % of TOTAL COLLEGE	DAY		EVE		DEPT. TOTAL	TOTAL COLLEGE NON-PROD. GRADES as % of TOTAL COLLEGE	DAY		EVE		DEPT. TOTAL	TOTAL COLLEGE ATTRITION as % of TOTAL COLLEGE			
	%		%		N	%	%		%		N	%	%		%		N	%	%		%		N	%			
	N	Enrlmt	N	Enrlmt	N	%	N	Day	N	Eve	N	Enrlmt	%	N	Day	N	Eve	N	Enrlmt	%	N	Day	N	Eve	N	Enrlmt	%
SPRING 89	484	63.5	278	36.5	762	2.2	336	69.4	166	59.7	502	65.9	65.6	148	30.6	112	40.3	260	34.1	34.4	107	22.1	82	29.5	189	24.8	24.6
FALL 88	507	73.2	186	26.8	693	1.9	355	70.0	98	52.7	453	65.4	64.3	152	30.0	88	47.3	240	34.6	35.7	111	21.9	72	38.7	183	26.4	23.9
SPRING 88	416	63.0	244	37.0	660	2.0	253	60.8	173	70.9	426	64.5	62.9	163	39.2	71	29.1	234	35.5	37.1	121	29.1	57	23.4	178	27.0	26.6
FALL 87	468	77.0	140	23.0	608	1.7	296	63.2	105	75.0	401	66.0	64.0	172	36.8	35	25.0	207	34.0	36.0	125	26.7	17	12.1	142	23.4	24.2
SPRING 87	322	64.4	178	35.6	500	1.6	204	63.4	95	53.4	299	59.8	65.3	118	36.6	83	46.6	201	40.2	34.7	93	28.9	72	40.4	165	33.0	23.8
FALL 86	282	55.5	226	44.5	508	1.6	177	62.8	119	52.7	296	58.3	64.5	105	37.2	107	47.3	212	41.7	35.5	84	29.8	91	40.3	175	34.4	22.2
SPRING 86	222	50.0	222	50.0	444	1.5	133	59.9	102	45.9	235	52.9	63.5	89	40.1	120	54.1	209	47.1	36.5	67	30.2	85	38.3	152	34.2	25.1
FALL 85	247	53.1	218	46.9	465	1.5	156	63.2	94	43.1	250	53.8	63.1	91	36.8	124	56.9	215	46.2	36.9	65	26.3	104	47.7	169	36.3	23.0
SPRING 85	216	54.3	182	45.7	398	1.4	135	62.5	79	43.4	214	53.8	64.9	81	37.5	103	56.6	184	46.2	35.1	64	29.6	68	37.4	132	33.2	24.7
FALL 84	288	56.0	226	44.0	514	1.8	178	61.8	103	45.6	281	54.7	66.0	110	38.2	123	54.4	233	45.3	34.0	76	26.4	103	45.6	179	34.8	22.3

SANTA BARBARA CITY COLLEGE
SPANISH DEPARTMENT
PROGRAM PRODUCTIVITY

19-Jul
09:49 AM

SEMESTER & YEAR	Instr. Status	Instructor Headcount		First Census		Fully Instructional (Reassigned-Time NOT Included)						All Instructional (Includes Instructional Reassigned-Time Only)							
				DEPARTMENT	% of TOTAL	DEPT	% of TOTAL	COLLEGE	COLLEGE	DEPARTMENT	COLLEGE	DEPT	% of TOTAL	COLLEGE	COLLEGE	DEPARTMENT	COLLEGE	DEPT	% of TOTAL
				WSCH	WSCH	FTE	FTE	FTE	FTE	WSCH/FTE	WSCH/FTE	FTE	FTE	FTE	FTE	WSCH/FTE	WSCH/FTE	FTE	FTE
SPRING 89	Contract	5	41.7	1851.00	76690.54	C	2.93	50.0	157.08	631.74	488.23	C	3.14	51.7	167.54	589.49	457.74		
	Hourly	7	58.3	1775.00	48995.98	H	2.93	50.0	100.81	605.80	486.02	H	2.93	48.3	102.20	605.80	479.41		
	Total			3626.00	125686.52		5.86	2.27	257.89	618.77	487.36		6.07	2.25	269.74	597.36	465.95	1.28	
FALL 88	Contract	5	50.0	2365.00	82540.91	C	3.67	66.2	159.29	644.41	518.18	C	3.87	67.4	162.25	611.11	508.73		
	Hourly	5	50.0	1039.00	47310.64	H	1.87	33.8	93.87	555.61	504.00	H	1.87	32.6	94.74	555.61	499.37		
	Total			3404.00	129851.55		5.54	2.19	253.16	614.44	512.92		5.74	2.23	256.99	593.03	505.28	1.17	
SPRING 88	Contract	4	36.4	1425.00	77430.42	C	2.53	39.2	144.87	563.24	534.48	C	2.73	48.2	155.07	521.98	499.33		
	Hourly	7	63.6	1748.00	42197.76	H	3.93	60.8	90.66	444.78	465.45	H	2.93	51.8	90.99	596.59	463.76		
	Total			3173.00	119628.18		6.46	2.74	235.53	491.18	507.91		5.66	2.30	246.06	560.60	486.17	1.15	
FALL 87	Contract	5	55.6	1905.00	83933.40	C	2.80	60.0	150.62	680.36	557.25	C	3.00	61.6	159.97	635.00	524.68		
	Hourly	4	44.4	1054.00	42934.97	H	1.87	40.0	89.63	563.64	479.02	H	1.87	38.4	90.47	563.64	474.58		
	Total			2959.00	126868.37		4.67	1.94	240.25	633.62	528.07		4.87	1.94	250.44	607.60	506.58	1.20	
SPRING 87	Contract	3	60.0	1727.00	78362.78	C	2.93	70.9	155.85	589.42	502.81	C	3.13	72.3	163.29	551.76	479.90		
	Hourly	2	40.0	697.00	36407.19	H	1.20	29.1	84.62	580.83	430.24	H	1.20	27.7	84.62	580.83	430.24		
	Total			2424.00	114769.97		4.13	1.72	240.47	586.92	477.27		4.33	1.75	247.91	559.82	462.95	1.21	

SANTA BARBARA CITY COLLEGE
SPANISH DEPARTMENT
TOTAL GRADE DISTRIBUTION

19-Jul-89
09:49 AM

SEMESTER & YEAR		A	B	C	D	F	I	CR	NC	W	TOTAL ENROLLMENT
*****	***	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
SPRING 89	N	208	175	99	29	35	4	16	7	189	762
	%	27.3	23.0	13.0	3.8	4.6	0.5	2.1	0.9	24.8	
FALL 88	N	165	193	82	24	33	3	9	1	183	693
	%	23.8	27.8	11.8	3.5	4.8	0.4	1.3	0.1	26.4	
SPRING 88	N	182	151	77	19	31	2	14	6	178	660
	%	27.6	22.9	11.7	2.9	4.7	0.3	2.1	0.9	27.0	
FALL 87	N	149	153	84	20	36	6	9	9	142	608
	%	24.5	25.2	13.8	3.3	5.9	1.0	1.5	1.5	23.4	
SPRING 87	N	115	100	70	13	18	1	13	5	165	500
	%	23.0	20.0	14.0	2.6	3.6	0.2	2.6	1.0	33.0	
FALL 86	N	105	117	58	11	24	1	15	2	175	508
	%	20.7	23.0	11.4	2.2	4.7	0.2	3.0	0.4	34.4	
SPRING 86	N	81	90	50	17	36	3	11	4	152	444
	%	18.2	20.3	11.3	3.8	8.1	0.7	2.5	0.9	34.2	
FALL 85	N	89	84	66	17	24	2	9	5	169	465
	%	19.1	18.1	14.2	3.7	5.2	0.4	1.9	1.1	36.3	
SPRING 85	N	87	73	45	17	28	3	6	7	132	398
	%	21.9	18.3	11.3	4.3	7.0	0.8	1.5	1.8	33.2	
FALL 84	N	97	102	64	16	36	4	14	2	179	514
	%	18.9	19.8	12.5	3.1	7.0	0.8	2.7	0.4	34.8	

SPANISH DEPARTMENT
REQUEST FOR SPANISH INSTRUCTORS--A JUSTIFICATION

I. SPANISH DEPARTMENT PROFILE

1. --PROGRAM AND STAFF

--DAY AND EVENING PROGRAM

--3 CONTRACTED INSTRUCTORS: 7 HOURLIES

--3 INSTRUCTORS TEACH EVENINGS/ 1:2 CONTRACTED
TO HOURLY RATIO

--7 INSTRUCTORS TEACH IN THE DAY PROGRAM/ 2:5
CONTRACTED TO HOURLY RATIO

--5:7 CONTRACTED TO HOURLY RATIO GIVEN IN FIRST
CENSUS INCLUDES 2 INSTRUCTORS FROM OTHER
DEPARTMENTS

--RATIO CONTRACTED:HOURLY INSTRUCTORS, BASED ON
5:7 (C:H) HEADCOUNT: (C) 41.7:58.3 (H)

2. CLASSES--SECTIONS--TLU'S--WSCH--FTE LOAD

--7 DIFFERENT CLASSES

--21 TOTAL SECTIONS

--90 TOTAL TLU'S

--SPRING 89 WSCH (FIRST CENSUS): 3626.00. UP
1202. FROM SPRING 1987

--WSCH/FTE (C) 631.74 CF. TO 488.23 TOTAL COLLEGE
WSCH/FTE

(H) 605.80 CF. TO 486.23 TOTAL COLLEGE
WSCH/FTE

--WSCH/FTE: 631.74--AS COMPARED TO WSCH/FTE OF
509 IN OTHER COMMUNITY COLLEGES (SEE PRESIDENT'S
LOAD REPORT)

--TOTAL DEPARTMENT FTE W/O REASSIGNED TIME: 5.86
TOTAL DEPARTMENT FTE INCL. REASSIGNED TIME: 6.07

SBCC HISTORY DEPARTMENT

TO: John Romo, V.P. Instruction, and Jack Friedlander, Divisional Dean
From: History Faculty

Re: Requests for 1990-1991 Year regarding additional faculty

1. Conversion of the one-year temporary contract to a tenure-track, regular appointment in Western Civilization/ European History.

2. Adjust Professor John C. Egger's assignment to add one additional course in third-world history in lieu of some of ESL assignment. This course would be given in the autumn term. Mr. Egger has requested that the remainder of his teaching be in Am. Ethnic Studies rather than ESL.)

3. We request 3 additional units in hourly instruction for a second course in third-world history in the spring semester.

4. We request one additional unit of Western Civilization II to convert a History 5 section to a History II section

5. We request one additional unit of summer session to convert our evening History 5 class to a Western Civilization section.

JUSTIFICATIONS

Request #1 Our Departmental WSCH ratio in the fall semester of regular contract instruction is 3,029.37 out of a department total of 4,578.37. The percentage of WSCH taught by regular contract staff is 66.2% of the total instruction, therefore falling below the 75% mandated by AB1725. The loss of the temporary contract position would put us out of compliance with the law. The alternative of four hourly additional sections of Western Civilization, if we lost the temporary contract position and did not convert it to a regular contract, would place a terrible burden on the 1.5 persons teaching Western Civilization.

Requests # 2 and 3 We anticipate a growth in the need for sophomore-level history courses for our majors as well as the majors in International Studies, who need third-world courses for their major requirements. Our third-world enrollment this fall was at a record high. We believe that we can easily fill two sections with an acceptable number of students.

Requests #4 and 5 This amounts to only two units, but it will increase the number of sections in a "hot" part of our curriculum -Western Civilization- and make the remaining instruction in History 5 more productive with larger number of students in the American survey course.

CONCLUSION Our WSCH ratios exceed SBCC and state averages. We believe we need the above requests to provide quality education for the SBCC student body and to maintain the high standard of instruction that has been the tradition of our department.

SANTA BARBARA CITY COLLEGE

TO: John Rums / Jack Friedlander

DATE: 10/25/89

FROM: George Trukes, History

RE: Supporting Data for Faculty Request for 1990-91

Primary factors ...

#1. Number & % of total departments TLUS & WSCH taught by hourly & Temp Contract

TLUS - Dept. Total = 109; Hourly: 28; Temporary Contract: 15

WSCH - Dept total = 4,578.37; Hourly: 837 (18.3%) & Temp Contract 712 (15.6)

#2. Please see cover memorandum

#3 Dept WSCH/FTE as compared to like disciplines @ other colleges

History Dept. Average: 675 total

Statewide; last 3 years

Spring '89 (697 Contract & 596 Hourly)

603

Fall '89 (711)

#4. Non productive grades: History Department: 31.3% - College-wide 35%
a. Large number of hourly instructors have a higher attrition rate than contract sta,
b. Contract staff hold more office hours and bring greater commitment to student

Page 2

SANTA BARBARA CITY COLLEGE

TO: John / Jack

DATE:

FROM: History

RE: Supporting data (continued)

#5 WSCH/FTE compared to college average

History Department - Spring: 697
- Fall: 711

SECC College-wide 457

#6 Attrition Rates (Spring '89)

History Dept - 19.2%

College-wide 24.6%

SANTA BARBARA CITY COLLEGE

MEMORANDUM

TO: John Romo, Vice President, Academic Affairs
 FROM: Psychology Department
 DATE: October 25, 1989
 SUBJECT: Request for New Permanent Certificated Position

(1) THE NUMBER AND PERCENT OF TOTAL DEPARTMENT TLUs AND WSCH TAUGHT BY HOURLY INSTRUCTORS:

	TLUs (taught by Hrly)	% OF DEPT TLUs (taught by Hrly)	WSCH (taught by Hrly)	% OF DEPT. WSCH (taught by Hrly)
F 1989	19	38.8		
S 1989	12	31.0	705	32
F 1988	21	43.75	1131	44
S 1988	12	31.0	327	17
F 1987	21	44.6	882	42
S 1987	12	31.0	282	15

(2) NOT APPLICABLE

(3) DEPARTMENT WSCH/FTE AS COMPARED TO LIKE DISCIPLINES AT OTHER COLLEGES:

(President's Load Study)

	<u>WSCH/FTE Psychology Courses at Other Colleges</u>	<u>WSCH/FTE Psychology Courses at SBCC</u>
F 1988	650	733

(4) NOT APPLICABLE

(5) DEPARTMENT WSCH/FTE COMPARED TO COLLEGE AVERAGE:

	<u>DEPT. WSCH/FTE</u>	<u>COLLEGE AVERAGE WSCH/FTE</u>
S 1989	791.79	487.36
F 1988	733.14	512.92
S 1988	715.73	507.91
F 1987	666.45	528.07
S 1987	676.07	477.27

(6) NOT APPLICABLE

JUSTIFICATION

Before Dennis Coon resigned (prior to Prop. 13), our full complement of permanent certificated staff was 3 FTEs. Since that time, we have been unable to recover our full complement, even though enrollment in the department has steadily increased. At the present time, the department is impacted and we have to turn away almost half again as many students as we enroll. Psychology is an important major and it is an expanding field. To properly serve our community, we need to offer more space for students to enter.

Our department has been very conservative in our course offerings. It has only offered those courses that were essential to the major, and those courses for which there has been a high demand. As the field of psychology advances, however, it becomes necessary to offer new curriculum. New courses that we need include: Brain Physiology, Human Sexuality, and Forensic Psychology.

Our department has a high WSCH/FTE productivity ratio (1.62 times higher than the college average), and a high percentage of our TLUs (38.8 for Fall 1989 and 43.75 for Fall 1988) is being taught by hourly. For the future stability of the department and its offerings, we need an additional full-time certificated position.

If a new position becomes a reality, he/she should be well-rounded and able to teach: Research Statistics, Physiological Psychology, Introduction to Psychology, and Developmental Psychology.

The addition of a new full-time faculty member will enable us to expand our course offerings, develop new courses that are needed by students, and provide the necessary time needed to advise students. Psychology is the third most popular major at the college. Two full-time instructors have been inadequate to meet this demand. An additional faculty will enable the staff to develop new instructional technology. Operating without the third full-time faculty has limited the department's capacity to respond to the advances in the field.

SANTA BARBARA CITY COLLEGE
 PSYCHOLOGY DEPARTMENT
 PROGRAM PRODUCTIVITY

19-Jul
 09:38 AM

SEMESTER & YEAR	Instr. Status	Instructor		First Census			Fully Instructional (Reassigned-Time NOT Included)						All Instructional (Includes Instructional Reassigned-Time Only)							
		Headcount N	%	DEPARTMENT WSCH	% of TOTAL WSCH	COLLEGE WSCH	DEPT FTE	% OF FTE	% of TOTAL FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT %WSCH/ XFTE	DEPT FTE	% OF FTE	% of TOTAL FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT %WSCH/ XFTE
SPRING 89	Contract	2	40.0	1512.00		76690.54	C	1.80	64.3	157.08	840.00	488.23	C	1.80	64.3		167.54	840.00	457.74	
	Hourly	3	60.0	705.00		48995.98	H	1.00	35.7	100.81	705.00	486.02	H	1.00	35.7		102.20	705.00	479.41	
	Total			2217.00	1.76	125686.52		2.80	1.09	257.89	791.79	487.36		2.80	1.04		269.74	791.79	465.95	1.70
FALL 88	Contract	2	40.0	1413.00		82540.91	C	1.87	53.9	159.29	755.61	518.18	C	1.87	53.9		162.25	755.61	508.73	
	Hourly	3	60.0	1131.00		47310.64	H	1.60	46.1	93.87	706.88	504.00	H	1.60	46.1		96.74	706.88	499.37	
	Total			2544.00	1.96	129851.55		3.47	1.37	253.16	733.14	512.92	1.43	3.47	1.35		256.99	733.14	505.28	1.45
SPRING 88	Contract	2	50.0	1584.00		77430.42	C	2.07	77.5	144.87	765.22	534.48	C	2.07	77.5		155.07	765.22	499.33	
	Hourly	2	50.0	327.00		42197.76	H	0.60	22.5	90.66	545.00	465.45	H	0.60	22.5		90.99	545.00	463.76	
	Total			1911.00	1.60	119628.18		2.67	1.13	235.53	715.73	507.91	1.41	2.67	1.09		246.06	715.73	486.17	1.47
FALL 87	Contract	2	40.0	1204.00		83933.40	C	1.80	57.5	150.62	668.89	557.25	C	1.80	57.5		159.97	668.89	524.68	
	Hourly	3	60.0	882.00		42934.97	H	1.33	42.5	89.63	663.16	479.02	H	1.33	42.5		90.47	663.16	474.58	
	Total			2086.00	1.64	126868.37		3.13	1.30	240.25	666.45	528.07	1.26	3.13	1.25		250.44	666.45	506.58	1.32
SPRING 87	Contract	3	60.0	1611.00		78362.78	C	2.20	78.6	155.85	732.27	502.81	C	2.20	78.6		163.29	732.27	479.90	
	Hourly	2	40.0	282.00		36407.19	H	0.60	21.4	84.62	470.00	430.24	H	0.60	21.4		84.62	470.00	430.24	
	Total			1893.00	1.65	114769.97		2.80	1.16	240.47	676.07	477.27	1.42	2.80	1.13		247.91	676.07	462.95	1.46

GRADE DISTRIBUTION SUMMARY -- Psychology Department

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT ***							*** PRODUCTIVE GRADES ***					*** NON-PRODUCTIVE GRADES ***					*** ATTRITION ***																			
	FIRST CENSUS				DEPT. TOTAL			(Non-ID/F/NC/WJ Grades) as % of Enrollment					TOTAL COLLEGE PRODUCTIVE GRADES as % of ENRLMNT					(D/F/NC/W Grades Only) as % of Enrollment					TOTAL COLLEGE NON-PROD. GRADES as % of ENRLMNT					(W Grades Only) as % of Enrollment					TOTAL COLLEGE ATTRITION as % of ENRLMNT				
	DAY		EVE		DEPT. TOTAL ENRLMNT	ENRLMNT as % of TOTAL COLLEGE		DAY		EVE		DEPT. TOTAL	% of Tot.		% of Tot.		% of Total	DAY		EVE		DEPT. TOTAL	% of Tot.		% of Tot.		% of Total	DAY		EVE		DEPT. TOTAL	% of Tot.		% of Tot.		% of Total
	N	Enrlmt	N	Enrlmt	N	%	N	Day	N	Eve	N	Enrlmt	%	N	Day	N	Eve	N	Enrlmt	%	N	Day	N	Eve	N	Enrlmt	%	N	Day	N	Eve	N	Enrlmt	%			
SPRING 89	583	79.0	155	21.0	738	2.1	419	71.9	114	73.5	533	72.2	65.6	164	28.1	41	26.5	205	27.8	34.4	85	14.6	30	19.4	115	15.6	24.6										
FALL 88	682	83.6	134	16.4	816	2.3	521	76.4	81	60.4	602	73.8	64.3	161	23.6	53	39.6	214	26.2	35.7	85	12.5	33	24.6	118	14.5	23.9										
SPRING 88	526	82.7	110	17.3	636	1.9	334	63.5	67	60.9	401	63.1	62.9	192	36.5	43	39.1	235	36.9	37.1	120	22.8	27	24.5	147	23.1	26.6										
FALL 87	595	83.9	114	16.1	709	2.2	410	68.9	67	58.8	477	67.3	64.0	185	31.1	47	41.2	232	32.7	36.0	104	17.5	35	30.7	139	19.6	24.2										
SPRING 87	521	82.3	112	17.7	633	2.0	327	62.8	76	67.9	403	63.7	65.3	194	37.2	36	32.1	230	36.3	34.7	103	19.8	24	21.4	127	20.1	23.8										
FALL 86	531	76.4	164	23.6	695	2.2	401	75.5	91	55.5	492	70.8	64.5	130	24.5	73	44.5	203	29.2	35.5	64	12.1	45	27.4	109	15.7	22.2										
SPRING 86	415	73.7	148	26.3	563	1.9	296	71.3	97	65.5	393	69.8	63.5	119	28.7	51	34.5	170	30.2	36.5	80	19.3	30	20.3	110	19.5	25.1										
FALL 85	501	83.9	96	16.1	597	1.9	363	72.5	55	57.3	418	70.0	63.1	138	27.5	41	42.7	179	30.0	36.9	62	12.4	22	22.9	84	14.1	23.0										
SPRING 85	448	82.7	96	17.3	542	1.9	281	62.7	58	61.7	339	62.5	64.9	167	37.3	36	38.3	203	37.5	35.1	101	22.5	24	25.5	125	23.1	24.7										
FALL 84	443	76.8	134	23.2	577	2.0	299	67.5	77	57.5	376	65.2	66.0	144	32.5	57	42.5	201	34.8	34.0	79	17.8	31	23.1	110	19.1	22.3										

SANTA BARBARA CITY COLLEGE
 PSYCHOLOGY DEPARTMENT
 TOTAL GRADE DISTRIBUTION

19-Jul-89
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SEMESTER & YEAR		A	B	C	D	F	I	CR	NC	W	TOTAL ENROLLMENT
*****	***	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
SPRING 89	N	137	215	172	60	30	7	2	0	115	738
	%	18.6	29.1	23.3	8.1	4.1	0.9	0.3	0.0	15.6	
FALL 88	N	142	225	222	53	43	12	1	0	118	816
	%	17.4	27.6	27.2	6.5	5.3	1.5	0.1	0.0	14.5	
SPRING 88	N	98	150	143	55	33	10	0	0	147	636
	%	15.4	23.6	22.5	8.6	5.2	1.6	0.0	0.0	23.1	
FALL 87	N	110	155	201	54	39	11	0	0	139	709
	%	15.5	21.9	28.3	7.6	5.5	1.6	0.0	0.0	19.6	
SPRING 87	N	94	153	139	75	27	9	8	1	127	633
	%	14.8	24.2	22.0	11.8	4.3	1.4	1.3	0.2	20.1	
FALL 86	N	97	181	203	60	34	11	0	0	109	695
	%	14.0	26.0	29.2	8.6	4.9	1.6	0.0	0.0	15.7	
SPRING 86	N	88	163	132	35	25	5	5	0	110	563
	%	15.6	29.0	23.4	6.2	4.4	0.9	0.9	0.0	19.5	
FALL 85	N	66	158	189	53	42	4	1	0	84	597
	%	11.1	26.5	31.7	8.9	7.0	0.7	0.2	0.0	14.1	
SPRING 85	N	68	109	153	52	26	5	4	0	125	542
	%	12.5	20.1	28.2	9.6	4.8	0.9	0.7	0.0	23.1	
FALL 84	N	69	139	158	59	32	8	2	0	110	577
	%	12.0	24.1	27.4	10.2	5.5	1.4	0.3	0.0	19.1	



Santa Barbara Community College District
Santa Barbara City College

721 Cliff Drive □ Santa Barbara, California 93109-2394 □ (805) 965-0581

RECEIVED

OCT 24 1989

ACADEMIC AFFAIRS

Date: Oct. 23, 1989

To: Dean Jack Fiedlander

From: Peter A. Angelo, Chairman, Philosophy Dept.

Re: Request for New Positions in Philosophy

(1) Request: A Temporary Contractual Full-Time position as my replacement for the SPRING 1990 semester, upon my retirement.

(2) Request: Two Permanent Contractual Full-Time positions for the Philosophy Department beginning Fall 1990.

The WSCH/FTE in Philosophy for other Community Colleges is 559 (FALL 1988).

The WSCH/FTE for Philosophy courses for SBCC was 609 (FALL 1988).

This is from the President's Long Study.

Thank you. — Peter A. Angelo — Enclosures: →

SANTA BARBARA CITY COLLEGE
 PHILOSOPHY DEPARTMENT
 TOTAL GRADE DISTRIBUTION

19-Jul-89
 09:34 AM

SEMESTER & YEAR		A	B	C	D	F	I	CR	NC	W	TOTAL ENROLLMENT
*****	***	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
SPRING 89	N	73	169	144	41	52	7	5	1	190	682
	%	10.7	24.8	21.1	6.0	7.6	1.0	0.7	0.1	27.9	
FALL 88	N	71	135	157	48	47	8	4	0	197	667
	%	10.6	20.2	23.5	7.2	7.0	1.2	0.6	0.0	29.5	
SPRING 88	N	100	124	102	29	38	4	12	2	226	637
	%	15.7	19.5	16.0	4.6	6.0	0.6	1.9	0.3	35.5	
FALL 87	N	96	157	210	25	36	12	6	2	182	726
	%	13.2	21.6	28.9	3.4	5.0	1.7	0.8	0.3	25.1	
SPRING 87	N	91	127	180	41	27	6	6	0	225	703
	%	12.9	18.1	25.6	5.8	3.8	0.9	0.9	0.0	32.0	
FALL 86	N	95	137	129	39	37	4	10	1	207	659
	%	14.4	20.8	19.6	5.9	5.6	0.6	1.5	0.2	31.4	
SPRING 86	N	71	120	103	30	39	2	10	1	133	509
	%	13.9	23.6	20.2	5.9	7.7	0.4	2.0	0.2	26.1	
FALL 85	N	71	138	138	34	25	4	13	13	183	619
	%	11.5	22.3	22.3	5.5	4.0	0.6	2.1	2.1	29.6	
SPRING 85	N	72	114	98	25	24	5	18	9	137	502
	%	14.3	22.7	19.5	5.0	4.8	1.0	3.6	1.8	27.3	
FALL 84	N	75	125	121	29	30	6	11	0	168	565
	%	13.3	22.1	21.4	5.1	5.3	1.1	1.9	0.0	29.7	

SANTA BARBARA CITY COLLEGE
 PHILOSOPHY DEPARTMENT
 PROGRAM PRODUCTIVITY

19-Jul
 09:34 AM

SEMESTER & YEAR	Instr. Status	Instructor Headcount		First Census		Fully Instructional (Reassigned-Time NOT Included)						All Instructional (Includes Instructional Reassigned-Time Only)								
		N	%	DEPARTMENT WSCH	% of TOTAL COLLEGE WSCH	TOTAL COLLEGE WSCH	DEPT FTE	% OF DEPT FTE	% of TOTAL COLLEGE FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT FTE	% OF DEPT FTE	% of TOTAL COLLEGE FTE	TOTAL COLLEGE FTE	DEPARTMENT WSCH/FTE	TOTAL COLLEGE WSCH/FTE	DEPT FTE	
SPRING 89	Contract	2	28.6	786.00		76690.54	C	1.20	35.3		157.08	655.00	488.23	C	1.20	35.3		167.54	655.00	457.74
	Hourly	5	71.4	1257.00		48995.98	H	2.20	64.7		100.81	571.36	486.02	H	2.20	64.7		102.20	571.36	479.41
	Total			2043.00	1.63	125686.52		3.40	1.32	257.89	600.88	487.36	1.23		3.40	1.26	269.74	600.88	465.95	1.29
FALL 88	Contract	1	16.7	726.00		82540.91	C	1.00	30.6		159.29	726.00	518.18	C	1.00	30.6		162.25	726.00	508.73
	Hourly	5	83.3	1266.00		47310.64	H	2.27	69.4		93.87	557.71	504.00	H	2.27	69.4		94.74	557.71	499.37
	Total			1992.00	1.53	129851.55		3.27	1.29	253.16	609.17	512.92	1.19		3.27	1.27	256.99	609.17	505.28	1.21
SPRING 88	Contract	0	0.0	0.00		77430.42	C	0.00	0.0		144.87	ERR	534.48	C	0.00	0.0		155.07	ERR	499.33
	Hourly	8	100.0	1905.00		42197.76	H	3.40	100.0		90.66	560.29	465.45	H	3.40	100.0		90.99	560.29	463.76
	Total			1905.00	1.59	119628.18		3.40	1.44	235.53	560.29	507.91	1.10		3.40	1.38	246.06	560.29	486.17	1.15
FALL 87	Contract		ERR	870.00		83933.40	C		ERR		150.62	ERR	557.25	C		ERR		159.97	ERR	524.68
	Hourly		ERR	1311.00		42934.97	H		ERR		89.63	ERR	479.02	H		ERR		90.47	ERR	474.58
	Total			2181.00	1.72	126868.37		0.00	0.00	240.25	ERR	528.07	ERR		0.00	0.00	250.44	ERR	506.58	ERR
SPRING 87	Contract		ERR			78362.78	C		ERR		155.85	ERR	502.81	C		ERR		163.29	ERR	479.90
	Hourly		ERR			36407.19	H		ERR		84.62	ERR	430.24	H		ERR		84.62	ERR	430.24
	Total			0.00	0.00	114769.97		0.00	0.00	240.47	ERR	477.27	ERR		0.00	0.00	247.91	ERR	462.95	ERR

GRADE DISTRIBUTION SUMMARY

Philosophy Department

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT ***				*** PRODUCTIVE GRADES ***				*** NON-PRODUCTIVE GRADES ***				*** ATTRITION ***														
	FIRST CENSUS				(Non-ID/F/NC/WJ Grades) as % of Enrollment				TOTAL COLLEGE PRODUCTIVE GRADES as % of COLLEGE				TOTAL COLLEGE NON-PROD. GRADES as % of COLLEGE				(W Grades Only) as % of Enrollment										
	DAY		EVE		DEPT. TOTAL ENRLMNT		DEPT. TOTAL ENRLMNT		DEPT. TOTAL ENRLMNT		DEPT. TOTAL ENRLMNT		DEPT. TOTAL ENRLMNT		DEPT. TOTAL ENRLMNT		DEPT. TOTAL ENRLMNT										
	N	Enrlmt	N	Enrlmt	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
SPRING 89	518	76.0	164	24.0	682	2.0	311	60.0	87	53.0	398	58.4	65.6	207	40.0	77	47.0	284	41.6	34.4	124	23.9	66	40.2	190	27.9	24.6
FALL 88	506	75.9	161	24.1	667	1.9	305	60.3	70	43.5	375	56.2	62.9	201	39.7	91	56.5	292	43.8	37.1	126	24.9	71	44.1	197	29.5	23.9
SPRING 88	507	79.6	130	20.4	637	1.9	379	74.8	63	48.5	442	69.4	62.9	128	25.2	67	51.5	195	30.6	37.1	165	32.5	61	46.9	226	35.5	26.6
FALL 87	540	74.4	186	25.6	726	2.1	383	70.9	114	61.3	497	68.5	64.0	157	29.1	72	38.7	229	31.5	36.0	110	20.4	88	47.3	198	27.3	24.2
SPRING 87	527	75.0	176	25.0	703	2.2	330	62.6	80	45.5	410	58.3	65.3	197	37.4	96	54.5	293	41.7	34.7	150	28.5	75	42.6	225	32.0	23.8
FALL 86	513	77.8	146	22.2	659	2.1	307	59.8	68	46.6	375	56.9	64.5	206	40.2	78	53.4	284	43.1	35.5	137	26.7	70	47.9	207	31.4	22.2
SPRING 86	377	74.1	132	25.9	509	1.7	243	64.5	63	47.7	306	60.1	63.5	134	35.5	69	52.3	203	39.9	36.5	91	24.1	42	31.8	133	26.1	25.1
FALL 85	481	77.7	138	22.3	619	2.0	291	60.5	73	52.9	364	58.8	63.1	190	39.5	65	47.1	255	41.2	36.9	128	26.6	55	39.9	183	29.6	23.0
SPRING 85	365	72.7	137	27.3	502	1.7	233	63.8	74	54.0	307	61.2	64.9	132	36.2	63	46.0	195	38.8	35.1	101	27.7	36	26.3	137	27.3	24.7
FALL 84	398	70.4	167	29.6	565	1.9	246	61.8	92	55.1	338	59.8	66.0	152	38.2	75	44.9	227	40.2	34.0	114	28.6	54	32.3	168	29.7	22.3

TO: Diana Sloane, Dean
Sciences Division

FROM: Bob Gray, Chair
Earth and Planetary Sciences

RE: Certificated Faculty Replacement for Phil Olsen
Department of Earth and Planetary Sciences

October 24, 1989

The recent unexpected retirement of Phil Olsen in June, 1989, has left the Department of Earth and Planetary Sciences with an urgent need to fill the faculty position he vacated. Even without Phil's retirement, the department has had an overload of 15 to 17 TLUs per semester for the past five years. During the past six semesters, the department, which had four permanent faculty, averaged 5.50 FTEs per year. This figure excludes the New Zealand Semester Abroad program which is scheduled to be taught every other year.

The following factors support our request:

1. This semester, fall, 1989, illustrates the difficulty of coordinating a department's program with 60% hourly or temporary contract positions. The 5.5 FTEs are split as follows:
 - a. 2 Permanent faculty positions
 - b. 1 Temporary faculty for Phil Olsen's position
 - c. 1 Temporary faculty for New Zealand
 - d. 1.5 Hourly faculty position

Of the 76.50 TLUs for our department this fall, 49.50 TLUs are being taught by hourly or temporary contract positions. During the spring semester, we expect that 32.5 TLUs will be taught by hourly or temporary contract positions. This figures to be approximately 40% of the department's TLUs which will be taught by hourly or temporary contract. If Phil Olsen's position is not replaced, our department can expect that 40% to 60% of the faculty will be hourly instructors in the forthcoming years.

2. In recent years, our department has reorganized internally to accommodate changing enrollment patterns and the philosophy of the community college. We have placed more stress on basic Earth Science courses aimed at meeting the science requirement while preserving the quality of our second-year program in geology. We have several classes with 80 plus students per class.

With three tenured department faculty members teaching 60% of the department's load, an alarming number of essential classes would be taught hourly each semester. The constant recycling of hourly instructors would be an administrative nightmare but would be a greater concern to the coherency of our programs. Some of the large WSCH classes would be taught by different instructors each semester, impairing the effectiveness and continuity of the classes.

3. During the past six semesters, the WSCHs have averaged around 4,300 per semester. In fall, 1987, with the New Zealand Semester Abroad program, the WSCHs shot up to 7,600. We will expect an even greater number of WSCHs this fall as again the department is participating in the New Zealand program.

During this time, the WSCH/FTEs for the department have averaged 7.75 compared with an approximate WSCH/FTE for the college at 475. The department's WSCH/FTE is well above the college's WSCH/FTE and is the highest for any science department.

Furthermore, the President's Load Report for Spring, 1988, shows the average WSCH/FTE for earth science departments in California Community Colleges is at 555. The comparable SBCC figure given was 744. Once again, the figure for our department is well above the average for the state. We have consistently maintained a high WSCH/FTE for a number of years.

4. Figures delineating nonproductive grades and attrition rates show that our department is below the total college nonproductive grades and attrition rates. Our night nonproductive grades have fluctuated with occasional semesters slightly above the college average during the past six semesters. Typical day nonproductive grades are 23% while evenings have been 31%. The attrition rate for the department's day classes have averaged 17% while the evening classes have averaged 25%.

The department's goals and objectives like those of the college require a strong commitment by faculty members to excellence in teaching and to keep a strong program rich in quality. A permanent faculty position would continue this continuity whereas a string of temporary or hourly positions would unravel and undermine the consistency of quality and excellence. Our department needs and requests a permanent faculty position as soon as possible.

RSG/lf

SANTA BARBARA CITY COLLEGE
EARTH SCIENCE DEPARTMENT
PROGRAM PRODUCTIVITY

19-Jul
07:51 AM

SEMESTER & YEAR	Instr. Status	Instructor Headcount		First Census		First Census TOTAL	Fully Instructional (Reassigned-Time NOT Included)					All Instructional (Includes Instructional Reassigned-Time Only)								
		N	%	DEPARTMENT WSCH	% of TOTAL WSCH		COLLEGE WSCH	DEPT FTE	% OF FTE	% of TOTAL COLLEGE FTE	TOTAL FTE	DEPARTMENT WSCH/FTE	TOTAL WSCH/FTE	DEPT %WSCH/ %FTE	DEPT FTE	% OF FTE	% of TOTAL COLLEGE FTE	TOTAL FTE	DEPARTMENT WSCH/FTE	TOTAL WSCH/FTE
SPRING 89	Contract	4	50.0	3259.38		76690.54	C	4.43	79.7	157.08	735.75	488.23	C	4.64	80.		167.54	702.45	457.74	
	Hourly	4	50.0	1055.00		48995.98	H	1.13	20.3	100.81	933.63	486.02	H	1.13	19.6		102.20	933.63	479.41	
	Total			4314.38	3.43	125686.52		5.56	2.16	257.89	775.97	487.36	1.59	5.77	2.14		269.74	747.73	465.95	1.60
FALL 88	Contract	4	66.7	3072.72		82540.91	C	4.03	82.2	159.29	762.46	518.18	C	4.17	82.7		162.25	736.86	508.73	
	Hourly	2	33.3	1289.00		47310.64	H	0.87	17.8	93.87	1481.61	504.00	H	0.87	17.3		94.74	1481.61	499.37	
	Total			4361.72	3.36	129851.55		4.90	1.94	253.16	890.15	512.92	1.74	5.04	1.96		256.99	865.42	505.28	1.71
SPRING 88	Contract	4	44.4	3199.40		77430.42	C	4.47	72.4	144.87	715.75	534.48	C	4.67	73.3		155.07	685.10	499.33	
	Hourly	5	55.6	1689.54		42197.76	H	1.70	27.6	90.66	993.85	465.45	H	1.70	26.7		90.99	993.85	463.76	
	Total			4888.94	4.09	119628.18		6.17	2.62	235.53	792.37	507.91	1.56	6.37	2.59		246.06	767.49	486.17	1.58
FALL 87	Contract	4	50.0	3184.76		83933.40	C	4.13	64.5	150.62	771.13	557.25	C	4.27	64.7		159.97	745.85	524.68	
	Hourly	4	50.0	4455.42		42934.97	H	2.27	35.5	89.63	1962.74	479.02	H	2.33	35.3		90.47	1912.20	474.58	
	Total			7640.18	6.02	126868.37		6.40	2.66	240.25	1193.78	528.07	2.26	6.60	2.64		250.44	1157.60	506.58	2.26
SPRING 87	Contract	5	50.0	2933.43		78362.78	C	3.99	73.8	155.85	735.20	502.81	C	4.32	75.3		163.29	679.03	479.90	
	Hourly	5	50.0	1455.47		36407.19	H	1.42	26.2	84.62	1024.98	430.24	H	1.42	24.7		84.62	1024.98	430.24	
	Total			4388.90	3.82	114769.97		5.41	2.25	240.47	811.26	477.27	1.70	5.74	2.32		247.91	764.62	462.95	1.65

GRADE DISTRIBUTION SUMMARY Earth Science Department

SEMESTER & YEAR	*** HEADCOUNT ENROLLMENT ***				*** PRODUCTIVE GRADES ***					*** NON-PRODUCTIVE GRADES ***					*** ATTRITION ***												
	FIRST CENSUS				(Non-[D/F/NC/W] Grades)					(D/F/NC/W Grades Only)					(W Grades Only)												
	DAY		EVE		DEPT. TOTAL		DEPT. TOTAL		DEPT. TOTAL		DEPT. TOTAL		DEPT. TOTAL		DEPT. TOTAL		DEPT. TOTAL		DEPT. TOTAL								
	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt	N	Enrlmt					
SPRING 89	912	70.9	374	29.1	1286	3.7	700	76.8	236	63.1	936	72.8	65.6	212	23.2	138	36.9	350	27.2	34.4	168	18.4	108	28.9	276	21.5	24.6
FALL 88	975	75.9	309	24.1	1284	3.6	735	75.4	214	69.3	949	73.9	64.3	240	24.6	95	30.7	335	26.1	35.7	153	15.7	75	24.3	228	17.8	23.9
SPRING 88	941	72.2	363	27.8	1304	3.9	681	72.4	250	68.9	931	71.4	62.9	260	27.6	113	31.1	373	28.6	37.1	199	21.1	84	23.1	283	21.7	26.6
FALL 87	1069	80.0	268	20.0	1337	4.1	824	77.1	171	63.8	995	74.4	64.0	245	22.9	97	36.2	342	25.6	36.0	158	14.8	70	26.1	228	17.1	24.2
SPRING 87	892	76.5	274	23.5	1166	3.6	693	77.7	186	67.9	879	75.4	65.3	199	22.3	88	32.1	287	24.6	34.7	137	15.4	76	27.7	213	18.3	23.8
FALL 86	781	76.9	235	23.1	1016	3.2	610	78.1	161	68.5	771	75.9	64.5	171	21.9	74	31.5	245	24.1	35.5	121	15.5	52	22.1	173	17.0	22.2
SPRING 86	877	72.2	337	27.8	1214	4.0	634	72.3	221	65.6	855	70.4	63.5	243	27.7	116	34.4	359	29.6	36.5	172	19.6	105	31.2	277	22.8	25.1
FALL 85	790	79.1	209	20.9	999	3.2	591	74.8	139	66.5	730	73.1	63.1	199	25.2	70	33.5	269	26.9	36.9	140	17.7	48	23.0	188	18.8	23.0
SPRING 85	725	72.2	272	27.3	997	3.4	549	75.7	180	66.2	729	73.1	64.9	176	24.3	92	33.8	268	26.9	35.1	137	18.9	75	27.6	212	21.3	24.7
FALL 84	577	68.0	272	32.0	849	2.9	420	72.8	181	66.5	601	70.8	66.0	157	27.2	91	33.5	248	29.2	34.0	119	20.6	63	23.2	182	21.4	22.3

SANTA BARBARA CITY COLLEGE
 EARTH SCIENCE DEPARTMENT
 TOTAL GRADE DISTRIBUTION

19-Jul-89
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SEMESTER & YEAR		A	B	C	D	F	I	CR	NC	W	TOTAL ENROLLMENT
*****	***	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
SPRING 89	N	391	305	225	41	30	1	14	3	276	1286
	%	30.4	23.7	17.5	3.2	2.3	0.1	1.1	0.2	21.5	
FALL 88	N	329	342	268	48	57	4	6	2	228	1284
	%	25.6	26.6	20.9	3.7	4.4	0.3	0.5	0.2	17.8	
SPRING 88	N	374	338	204	26	64	2	13	0	283	1304
	%	28.7	25.9	15.6	2.0	4.9	0.2	1.0	0.0	21.7	
FALL 87	N	386	335	256	36	78	7	11	0	228	1337
	%	28.9	25.1	19.1	2.7	5.8	0.5	0.8	0.0	17.1	
SPRING 87	N	427	262	178	33	41	3	9	0	213	1166
	%	36.6	22.5	15.3	2.8	3.5	0.3	0.8	0.0	18.3	
FALL 86	N	323	268	167	24	48	2	11	0	173	1016
	%	31.8	26.4	16.4	2.4	4.7	0.2	1.1	0.0	17.0	
SPRING 86	N	404	264	165	23	57	2	20	2	277	1214
	%	33.3	21.7	13.6	1.9	4.7	0.2	1.6	0.2	22.8	
FALL 85	N	327	228	159	27	52	1	15	2	188	999
	%	32.7	22.8	15.9	2.7	5.2	0.1	1.5	0.2	18.8	
SPRING 85	N	348	226	139	19	36	3	13	1	212	997
	%	34.9	22.7	13.9	1.9	3.6	0.3	1.3	0.1	21.3	
FALL 84	N	247	214	132	27	38	4	4	1	182	849
	%	29.1	25.2	15.5	3.2	4.5	0.5	0.5	0.1	21.4	

TO: Office of Academic Affairs

October 23, 1989

FROM: Department of Electronic/Computer Technologies

SUBJ: Certificated Personnel Requests

The Electronic/Computer Technology Department requests that two (2) full-time contract persons be added to the certificated faculty of the department. Over the past eight semesters the department has scheduled an average offering of classes totaling over 70 TLUs. Of this total, the hourly instructors have been scheduled for an average of 40 TLUs. Thus, approximately 57% of the departments offerings were to be taught by hourly instructors.

Although the department has been quite pleased with the high quality and extremely low turnover of our hourly instructors, such a large percentage does create problems. As should be obvious, two full-time people cannot adequately perform all the functions within the department when they are actually taking on the duties of over four people. Just attendance at committee meetings becomes a burden when you wish your department represented on the more significant committees. Add to this marketing your program, maintaining contact with local industries and schools, keeping abreast of articulation agreements with four-year institutions, etc., etc., and you have your small two-person departments over loaded.

The following addresses the "primary factors" as described in the memorandum of September 20, 1989.

- 1) The number and percent of total departmental TLUs and WSCH taught by hourly instructors: (The numbers were supplied by the College Research Dept.)

SPRING 89	
Departmental TLUs	= 64.65
Contract TLUs	= 25.65 (39.68%)
Hourly TLUs	= 39.00 (60.32%)
Departmental WSCH	= 1850.00
Contract WSCH	= 677.00 (36.59%)
Hourly WSCH	= 1173.00 (63.41%)
Dept. WSCH/FTE	= 429.23 (college average = 487.36)
Contract WSCH/FTE	= 395.91
Hourly WSCH/FTE	= 451.15

- 2) Evidence provided by the department that not filling the position would threaten the viability and integrity of the academic program.

To answer this statement directly would call for conjecture on our part. However, the department has had direct, first hand experience with the effects of a reduction in full-time contract

faculty. During the 87-88 academic year one of the departmental full-time faculty was on maternity leave. The following is a record of the departmental WSCH covering this period:

SPRING '89	1850
FALL '88	1711
SPRING '88	1503.86
FALL '87	1587
SPRING '87	1774.57

From this data we see a negative effect on enrollment during the period when 72% or more of the TLUs were being taught by hourly instructors. We are confident that an increase in the percent of TLUs being taught by full-time contract faculty will result in a positive affect on enrollments.

In support of this we have seen an increase in evening enrollment when the class is taught by one of the full-time faculty. Evening students have expressed a desire to have more of the night classes taught by the "regular" faculty; it makes them feel more a part of the college.

3) Department WSCH/FTE as compared to like disciplines at other colleges:

The "Presidents Load Report" shows the Electronic/Computer Technology Department to be the only department within the Division of Technologies to have a WSCH/FTE that exceeds the state average for similar programs. College wide, the Electronic/Computer Technology Department is among only 18 of 41 departments that exceeded the state average for WSCH/FTE in the Spring of 1989.

4) Department Non-Productive Grade Rate:

Over the past ten semesters the departmental non-productive grades as a percent of total enrollment averaged 34.32% as compared to the college average over the same period of 35.59%. Thus, although the departmental average is greater than 29% it is less than the college average. Over 65% of the departmental non-productive grades are accounted for by "W"s. There are a number of reasons for a relatively large withdrawal number:

1. Our courses are not required courses.
2. The beginning course, ECT 10, which usually has a large initial enrollment, is an exploratory course and many students come to the conclusion that electronics is not for them.
3. Many students are seeking employment and often obtain full time jobs in electronics and drop out of classes at least temporarily.
4. Most of our students are employed in excess of 20 hours per week and any change in their employment (shift change, change of days) usually results in withdrawal from one or more classes.

It is anticipated that full-time contract faculty will be more available to the students (both day and evening) and thus be able

to exert more influence upon students especially towards staying in the program. Contact with "regular" faculty will provide more of a sense of belonging for part-time students which make up a large percentage of our students.

5) WSCH/FTE Compared to College Average

The department's WSCH/FTE was 92% of the College average for the Spring '89 semester.

6) Fourth to eleventh week attrition rates

These figures were not provided in time to be included in this report.

Since 1962 the Electronic/Computer Technology Department has been a two person department. During this time we have increased the number of different courses offered to meet the changing demands of the field. We have increased the number of students being served by the department and we have increased the number of laboratory facilities from 1 to 3. These increases have been accomplished by adding hourly instructors. It is now time to bring the department staffing inline by converting hourly FTE to contract FTE.

MR/10/23/89

cc Diana Sloane

 **DIRECTIONS:** Indicate your responses by filling in the appropriate space under each question.

BACKGROUND, WORK, FAMILY & COLLEGE PROGRAM

1. Age

- ① 18-19 or younger
- ② 20-22
- ③ 23-27
- ④ 28-39
- ⑤ 40-55
- ⑥ Over 55

2. Sex

- ① Male
- ② Female

3. Predominant Ethnic Background

- ① Alaskan/Native Indian
- ② Asian
- ③ Black
- ④ White
- ⑤ Hispanic
- ⑥ Filipino
- ⑦ Pacific Islander
- ⑧ Other

4. During the time college is in session, about how many hours a week do you usually spend working on a job for pay?

- ① None, I don't have a job
- ② 1 - 10 hours
- ③ 11 - 20 hours
- ④ 21 - 30 hours
- ⑤ 31 - 40 hours
- ⑥ More than 40 hours

5. If you have a job, how does it affect your college work?

- ① I don't have a job
- ② My job does not interfere with my school work
- ③ My job takes some time from school work
- ④ My job takes a lot of time from school work

6. If you have family responsibilities, how does this affect your college work?

- ① I don't have family responsibilities
- ② Those responsibilities do not interfere with my school work
- ③ Those responsibilities take some time from school
- ④ Those responsibilities take a lot of time from school

7. How many units are you taking THIS term?

- ① 1 - 3
- ② 4 - 6
- ③ 7 - 9
- ④ 10 - 12
- ⑤ 13 - 15
- ⑥ More than 15

8. Including the units you are now taking, what is the total number of course credits you have taken at this college?

- ① 1 - 3 credits
- ② 4 - 6 credits
- ③ 7 - 11 credits
- ④ 12 - 15 credits
- ⑤ 16 - 30 credits
- ⑥ 31 - 45 credits
- ⑦ 46 or more credits

9. When do the classes you are now taking meet?

- ① Day only
- ② Evening only
- ③ Some day and some evening

10. What is your grade point average at SBCC? (4.0 = A; 3.0 = B; 2.0 = C)

- ① 4.0 - 3.5
- ② 3.5 - 3.0
- ③ 2.9 - 2.5
- ④ 2.4 - 2.0
- ⑤ Below 2.0
- ⑥ No grades. This is my first semester at SBCC.

11. About how many hours a week do you usually spend studying or preparing for your classes?

- ① 1 to 3 hours
- ② 4 to 10 hours
- ③ 11 to 15 hours
- ④ 16 to 20 hours
- ⑤ More than 20 hours

12. About how many hours a week do you usually spend on the college campus, not counting time attending classes?

- ① None
- ② 1 to 2 hours
- ③ 3 to 6 hours
- ④ 7 to 12 hours
- ⑤ More than 12 hours

13. What is your EDUCATIONAL GOAL?

- ① Recreational/personal enrichment
- ② AA/AS degree
- ③ SBCC degree and transfer
- ④ Transfer without SBCC degree
- ⑤ High school diploma
- ⑥ Certificate of completion (Voc/Tech)
- ⑦ Voc/Tech skills, no certificate

14. What is the most important reason you are attending THIS COLLEGE at this time? (Mark ONLY ONE answer.)

- ① To prepare for transfer to a four-year college or university.
- ② To gain skills necessary to enter a new job or occupation.
- ③ To gain skills necessary to retain, remain current, or advance in a current job or occupation.
- ④ To satisfy a personal interest (cultural, social).
- ⑤ To improve my English, reading, or math skills.

COLLEGE COURSES

DIRECTIONS: Please indicate whether you have taken (or are now taking) any college courses in each of the following general education areas.

*None One More
 than 1*

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| 15. Sciences (Such as astronomy, biology, physics, chemistry, geology) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Social Sciences (such as psychology, political science, sociology, economics, ethnic studies, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Fine Arts (such as music, theater, dance) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. College Math (not remedial math) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. English Composition (not remedial English) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Humanities (such as history, literature, philosophy, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Foreign Languages | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Speech, Communications | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Computer Science | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

DIRECTIONS: Answer each of the following questions.

- | | | |
|---|-----------------------|-----------------------|
| 24. Are you working for an A.A. or A.S. degree? | Yes | No |
| | <input type="radio"/> | <input type="radio"/> |
| 25. Are you working for a diploma or certificate? | <input type="radio"/> | <input type="radio"/> |
| 26. Do you plan to transfer to a four year college or university? | <input type="radio"/> | <input type="radio"/> |
| 27. Are you currently enrolled in an occupational/vocational program? | <input type="radio"/> | <input type="radio"/> |

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this college, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

COURSE ACTIVITIES	Never	Occasionally	Often	Very Often
28. Participated in class discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Worked on a paper or project where you tried to combine ideas from different sources of information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Summarized major points and information from readings or notes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Tried to explain the material to another student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Did additional readings on topics that were introduced and discussed in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Asked questions about points made in class discussions or readings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Studied course materials with other students in your classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Applied principles and concepts learned in class to understand other problem or situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Compared and contrasted different points of view presented in a course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Considered the accuracy and credibility of information from different sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LIBRARY ACTIVITIES	Never	Occasionally	Often	Very Often
38. Used the library as a quiet place to read or study material you brought with you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Read newspapers, magazines, or journals located in the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Checked out books to read at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Used the card catalogue or computer to find materials the library had on a topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Prepared a bibliography or set of references for a term paper or report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Asked the librarian for help in finding materials on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Found some interesting material to read just by browsing in the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FACULTY	Never	Occasionally	Often	Very Often
45. Asked an instructor for information about grades, make-up work, assignments, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Talked briefly with an instructor after class about course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Made an appointment to meet with an instructor in his/her office.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Discussed ideas for a term paper or other class project with an instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Discussed comments an instructor made on a test or paper you wrote.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Talked informally with an instructor about current events, campus activities, or other common interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Discussed your school performance, difficulties, or personal problems with an instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENT ACQUAINTANCES	Never	Occasionally	Often	Very Often
52. Had serious discussions with students who were much older or much younger than you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Had serious discussions with students whose ethnic or cultural background was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Had serious discussions with students whose philosophy of life or personal values were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Had serious discussions with students whose political opinion were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Had serious discussions with students whose religious beliefs were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Had serious discussions with students from a country different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this college, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

ART, MUSIC, THEATER ACTIVITIES

- | | Never | Occasionally | Often | Very Often |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 58. Talked about art (painting, sculpture, architecture, artists, etc.) with other students at the college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 59. Talked about music (classical, popular, musicians, etc.) with other students at the college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60. Talked about theater (plays, musicals, dance, etc.) with other students at the college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 61. Attended an art exhibit on the campus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 62. Attended a concert or other musical event at the college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 63. Attended a play, dance concert, or other theater performance at the college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

WRITING ACTIVITIES

- | | Never | Occasionally | Often | Very Often |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 64. Used a dictionary to look up the proper meaning, definition, and/or spelling of words. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 65. Prepared an outline to organize the sequence of ideas and points in a paper you were writing. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 66. Thought about grammar, sentence structure, paragraph and word choice as you were writing. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 67. Wrote a rough draft of a paper or essay and revised it before handing it in. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 68. Used a computer (word processor) to write or type a paper. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 69. Asked other people to read something you wrote to see if it was clear to them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 70. Spent at least 5 hours or more writing a paper. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 71. Asked an instructor for advice and help to improve your writing. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 72. Talked with an instructor who had criticized a paper you had written. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

SCIENCE ACTIVITIES

- | | Never | Occasionally | Often | Very Often |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 73. Memorized formulas, technical terms. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 74. Practiced to improve your skills in using laboratory equipment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 75. Showed a classmate how to use a piece of scientific equipment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 76. Attempted to explain an experimental procedure to a classmate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 77. Tested your understanding or some scientific principle by seeing if you could explain it to another student. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 78. Completed an experiment/project using scientific methods. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 79. Talked about social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 80. Used information you learned in a science class to understand some aspect of the world around you. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 81. Tried to explain to someone the scientific basis for environmental concerns about pollution, recycling, alternative forms of energy, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

CLUBS AND ORGANIZATIONS

- | | Never | Occasionally | Often | Very Often |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 82. Looked in the Channels for notices about campus events and student organizations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 83. Read or asked about a student club, organization or student government. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 84. Attended a meeting of a student club or organization. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

DIRECTIONS: In your experience at this college, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

COLLEGE ACTIVITIES				COLLEGE SATISFACTION
COUNSELING AND CAREER PLANNING				
	Yes			No
85. Talked with a counselor/advisor about courses to take, requirements, education plans.	<input type="radio"/>			<input type="radio"/>
86. Discussed your vocational interests, abilities, and ambitions with a counselor/advisor.	<input type="radio"/>			<input type="radio"/>
87. Read information about a 4-year college or university that you were interested in attending.	<input type="radio"/>			<input type="radio"/>
88. Read materials about career opportunities.	<input type="radio"/>			<input type="radio"/>
89. Made an appointment with a counselor or an advisor to discuss your plans for transferring to a 4-year college or university.	<input type="radio"/>			<input type="radio"/>
90. Identified courses needed to meet the general education requirements of 4-year college or university you are interested in attending.	<input type="radio"/>			<input type="radio"/>
91. Talked with a counselor/advisor about personal matters related to your college performance.	<input type="radio"/>			<input type="radio"/>
LEARNING AND STUDY SKILLS				
How much instruction have you received at the college (from a teacher, counselor, self-instructional materials such as videotapes, etc.) in each of the following learning and study skills areas?	None	Some	A lot	
92. Notetaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
93. Listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
94. Speaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
95. Writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
96. Reading skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
97. Test taking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
98. Time management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
99. Problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			100. If you could start over again would you go to Santa Barbara City College? ① yes ② maybe ③ no	
			101. How many of the students you know are friendly and supportive of one another? ① all ② most ③ some ④ few or none	
			102. How many of your instructors at SBCC do you feel are approachable, helpful, and supportive? ① all ② most ③ some ④ few or none	
			103. How many of your courses at SBCC would you describe as challenging, stimulating, and worthwhile? ① all ② most ③ some ④ few or none	
			104. How many of the college's counselors, advisors, and staff you have had contact with would you describe as helpful, considerate, knowledgeable? ① all ② most ③ some ④ few or none	
			105. Do you feel that this college is a stimulating and often exciting place to be? ① most of the time ② some of the time ③ seldom	
			106. Are there places on the campus for you to meet and study with other students? ① yes, ample places ② yes, a few places ③ no	

ESTIMATE OF GAIN

DIRECTIONS: In thinking over your experience in this college up to now, to what extent do you think you have gained or made progress in each of the following areas? (Please make one response for each item.)

<i>I have gained or made progress in:</i>	<i>Very Little</i>	<i>Some</i>	<i>Quite a bit</i>	<i>Very much</i>
107. Acquiring knowledge and skills applicable to a specific job or type of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. Gaining information about career opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. Becoming acquainted with different fields of knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. Developing an understanding and enjoyment of art, music, and theater.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. Writing clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Presenting ideas and information effectively in speaking to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. Acquiring the ability to use computers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. Becoming aware of different philosophies, cultures, and ways of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. Becoming clearer about your own values and ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. Understanding yourself - your abilities and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. Understanding mathematical concepts such as probabilities, proportions, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. Understanding the role of science and technology in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. Putting ideas together to see relationships, similarities, and differences between ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. Developing the ability to learn on your own, pursue ideas, and find information you need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. Developing the ability to speak and understand another language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123. Interpreting information in graphs and charts you see in newspapers, textbooks, and on TV.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Developing an interest in political and economic events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Seeing the importance of history for understanding the present as well as the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Learning more about other parts of the world and other people (Asia, Africa, South America, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Understanding other people and the ability to get along with different kinds of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. Developing career and personal goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing this survey. Please return it to your instructor.