

A G E N D A



SANTA MONICA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

REGULAR MEETING

MAY 4, 2010

Santa Monica College
1900 Pico Boulevard
Santa Monica, California

5:30 p.m. – Closed Session
7:00 p.m. – Public Meeting
Board Room (Business Building Room 117)

*The complete agenda may be accessed on the
Santa Monica College website:*

<http://www.smc.edu/admin/trustees/meetings/>

*Written requests for disability-related modifications or accommodations,
including for auxiliary aids or services that are needed in order to participate in
the Board meeting are to be directed to the Office of the
Superintendent/President as soon in advance of the meeting as possible.*

PUBLIC PARTICIPATION
ADDRESSING THE BOARD OF TRUSTEES

Members of the public may address the Board of Trustees by oral presentation **concerning any subject that lies within the jurisdiction of the Board of Trustees** provided the requirements and procedures herein set forth are observed:

1. Individuals wishing to speak to the Board at a Board of Trustees meeting during Public Comments or regarding item(s) on the agenda must complete an information card with name, address, name of organization (if applicable) and the topic or item on which comment is to be made.

Five minutes is allotted to each speaker per topic. If there are more than four speakers on any topic or item, the Board reserves the option of limiting the time for each speaker. A speaker's time may not be transferred to another speaker.

Each speaker is limited to one presentation per specific agenda item before the Board, and to one presentation per Board meeting on non-agenda items.

General Public Comments and Consent Agenda

- The card to speak during Public Comments or on a Consent Agenda item must be submitted to the recording secretary at the meeting **before** the Board reaches the Public Comments section in the agenda.
- Five minutes is allotted to each speaker per topic for general public comments or per item in the Consent Agenda. The speaker must adhere to the topic. Individuals wishing to speak during Public Comments or on a specific item on the Consent Agenda will be called upon during Public Comments.

Major Items of Business

- The card to speak during Major Items of Business must be submitted to the recording secretary at the meeting **before** the Board reaches that specific item in the Major Items of Business in the agenda.
- Five minutes is allotted to each speaker per item in Major Items of Business. The speaker must adhere to the topic. Individuals wishing to speak on a specific item in Major Items of Business will be called upon at the time that the Board reaches that item in the agenda.

Exceptions: This time allotment does not apply to individuals who address the Board at the invitation or request of the Board or the Superintendent

2. Any person who disrupts, disturbs, or otherwise impedes the orderly conduct of any meeting of the Board of Trustees by uttering loud, threatening, or abusive language or engaging in disorderly conduct shall, at the discretion of the presiding officer or majority of the Board, be requested to be orderly and silent and/or removed from the meeting.

No action may be taken on items of business not appearing on the agenda

Reference: *Board Policy Section 1570*
 Education Code Section 72121.5
 Government Code Sections 54954.2, 54954.3, 54957.9

BOARD OF TRUSTEES	REGULAR MEETING
SANTA MONICA COMMUNITY COLLEGE DISTRICT	May 4, 2010

A G E N D A

A meeting of the Board of Trustees of the Santa Monica Community College District will be held in the Santa Monica College Board Room (Business Building Room 117), 1900 Pico Boulevard, Santa Monica, California, on Tuesday, May 4, 2010.

5:30 p.m. – Closed Session
7:00 p.m. – Public Meeting

The agenda includes the following items: (Items for action - recommendations - are listed numerically; items for information are listed alphabetically).

- | | | |
|-----------|---|-----------------|
| I. | ORGANIZATIONAL FUNCTIONS | <u>Page No.</u> |
| | A Call to Order – 5:30 p.m. | 6 |
| | B Roll Call | |
| | C Public Comments on Closed Session Items | |

II. CLOSED SESSION

PUBLIC EMPLOYEE - EVALUATION (Government Code Section 54957)

Evaluation of the Superintendent/President

CONFERENCE WITH LABOR NEGOTIATORS (Government Code Section 54957.6)

Agency designated representatives: *Marcia Wade, Vice-President, Human Resources*
Robert Myers, Campus Counsel

Employee Organization: *CSEA, Chapter 36*

CONFERENCE WITH LABOR NEGOTIATORS (Government Code Section 54957.6)

Agency designated representatives: *Marcia Wade, Vice-President, Human Resources*
Robert Myers, Campus Counsel

Employee Organization: *Santa Monica College Faculty Association*

CONFERENCE WITH LABOR NEGOTIATORS (Government Code Section 54957.6)

Agency designated representatives: *Marcia Wade, Vice-President, Human Resources*
Robert Myers, Campus Counsel

Employee Organization: *Santa Monica College Police Officers Association*

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Government Code Section 54957)

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (Government Code Section 54956.9) Name of Case: Appeal of Title 5 Complaint Determination

REAL PROPERTY (Government Code Section 54956.8)

Property Address: Santa Monica College Olympic Shuttle Lot/3400-3500 Airport Ave.

Under Negotiation: Terms and Conditions of Land Swap with City of Santa Monica

College Negotiators: Dr. Chui L. Tsang

City of Santa of Monica's Representative: Rod Gould, City Manager

III. **CLOSED SESSION** (continued)

REAL PROPERTY (Government Code Section 54956.8)

Property Address: 1510 Pico Boulevard, Santa Monica, CA 90405

College Negotiators: Dr. Chui L. Tsang

Property Representative: Grace Cheng Braun, WISE & Healthy Aging

REAL PROPERTY (Government Code Section 54956.8)

Property Address: 1516 Pico Boulevard, Santa Monica, CA 90405

College Negotiators: Dr. Chui L. Tsang

Property Representative: Robert Kronovet, Kronovet Realty Company

REAL PROPERTY (Government Code Section 54956.8)

Property Address: APN 4458-022-904, Malibu, California

College Negotiators: Dr. Chui L. Tsang

Property Representative: County of Los Angeles

III. **PUBLIC SESSION - ORGANIZATIONAL FUNCTIONS** (Scheduled for 7:00 p.m.)

- D Pledge of Allegiance
- E Closed Session Report (if any)
- F Public Comments

IV. **SUPERINTENDENT'S REPORT**

- Management Association Update
- Updates:
 - State Budget
 - Enrollment Cycle
 - Big Blue Bus
 - Asian American and Pacific Islander Project
 - African American Collegian Center-Black Student Conference
- Acknowledgements
 - Seth Smith, Student Trustee 2009-2010

V. **ACADEMIC SENATE REPORT**

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VII. **CONSENT AGENDA**

Any recommendation pulled from the Consent Agenda will be held and discussed in Section VIII, Consent Agenda – Pulled Recommendations

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VIII. **CONSENT AGENDA – Pulled Recommendations**

Recommendations pulled from the Section VII. Consent Agenda to be discussed and voted separately. Depending on time constraints, these items might be carried over to another meeting.

IX. **INFORMATION**

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X. **BOARD COMMENTS AND REQUESTS**

XI. **ADJOURNMENT**

The next regular meeting of the Santa Monica Community College District Board of Trustees will be **Tuesday, June 1, 2010** at 7 p.m. (5:30 p.m. if there is a closed session) Santa Monica College Board Room and Conference Center, Business Building Room 117, 1900 Pico Boulevard, Santa Monica, California.

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BOARD OF TRUSTEES**REGULAR MEETING**

SANTA MONICA COMMUNITY COLLEGE DISTRICT

May 4, 2010

I. ORGANIZATIONAL FUNCTIONSA CALL TO ORDERB ROLL CALL

Judge David Finkel (Ret.), Chair
 Dr. Andrew Walzer, Vice-Chair
 Dr. Susan Aminoff
 Dr. Nancy Greenstein
 Louise Jaffe
 Dr. Margaret Quiñones-Perez
 Rob Rader
 Seth Smith, Student Trustee

C PUBLIC COMMENTS ON CLOSED SESSION ITEMS**II. CLOSED SESSION**

PUBLIC EMPLOYEE - EVALUATION (Government Code Section 54957)
 Evaluation of the Superintendent/President

CONFERENCE WITH LABOR NEGOTIATORS (Government Code Section 54957.6)
 Agency designated representatives: *Marcia Wade, Vice-President, Human Resources*
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 City of Santa of Monica's Representative: *Rod Gould, City Manager*

III. CLOSED SESSION *(continued)*

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REAL PROPERTY (Government Code Section 54956.8)

Property Address: APN 4458-022-904, Malibu, California

College Negotiators: Dr. Chui L. Tsang

Property Representative: County of Los Angeles

III. PUBLIC SESSION - ORGANIZATIONAL FUNCTIONS

D PLEDGE OF ALLEGIANCE

E CLOSED SESSION REPORT *(if any)*

F PUBLIC COMMENTS

BOARD OF TRUSTEES	INFORMATION
Santa Monica Community College District	May 4, 2010

MAJOR ITEMS OF BUSINESS

INFORMATION ITEM G

SUBJECT: **REPORT: BASIC SKILLS INITIATIVE**

SUBMITTED BY: Superintendent/President

SUMMARY: The Basic Skills Initiative leaders will be providing a detailed update on current efforts at Santa Monica College to increase the success of students at the pre-college level. A description of the goals of each of the areas of focus will be provided. The strategies used to increase student success in the areas of professional development, instructional support, and counseling areas will be included. Preliminary student success data will be provided for programs funded by the initiative. Additionally, projects currently in the development stage will be presented. Lastly, data will be provided to inform campus stakeholders on how SMC pre-college students are succeeding and progressing through their courses.

See Appendix A: Basic Skills Initiative Report

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 1

SUBJECT: **PUBLIC HEARING AND ADOPTION OF THE SMCCD INITIAL PROPOSAL FOR A SUCCESSOR CONTRACT WITH THE SMC FACULTY ASSOCIATION**

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees conduct a hearing to receive public comments on the Santa Monica College Faculty Association's initial collective bargaining proposal for a successor contract, effective August 1, 2010 and the Santa Monica Community College District's initial proposal for a successor contract, effective August 1, 2010.

PUBLIC HEARING: Open Public Hearing:

Public Comments:

Close Public Hearing:

REQUESTED ACTION: It is recommended that the Board of Trustees adopt the Santa Monica Community College District's initial proposal for a successor contract with the Santa Monica College Faculty Association, effective August 1, 2010.

COMMENT: The Santa Monica Community College District's initial proposal for a successor collective bargaining agreement with the Santa Monica College Faculty Association was presented on April 6, 2010 pursuant to Government Code Section 3547(a), Board Policy 3134, and Article I of the collective bargaining agreement between the SMCCD and the SMC Faculty Association.

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY:
AYES:
NOES:



March 16, 2010

Board of Trustees
Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405

Dear Members of the Board,

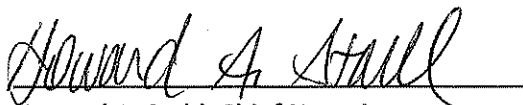
In order to comply with Section 3547 of the California Education Code and current PERB guidelines, the Faculty Association presents the following items for the 2010 contract negotiations, for the contract period beginning August, 2010.

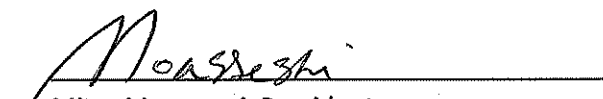
1. Reorganization of contract form and correction of language for clarity; incorporation of all language settled upon since the prior contract, including but not limited to all Memoranda of Understanding
2. Compensation
 - a. Adjustment and modification of all existing salary schedules for all faculty to incorporate across-the-board salary increases and equal pay for equal work provisions
 - b. Increased reassigned time and compensation for all faculty performing leadership position, department chair and/or additional tasks and duties
 - c. Adjustment and clarification of step and group advancement policies for all faculty
 - d. Office hour compensation for all faculty during intersessions
 - e. Expand the eligibility for part-time faculty to perform office hours
3. Benefits
 - a. Enrollment of all part-time faculty into the California State Disability Insurance plan
 - b. The inclusion of Social Security as an available retirement option to those part-time faculty who elect to participate in it
4. Assignment and Load
 - a. Reduction in faculty loads, particularly in vocational, technology and other areas of inequity
 - b. Increase and clarification of course load factors, particularly in vocational, technology and other areas of inequity
 - c. Distance Education and Contract Education

- d. Calendar
 - e. Inclusion of all reassigned time and stipends in the contract
 - f. Class size including but not limited to the definition and/or reduction in stated sizes
 - g. Expand eligibility provisions for Associate Faculty
 - h. First consideration to in-house applicants for full-time faculty positions
 - i. Library Faculty Leader Duties and Responsibilities
5. Professional Development
- a. Sabbaticals, fellowships, conference attendance and related professional activities
 - b. Adjustment and clarification of the Peer Evaluation process and related forms
 - c. Adjustment and clarification of the Student Evaluation process and related forms
 - d. Ancillary Service Fund to compensate part-time faculty for their participation in shared governance and departmental activities and tasks
6. Working Conditions
- a. On-Campus Parking
 - b. Academic Freedom
 - c. Contracting out bargaining unit work
 - d. Weingarten Rights
 - e. Campus health and safety conditions
7. Leave
- a. Clarification, expansion and improvement of language and policies governing all leaves
8. Association Rights
- a. Increase District-paid reassigned time
 - b. Increase Association office space
 - c. Official Faculty Association participation in the Board of Trustees meetings
9. Any additional subjects within the scope of EERA.

We are looking forward to productive and mutually satisfying negotiations.

Sincerely,


Howard A. Stahl, Chief Negotiator


Mitra Moassessi, President

SANTA MONICA COMMUNITY COLLEGE DISTRICT'S
INITIAL BARGAINING PROPOSAL TO THE
SANTA MONICA COLLEGE FACULTY ASSOCIATION

Article 1: Agreement

Term of Agreement.

Proposal: The District proposes a 3-year term with no reopeners during each year of the term.

Article 5: Authorized Association Absences

Article 5.2

Proposal: The District proposes adjusting the language from submitting requests at least one week prior to the date of proposed absence to at least ten days in advance so that it is consistent with what is required of all faculty attending conferences.

Article 6: Faculty Assignment and Load

General

Proposal: The District proposes that language be clarified.

Article 6.1 – Duties of Assignment.

Proposal: The District proposes that job description language be more specific and include job duties performed by instructional faculty, counselors, librarians, non-credit education faculty, and faculty leaders.

Article 6.2.2 – Work Week

Proposal: The District proposes that the impact of using a compressed calendar be explained in the calculation of minimum work hours per week in a regular college year for counselors, librarians and other non-instructional faculty.

Article 6.3 - Work Year

Proposal: The District proposes that a section be added that better defines the work week for Librarians and is more specific regarding student contact hours.

Article 6.4.1 – Office Hours

Proposal: The District proposes that English faculty also be required to spend one hour per week in the lab, the same as Math faculty. Currently this provision applies to Math faculty only.

Article 6.5.1 – Part-Time Faculty

Proposal: The District proposes amending language to reflect that Part-time faculty assignments may not exceed 67% of a full time assignment.

Article 6.6 – Associate Faculty

Proposal: The District proposes that the language in this section be clarified.

Article 6.6.2 – Associate Faculty Eligibility

Proposal: The District proposes that language be updated and eligibility be clarified pertaining to faculty teaching non-credit and credit courses.

Article 6.6.3 – Associate Faculty List

Proposal: The District proposes reducing the break in service from two or more Fall/Spring cycles to two consecutive semesters and that the Associate Faculty list shall be updated for each department by the Academic Affairs Office at the end of the 10th week of spring semester.

Article 6.6.6 (b) – Right of Assignment

Proposal: The District proposes that the language be revised to clarify Associate Faculty who teach in multiple disciplines in relation to bumping rights.

Article 6.6.7 – Associate Faculty Status Renewal

Proposal: The District proposes that base assignments be clarified by Lecture Hour Equivalent (LHE) and that the March 31st date be changed to “the end of 10th week of the spring semester” for consistency.

Proposal: The District proposes to clarify the process for termination of Associate Faculty Status.

Articles 6.14 – 6.16 Athletic Coach Assignments

Proposal: The District proposes reviewing the structure of hiring and payment practices of coaches and to measure faculty status based on performance, coaching ability and success or failure with their sport rather than by time of employment. Currently coaches who are removed from assignment are able to move into a Physical Education course when not hired to be the instructor for the class.

Proposal: The District proposes that some coaching assignments, such as Head Coach of Basketball, be designated as a management position.

Article 7: Evaluation

Articles 7.1, 7.2, 7.8, 7.9, and Appendices M, N, and O.

Proposal: The District proposes updating the evaluation procedures and forms for probationary and temporary contract faculty, tenured faculty and for part-time faculty to include process for evaluation of on-ground and on-line instruction.

Proposal: The District proposes to ensure evaluation process is consistent with applicable administrative regulations (AR 4115a, 4115b and 4120.4a) and incorporated into the collective bargaining agreement. Upon completion, abolish the aforementioned administrative regulations.

Proposal: The District proposes to negotiate a more effective evaluation process for non-credit faculty which will include the appropriate administrator.

Proposal: The District proposes to include an evaluation process for coaches.

Article 8: Salary and Placement

Article 8.1 – Salary Schedules

Proposal: The District proposes to update language.

Article 9: **Intersession, Assignments, Loads and Compensation**

Article 9.5.3 – Examples, 9.5.4

- Proposal: The District proposes to update the example used for librarian to six weeks, 30 hours per week.
- Proposal: The District proposes to review, update and clarify the language.

Article 10: **Benefits**

- Proposal: The District proposes to add a health benefits cost containment process and prepare other ways to reduce costs yet maintain a full range of benefits.

Article 11: **Calendar**

Article 11.1

- Proposal: The District proposes to update and clarify the language.

Article 18: **Safety, Health and Welfare and Working Conditions**

Article 18.4 Parking

- Proposal: The District proposes to discuss the costs associated with on campus parking.

Article 20: **Distance Education**

Article 20.1

- Proposal: The District proposes to update the language.

Article 20.3, 20.4, 20.8, 20.9

- Proposal: The District proposes to review Distance Education stipends and the approval process.

Article 21: **Banking of Assigned Load**

Article 21.2, 21.3

- Proposal: The District proposes to clarify language and to specify limits.

Article 22: **Department Chairs and Other Departmental Faculty Leaders**

Article 22.1 - Department Chairs

- Proposal: The District proposes to discuss institutional changes recommended by SMC Program Review Committee and CA Community College Athletic Association’s Commissioner’s Program Review of the SMC Athletic Department to facilitate more appropriate reporting relationships and compliance.

Article 22.2 – Departmental faculty leaders

- Proposal: The District proposes to better define faculty leader – library responsibilities and to discuss establishment of faculty lead for NC ESL Courses.

Article 23: **Personal Safety**

Article 23.1, 23.2

- Proposal: The District proposes that the contents of this article be combined with Article 18: Safety, Health and Welfare and Working Conditions.

Article 24: Team Teaching

Article 24.5.1

Proposal: The District proposes to correct the LHE for Biol 21, 22, 23.

Article 26: Intellectual Property

Proposal: The District proposes to include language about Distance Education course shells.

Appendices M,N,O: Administration Regulations 4115-a, 4115b, and 4120-4a

Proposal: These appendices pertain to faculty evaluations, which is a negotiable issue. The District proposes to abolish these administrative regulations after incorporation into the Agreement.

Appendix Q: Duties and Responsibilities of Department Chairs

Proposal: The District proposes that descriptions be identified and/or updated for faculty leaders in DSPS and other student support programs

The District reserves the right to add additional items to its initial proposal.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 2

SUBJECT: **CLASSIFIED SCHOOL EMPLOYEES WEEK**

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees adopt the following resolution in recognition and observation of Classified School Employees Week, May 16-22, 2010.

WHEREAS, classified employees provide valuable services to the College and students of the Santa Monica Community College District; and

WHEREAS, classified employees contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, classified employees play a vital role in providing for the welfare and safety of Santa Monica Community College District's students; and

WHEREAS, classified employees employed by the Santa Monica Community College District strive for excellence in all areas relative to their workplace,

THEREFORE BE IT RESOLVED, that the Santa Monica Community College District hereby recognizes and wishes to honor the contribution of the classified employees to quality education in the state of California and in the Santa Monica Community College District and declares the week of May 16-22, 2010 as Classified School Employees Week in the Santa Monica Community College District.

COMMENT: There are a number of activities being planned during this week to recognize classified employees. The District will host a luncheon on Wednesday, May 19th and a dinner for the evening shift on Friday, May 21st. The Management Association will host an ice-cream social on Thursday May 20th and on Friday, May 21st for the evening shift.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY:
 AYES:
 NOES:

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	May 4, 2010

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 3

SUBJECT: **ANNUAL AUTHORIZATION OF PRIVILEGES FOR STUDENT TRUSTEE**

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees authorize the continuation of privileges for the student trustee in accordance with Board Policy 1412 and Education Code Section 72023.5.

1. The student trustee may make and second motions.
2. The Student Trustee is entitled to an advisory vote which shall be cast before the rest of the Board of Trustees and be recorded as such in the official minutes. The vote shall not be included in determining the vote required to carry any measure before the Board.
3. The student trustee may receive compensation up to the amount prescribed by Education Code Section 72425 and Board Policy. The term of compensation for the student trustee shall run from June through May.

SUMMARY: Education Code Section 72023.5 states that Board action to determine the privileges of the student trustee is required each year by May 15th for the succeeding year.

Rights and responsibilities dealing with term, closed sessions and conference attendance are included in Board Policy.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY:
 AYES:
 NOES:

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	May 4, 2010

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 4

SUBJECT: **AGREEMENT FOR ARCHITECTURAL SERVICES – PERFORMING ARTS COMPLEX EAST WING**

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees approve the contract with DLR GROUP WWCOT for the programming, planning, design, and construction administration of the Performing Arts Campus East Wing project for \$1,086,757 plus reimbursable expenses.

FUNDING SOURCE: Measure AA

COMMENT: Following the 1933 Long Beach Earthquake, a number of major repairs and alterations were made to the main Madison Elementary School building now occupied by Santa Monica College at the Performing Arts Campus. During renovations of this building undertaken by the District during the construction of the Performing Arts Center, it was discovered that seismic upgrades identified and required after the 1933 earthquake were never performed for the East Wing structure attached to the main building. To implement these upgrades now requires the building to be brought up to current seismic codes or to be replaced. Replacing the East Wing structure is more cost effective, as the building would be difficult to retrofit to meet the standards currently required by the Division of the State Architect (DSA).

To make efficient use of the current building footprint, the 2010 Facilities Master Plan proposes that the building be replaced by a two-story facility that would include a new multi-purpose room, additional instructional space for the Music Department, offices for the Broad Stage, and offices for the technical staff on site. The new multi-purpose room would be able to handle a wider variety of events and would serve as a rehearsal space for Music performance classes. The complex will complement the existing Broad Stage, Edye Second Space, Barrett Art Gallery and outdoor plaza by providing additional opportunities to host events.

The project would also include various lighting, utility, and signage improvements to the campus.

The process to solicit architects began with mailings to 115 local firms, newspaper advertisements and web announcements. The District received 72 architect proposals, a record number. The initial submittals were screened and 24 firms were deemed qualified. A screening committee of faculty, classified staff and administrators selected three architects as finalists to be interviewed. The final selection panel included faculty from the Music Department and staff from Broad Stage.

The selected firm, WWCOT, is a Santa Monica-based architectural firm that specializes in education. The firm has recent experience with seven other community colleges including Santa Monica College plus USC and campuses within the California State University system. The firm is a leader in sustainability with over a dozen LEED registered projects. WWCOT has recently merged with the DLR Group, a nationally recognized architecture and design firm. However, the staffing for the Santa Monica office and this project will remain the same.

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY:
AYES:
NOES:

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	May 4, 2010

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 5

SUBJECT: **PROCESS TO APPOINT MEMBERS OF THE CITIZENS' BOND OVERSIGHT COMMITTEE**

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees commence the application process (1) to fill vacancies on the Citizens' Bond Oversight Committee (CBOC) caused by expiring terms of current members, effective July 1, 2010, and (2) to possibly appoint additional members to serve on the Citizens' Bond Oversight Committee.

SUMMARY: The Government Code and Education Code require that the Citizens' Bond Oversight Committee shall consist of a minimum of seven (7) members appointed by the Board of Trustees, with at least:

1. one representative of the business community within the District
2. one person active in a senior citizens' organization
3. one person active in a bona fide taxpayers' organization
4. one student who is currently enrolled at SMC
5. one person active in the support and organization of the District
6. additional appointees to represent the communities of Santa Monica and Malibu

Following is the status of Citizens' Bond Oversight Committee membership:

Members with continuing terms through June 30, 2011:	Deborah Arvesen, <i>Business community representative</i> Clarence Chapman, <i>Community representative (Malibu), Taxpayers' organization</i> Paul Leoni, <i>Business community representative</i> Bruce Sultan, <i>Business community representative</i> Christine Thornton, <i>Community representative (Sunset Park)</i>
Members with terms expiring June 30, 2010 who are eligible to apply for reappointment	Ben Allen, <i>College support organization</i> Ilda Jimenez y West, <i>Community representative (Pico Neighborhood)</i> Christine Thornton, <i>Community representative (Sunset Park)</i> Cameron Henton, <i>SMC student representative (the student representative may serve up to six months following graduation)</i>
Members with terms expiring June 30, 2010 who are not eligible for reappointment	Ralph Erickson, <i>Community representative (Malibu)/Senior Citizens' Organization</i> Sylvia Rose, <i>College support organization (General Advisory Board)</i>

The Committee meets quarterly (July, October, January and April) and reviews quarterly expenditure reports produced by the District to ensure that (a) bond proceeds are expended only for the purposes set forth in the ballot measure; (b) no bond proceeds are used for any teacher or administrative salaries or other operating expenses; (c) bond proceeds are maximized. Members of the Citizens' Bond Oversight Committee shall serve for no more than two consecutive terms (Education Code Section 15282.)

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY;
AYES
NOES:

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 6

SUBJECT: **2009-2010 QUARTERLY BUDGET REPORT and 311Q**

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: Acknowledge receipt of the 2009-2010 Quarterly Budget Report, as of March 31, 2010 (Appendix B).

COMMENT: The Board of Trustees is presented on a quarterly basis with a set of financial statements for the general fund along with the quarterly 311Q report required by the Chancellor's Office.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY:
 AYES:
 NOES:

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	May 4, 2010

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 7

SUBJECT: **RECEIPT OF PERSONNEL COMMISSION PROPOSED
2010-2011 BUDGET**

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees acknowledge receipt of the 2010-2011 proposed budget for the Santa Monica Community College District Personnel Commission. The Personnel Commission Budget will be discussed as part of the District’s regular budget process.

SUMMARY: Per Merit Rule 2.4, the Director of Classified Personnel shall prepare and submit to the Personnel Commission a proposed operating budget for the Commission for the next ensuing fiscal year. The budget shall be submitted not later than the appropriate Commission meeting in April.

The proposed budget being presented to the Board of Trustees represents the first reading of the Personnel Commission’s proposed operating budget presented at its April 21, 2010 meeting. The Personnel Commission will hold a public hearing on its proposed budget on May 19, 2010 at which time it will fully consider all comments and suggestions that may be offered by District administration, the Board or other concerned persons or organizations.

The proposed Personnel Commission budget for 2010-11 reflects 0% increase in non-labor costs. Overhead funding in the amount of \$17,088.00 over the 2009-10 budget is reflected in salary and benefits to cover the regular increased costs in negotiated salaries and benefits, and a minor department reorganization which involves changing the vacant Administrative Assistant III position to a Personnel Technician.

Other changes to the budget reflect better categorizing of funding which include:

- The Director of Classified Personnel and the Supervising Personnel Analyst positions both being allocated to Administrative and Management.
- Allocating equipment costs to Non-Capitalized Equipment, as Capitalized Equipment is for purchases over \$5,000.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY:
 AYES:
 NOES:

PERSONNEL COMMISSION PROPOSED 2010-2011 BUDGET

Description	Object	2008/09	2009/10	2010/11	Difference
Administrative & Management	2110	\$143,832.00	\$149,244.00	\$228,385.00	\$79,141.00
Clerical	2120	\$328,305.00	\$377,047.00	\$302,628.00	\$(74,419.00)
Clerical Hourly	2323	\$5,150.00	\$5,150.00	\$5,150.00	\$-
Clerical Overtime	2324	\$-	\$-	\$-	\$-
Personnel Commissioners	2380	\$7,725.00	\$7,725.00	\$7,725.00	\$-
Other Classified Hourly	2393	\$-	\$-	\$-	\$-
Benefits (Staff - 35%)	Various	\$165,248.00	\$184,202.00	\$185,854.00	\$1,652.00
Benefits (Commissioners)	Various	\$60,000.00	\$60,000.00	\$70,714.00	\$10,714.00
Total Salary & Benefits		\$710,260.00	\$783,368.00	\$800,456.00	\$17,088.00
Supplies & Periodicals					
Reference Books	4230	\$250.00	\$250.00	\$250.00	\$-
Periodicals	4240	\$250.00	\$250.00	\$250.00	\$-
Software	4410	\$9,000.00	\$9,000.00	\$9,000.00	\$-
Supplies & Periodicals	4550	\$5,650.00	\$5,498.00	\$5,498.00	\$-
Total Supplies & Periodicals		\$15,150.00	\$14,998.00	\$14,998.00	\$-
Consultants	5110	\$4,000.00	\$4,000.00	\$4,000.00	\$-
Mileage	5210	\$300.00	\$300.00	\$300.00	\$-
Conf./Training/Staff Development	5220	\$6,200.00	\$6,200.00	\$6,200.00	\$-
Meeting Reimbursements	5241	\$500.00	\$500.00	\$500.00	\$-
Meals/Catering for Raters	5242	\$2,000.00	\$2,000.00	\$2,000.00	\$-
Dues & Memberships	5310	\$6,000.00	\$6,000.00	\$6,000.00	\$-
Repairs and Equipment Maint.	5650	\$400.00	\$400.00	\$400.00	\$-
Legal	5730	\$42,500.00	\$34,590.00	\$34,590.00	\$-
Off Campus Printing	5820	\$500.00	\$500.00	\$500.00	\$-
Advertising	5830	\$15,000.00	\$15,000.00	\$15,000.00	\$-
Postage	5850	\$200.00	\$200.00	\$200.00	\$-
Delivery Services	5851	\$-	\$-	\$-	\$-
Damages, Claims	5870	\$-	\$-	\$-	\$-
Other Contract Services	5890	\$1,500.00	\$1,500.00	\$1,500.00	\$-
Total Operating Expenses		\$79,100.00	\$71,190.00	\$71,190.00	\$-
Capitalized Equipment New	6410	\$5,000.00	\$4,000.00	\$-	\$(4,000.00)
Non-Capitalized Equipment	6450	\$-	\$-	\$4,000.00	\$4,000.00
Equipment Replacement & Lease	6520	\$-	\$-	\$-	\$-
Total New Equipment		\$5,000.00	\$4,000.00	\$4,000.00	\$-
Total Expenses w/o Labor		\$99,250.00	\$90,188.00	\$90,188.00	\$-
Total Budget		\$809,510.00	\$873,556.00	\$890,644.00	\$17,088.00

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 8

SUBJECT: **SECOND READING AND APPROVAL**
BOARD POLICY SECTIONS
2240, MANAGEMENT ASSOCIATION
3410, CLASSIFIED CONFIDENTIAL EMPLOYEES
3420, CLASSIFIED MANAGERS
3430 ACADEMIC ADMINISTRATORS

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees conduct a second reading of and approve the following Board Policy Sections:

Section 2000 – General District

Article 2200, Participatory Governance

- BP 2240, Management Association (proposed revisions)

Section 3000 – Human Resources

Article 3400 – Academic Administrators, Classified Administrators and Managers and Confidential Employees

- BP 3410, Classified Confidential Employees (new)
- BP 3420, Classified Managers (new)
- BP 3430, Academic Administrators (new)

COMMENT: The proposed revision and new Board policies were developed by a subcommittee of the Management Association, reviewed and approved by senior administrative staff and endorsed by the Management Association.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY:
 AYES:
 NOES:

ARTICLE 2200: PARTICIPATORY GOVERNANCE

BP 2240 Management Association

The Board recognizes the Santa Monica College Management Association as a professional organization chartered to promote the success and provide professional development ~~of~~ to all academic administrators, classified administrators and managers, and confidential staff. The goal is to assist and support managers and confidential employees in developing their skills to promote professional achievement and support student success. Through mentoring and professional development, the goal and objectives further the college's mission and vision statements. This provision does not confer any collective bargaining rights.

Formation and Membership

Members of the Management Association are comprised of academic administrators (Superintendent/President, Vice-Presidents, ~~Associate Vice-President~~, Deans, Associate Deans, Assistant Deans, Senior Director, Directors, ~~and~~ Assistant Directors and Project Managers and classified administrators, managers, and confidential employees.

The officers of the SMC Management Association are: president, ~~vice-president-elect~~, a secretary and a treasurer. The officers are nominated by the managers at large and elected by a majority vote to serve a term of one year. Elections shall be held in May of each year for the following fiscal year.

Participation

The process of participatory governance shall be used for all professional matters on which managers have expertise and shall occur through the representation on collegewide committees exclusive of collective bargaining issues.

The appointment of managers and confidential employees to represent the Management Association on the District Planning and Advisory Council (DPAC) and its planning subcommittees shall be made by the Management Association after consultation with the Superintendent/ President or designee.

The Management Association may present proposals to the Superintendent/President regarding policies, administrative regulations and procedures.

The Management Association may assume such responsibilities and perform such functions as may be requested by the Superintendent/President.

Reference: Government Code Section 3540.1 (c)

Adopted: 11/15/2004

ARTICLE 3400: ACADEMIC ADMINISTRATORS, CLASSIFIED ADMINISTRATORS AND MANAGERS,
AND CONFIDENTIAL EMPLOYEES

BP 3410 Classified Confidential Employees

Classified confidential employees are those who are required to develop or represent management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. The fact that an employee has access to confidential or sensitive information shall not in and of itself make the employee a confidential employee.

A determination whether a position is a confidential one shall be made by the Board of Trustees in accordance with applicable law and with the regulations of the California Public Employment Relations Board.

Confidential employees are not eligible for inclusion in a collective bargaining unit that represents the District's classified non-confidential employees.

Classified confidential employees are employed in the same manner as the other members of the classified service. Employment shall be consistent with provisions of the District Merit System regarding employment of classified employees.

Reference: Government Code Section 3540.1 (c)

BP 3420 Classified Managers

Classified Managers are managers who are not employed as academic administrators. Classified managers have responsibilities for formulating District policies or administering District programs other than the educational programs of the District. Classified managers have responsibility to assign work to and direct other classified employees and have authority to hire, transfer, suspend, recall, promote, discharge, assign, or discipline them.

Classified managers are not eligible for inclusion in a collective bargaining unit that represents the District's classified non-management employees.

Classified managers are employed in the same manner as the other members of the classified service. Employment shall be consistent with provisions of the District Merit System regarding employment of classified employees.

Reference: Government Code Section 3540.1 (g) and (m)
Education Code Section 72411

BP 3430 Academic Administrators

Academic administrators are employed in supervisory or management positions to exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District.

Academic administrators shall be employed by individual contracts which shall not exceed four years duration. Compensation shall be set by the Board of Trustees upon recommendation by the Superintendent/President. Academic administrators shall further be entitled to health and welfare benefits made available by action of the Board of Trustees upon recommendation by the Superintendent/President.

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	May 4, 2010

VII. CONSENT AGENDA

Any recommendation pulled from the Consent Agenda will be held and discussed in Section VIII, Consent Agenda – Pulled Recommendations

RECOMMENDATION:

The Board of Trustees take the action requested on Consent Agenda Recommendations #8-#26.

Recommendations pulled for separate action and discussed in Section VIII, Consent Agenda – Pulled Recommendations:

- MOTION MADE BY:
- SECONDED BY:
- STUDENT ADVISORY:
- AYES:
- NOES:

VIII. CONSENT AGENDA – Pulled Recommendations

Recommendations pulled from the Section VII, Consent Agenda to be discussed and voted on separately. Depending on time constraints, these items might be carried over to another meeting.

RECOMMENDATION NO. 9 APPROVAL OF MINUTES

Approval of the minutes of the following meeting of the Santa Monica Community College District Board of Trustees:

April 6, 2010 (Regular Board of Trustees Meeting)

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

CONSENT AGENDA: GRANTS AND CONTRACTS

RECOMMENDATION NO. 10 ACCEPTANCE OF GRANT

Requested Action: Approval/Ratification

Requested by Patricia Ramos, Dean, Workforce and Economic Development

Approved by: Jeff Shimizu, Vice President, Academic Affairs

Title of Grant: Clean Energy Workforce Training Program (CEWTP)

Organization: Employment Training Panel (ETP)

Requested Funding: \$353,638 (fiscal years 2009-10 and 2010-11)

Performance Period March 29, 2010 – December 31, 2011

Summary: SMC has been awarded a 19-month Employment Training Panel reimbursement grant to provide upgrade training for green/clean technology skills under the Clean Energy Workforce Training Program (CEWTP). This program is administered by ETP in partnership with the California Energy Commission. The cost of training will be reimbursed to foster the development and expansion of the green/ clean technology industry sector in California in keeping with the program goals of ARRA.

Budget:

Income:

8000	\$353,638
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Expenditures:

Non instructional Salaries	\$291,240
Benefits	36,216
Supplies	2,500
Other	6,000
Indirect Charges	<u>17,682</u>
Total Expenditures	\$353,638

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

CONSENT AGENDA: GRANTS AND CONTRACTS

RECOMMENDATION NO. 11 **AGREEMENT FOR SMC AND UCLA CENTER FOR COMMUNITY COLLEGE PARTNERSHIPS (CCCP) ACADEMIC COLLABORATIVE**

Requested Action: Approval/Ratification
Requested by Regina Jennings, Project Manager, AANAPISI Program
Approved by: Jeff Shimizu, Vice-President, Academic Affairs
Mike Tuitasi, Vice President, Student Affairs

Provider: UCLA’s Center for Community College Partnerships (CCCP)

Term: June 1 – September 30, 2010

Amount: Not to exceed \$250,000

Funding Source: U.S. Department of Education/Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) Grant

Summary: The AAPIA Project is a two-year grant in the amount of funded through the AANAPISI Program under the U.S. Department of Education. The total amount of the grant award is \$2,126,521 for two years (first year is \$1,098,819, second year is \$1,027,702). One of the goals of the AAPIA Project, is to retain, graduate, and/or transfer program participants within three years. Major components of the project include: empowering learning through the development of smart classroom technology; support services and academic skills development for students; the development of an alumni association; and Asian American library resources.

This is an agreement between UCLA’s Center for Community College Partnerships (CCCP) and the SMC AAPIA project to plan and organize a two-year long collaborative focusing on retention and transfer. Activities include a six-day summer residential program specifically for participants in the AAPIA program as well as supplemental activities throughout the year.

The purpose of the Academic Collaborative is to teach students how to navigate the community college system; complete the appropriate coursework; and maximize their time in order to make a smooth and successful transition to a University of California or other four-year college or university campus. The Academic Collaborative will culminate with AAPIA SITE (Summer Intensive Transfer Experience), a six-day summer residential program that emphasizes developing strong academic skills and planning for an undergraduate degree.

The summer program will be followed-up throughout the two-year collaborative with a series of supplemental academic and cultural programs designed specifically for Asian American, Pacific Islanders, and other students who are from low-income backgrounds.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

CONSENT AGENDA: GRANTS AND CONTRACTS

RECOMMENDATION NO. 12 SUBCONTRACTUAL AGREEMENT FOR ALUMNI PROGRAM DEVELOPMENT

Requested Action: Approval/Ratification
Requested by Laurie McQuay-Peninger, Director of Grants
Approved by: Jeff Shimizu, Vice President, Academic Affairs

Provider: Santa Monica College Foundation

Term of Contract: May 15, 2010 – June 30, 2011

Amount of Contract: \$130,000

Funding Source: SMC’s Asian American and Native American Pacific Islander-serving Institutions Grant (AANAPII)/Asian American and Pacific Islander Achievement Project

Summary: SMC will subcontract with the Santa Monica College Foundation to develop and implement an alumni program to serve the campus community. Through this subcontract, the Foundation will utilize federal grant funds to 1) develop an alumni board that includes but is not limited to SMC alumni, staff, faculty and students, SMCF staff and board members, and friends of SMC and SMCF; 2) establish policies and procedures for the Alumni Program in concert with the alumni board; 3) oversee the population of the alumni database; 4) coordinate the development of outreach materials; and 5) assist the alumni board with friendraising events.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

CONSENT AGENDA: GRANTS AND CONTRACTS

RECOMMENDATION NO. 13 RATIFICATION OF CONTRACTS AND CONSULTANTS

Approved by: *Chui L. Tsang, Superintendent/President*

Requested Action: *Ratification*

The following contracts for goods, services, equipment and rental of facilities, and acceptance of grants in the amount of \$50,000 or less have been entered into by the Superintendent/President and are presented to the Board of Trustees for ratification.

Authorization: *Board Policy Section 6255, Delegation to Enter Into and Amend Contracts*

Approved by Board of Trustees: *9/8/08*

Reference: *Education Code Sections 81655, 81656*

	Provider/Contract	Term/Amount	Service	Funding Source
A	Teresa Raschilla	April 7 – June 30, 2010 The consultant will receive commission of 25% of the advertising revenues received by the District for advertising published in the Corsair or its online site, for which the Consultant has worked to secure. Ads that customers fail to pay for are not eligible for commission.	The consultant will prepare rate sheets and fliers; handle telephone inquiries; sell local and online advertising in the Corsair, the college newspaper and its website, www.thecorsaironline.com ; organize special advertising supplements; prepare contracts and billings for advertisers; develop advertising layout so that it is camera-ready for printing; send out tear sheets, and follow timelines established by the Corsair.	Revenues generated by advertising in the Corsair
Requested by: <i>Frank Dawson, Department Chair, Communications</i> Approved by: <i>Jeff Shimizu, Vice-President, Academic Affairs</i>				
B	Lime Twig Group (amendment)	February 3 – June 30, 2010 Additional amount not to exceed \$18,000 (original amount of contract not to exceed \$30,000 was approved on February 2, 2010).	Comments from Focus groups recommended that three different brochures be developed; one for out of state students, one for international students and one for a CTE brochure highlighting the CTE programs.. This amendment addresses the additional scope of work.	District Budget/ Enrollment Development/ Outreach and Recruitment/VTEA
Requested by <i>Kelley Brayton, Dean, International Education</i> Approved by: <i>Teresita Rodriguez, Vice-President, Enrollment Development</i>				

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

CONSENT AGENDA: GRANTS AND CONTRACTS

RECOMMENDATION NO. 13 RATIFICATION OF CONTRACTS AND CONSULTANTS

(continued)

C	Santa Monica-Malibu Unified School District	November 1, 2009 – June 30, 2010 Not to exceed \$1,500	Two employees of the SMMUSD will be hired as consultants to develop articulation agreements between SMMUSD Regional Occupational Program (ROP) courses and SMC credit courses.	Tech Prep Grant
<i>Requested by: Maral Hyeler, Dual Enrollment</i> <i>Approved by: Jeff Shimizu, Vice-President, Academic Affairs</i>				

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

CONSENT AGENDA: HUMAN RESOURCES

RECOMMENDATION NO. 15 CLASSIFIED PERSONNEL - REGULAR

Requested Action: Approval/Ratification
Reviewed by: Sherri Lee-Lewis, Dean, Human Resources
Approved by: Marcia Wade, Vice-President, Human Resources

All personnel assigned into authorized positions will be abolished, established, and elected to employment (merit system) in accordance with district policies and salary schedules.

	<u>EFFECTIVE DATE</u>
<u>RESCIND</u>	
Administrative Assistant I (1 position) Health Science, 11 months, 30 hours	05/04/10
Administrative Assistant I (1 position) Human Resources, 12 months, 40 hours	06/01/10
<u>ABOLISH</u>	
Disabled Student Services Assistant (6 positions) Disabled Students Center, 11 months, 30 hours	05/05/10
Disabled Student Services Assistant (2 positions) Disabled Students Center, 11 months, 15 hours	05/05/10
<u>ESTABLISH</u>	
Administrative Secretary (1 position) Health Science/ECE, 11 months, 40 hours/VH	05/04/10
Administrative Assistant II (1 position) Human Resources, 12 months, 40 hours	06/01/10
Disabled Student Services Assistant (3 positions) Disabled Students Center, 11 months, 40 hours	05/05/10
Disabled Student Services Assistant (2 positions) Disabled Students Center, 11 months, 35 hours	05/05/10
Disabled Student Services Assistant (1 position) Disabled Students Center, 11 months, 19 hours	05/05/10
Lead Events Technician (1 position) Campus Events, 12 mos, 40 hrs/VH	05/05/10

ESTABLISH NEW CLASSIFICATION/POSITION (amended)

Professional Development Coordinator (1 position) 05/05/10
Human Resources, 12 mos, 40 hrs
Salary Allocation: Range 45 (Bargaining Unit Salary)

ELECTIONS

PROBATIONARY

Trevino, Manuel, Skilled Maintenance Worker II, Maintenance 04/13/10
Watson-Delgado, Joy, Bookstore Sales Clerk, Bookstore 04/19/10
Popadynetz, Wendy, Bookstore Sales Clerk, Bookstore 04/19/10
Kitagawa, Brent, Bookstore Sales Clerk, Bookstore 04/19/10
McKenzie, Darren, Bookstore Sales Clerk, Bookstore 04/19/10
Hnilo, Robert, Painter, Maintenance 05/03/10
Chung, Susan, Assistant Director, Human Resources 06/01/10

PROMOTION

Pierce, Courtney P. 04/26/10
From: Custodian, Operations, 12 mos, 40 hrs
To: Lead Custodian, Operations, 12 mos, 40 hrs/NSI

CHANGE IN WORK SHIFT/TEMPORARY

Magur, Leonard 04/09/10 - 06/30/10
From: Custodian, Operations, 12 mos, 40 hrs/Day
To: Custodian, Operations, 12 mos, 40 hrs/NS- 2

ADVANCED STEP PLACEMENT

Trevino, Manuel, Skilled Maintenance Worker II, Maintenance Step C 04/13/10

PERMANENT EMPLOYEE WITH PROVISIONAL ASSIGNMENT

Heyman, Laurie 04/01/10 – 7/1/10
From: Administrative Assistant III, Confidential, Human Resources
To: HR Analyst, Employee and Labor Relations, Confidential

STIPEND (rescind)

Champagne, Michael CC Police Officer, College Police +5.0% 01/01/10 - 06/30/10
Comment: Inspector Duties

LEAVE OF ABSENCE WITHOUT PAY

PERSONAL LEAVE

Gettleman, Carl, Academic Computing Inst. Spec., Instructional Computing 04/05/10 – 04/30/10
Bedworth, Sheila, Instructional Assistant- English, English Dept. 08/31/10 – 12/31/10

SEPARATIONS

RELEASED FROM PROBATION

Patridge Jr., Jeffery, Custodial Operations Supervisor, Operations 04/22/10

RETIREMENT

Siefert, Alexandra, Accounting Specialist II, Auxiliary Services (24+ years) 05/14/10
Goodrich, Marilyn, Administrative Assistant I, Student Judicial Affairs (14+ years) 07/01/10
Goolsby, Jeannette, Administrative Assistant I, EOP&S (12+ years) 07/01/10

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

CONSENT AGENDA: HUMAN RESOURCES

RECOMMENDATION NO. 16 CLASSIFIED PERSONNEL – LIMITED DURATION

Requested Action: Approval/Ratification
Reviewed by: Sherri Lee-Lewis, Dean, Human Resources
Approved by: Marcia Wade, Vice-President, Human Resources

All personnel assigned to limited term employment (Merit System) will be elected in accordance with District policies and salary schedules.

PROVISIONAL: Temporary personnel who meet minimum qualifications and are assigned to work 90 working days; who have not come from an eligibility list.

Aldana, Iris, Student Services Clerk, Psychological Services	04/19/10-05/28/10
Allie, Sharon, Instructional Assistant-ESL, ESL	04/26/10-10/31/10
Badaro, Luiz, Accompanist-Percussion, Dance	02/16/10-06/30/10
Bonner, Gary, Accompanist-Dance, Dance	02/16/10-06/30/10
Brundage, Kirk, Accompanist-Percussion, Dance	02/16/10-06/30/10
Cancella, Joseph, Registered Nurse-Health Services, Health Services	04/09/10-06/30/10
De Assis Rocha, Rodney, Accompanist-Percussion, Dance	02/16/10-06/30/10
Doran-Sheeran, Patrick, Accompanist-Dance, Dance	02/16/10-06/30/10
Hearn III, Steve, Shuttle Driver, Transportation	04/05/10-06/30/10
Martinez, Guadalupe, Administrative Assistant I, Latino Center	04/05/10-09/15/10
Moore, Kevin, Accompanist-Percussion, Dance	02/16/10-06/30/10
McNaughton, Joellen R., Accompanist-Voice, Program Development	09/14/09-06/18/10
Murray, Shanita, Administrative Secretary, Student Services (AAPI)	04/07/10-05/28/10
Osipova, Yelena, Accompanist-Dance, Dance	03/01/10-06/30/10
Plotkin, Alla, Accompanist-Dance, Dance	03/01/10-06/30/10
Sandoval, Juan J, Receiving, Stockroom & Delivery Wkr, Receiving	04/19/10-06/30/10
Spilny, Valarie, Accompanist-Dance, Dance	02/16/10-06/30/10
Steinhauer, Matthew, Receiving, Stkrm & Delivery Wrk, Receiving	04/19/10-06/30/10
Sweeney, Te'amir, Accompanist-Percussion, Dance	02/16/10-06/30/10
Trice, Candace, Registration/Information Clerk, Assessment Ctr.	04/13/10-06/30/10
Vargas, Jeremy, Instructional Assistant-ESL, ESL	04/26/10-10/31/10
Victoria, Michael, Instructional Assistant-ESL, ESL	04/20/10-10/31/10
Walker, Frederick, Accompanist-Percussion, Dance	02/16/10-06/30/10

LIMITED TERM: Positions established to perform duties not expected to exceed 6 months in one Fiscal Year or positions established to replace temporarily absent employees; all appointments are made from eligibility lists or former employees in good standing.

Abdulhafiz, Meymuna, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10
Aviles, Wendy, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10
Baskin, Patricia, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10
Cadenas, Allison, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10
Cannon, Ameenah, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10
Chang, Tony, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10
Gerhold, Thomas, Accompanist-Voice, Emeritus	04/10/10-04/23/10
Grau, Donald, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10

Harris, Yolanda, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10
Lam, Albert, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10
Mehary, Mehert, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10
Mica, Donna, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10
Miles, Shadae, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10
Pabst, Ester, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10
Preonis, Andreas, Accompanist-Performance, Music	02/16/10-06/15/10
Thielking, Alan, Bookstore Clerk/Cashier, Bookstore	04/10/10-04/23/10

RECOMMENDATION NO. 17 CLASSIFIED PERSONNEL - NON MERIT

Requested Action: *Approval/Ratification*
Reviewed by: *Sherri Lee-Lewis, Dean, Human Resources*
Approved by: *Marcia Wade, Vice-President, Human Resources*

All personnel assigned will be elected on a temporary basis to be used as needed in accordance with District policies and salary schedules.

STUDENT EMPLOYEES

College Student Assistant, \$8.00/hr (STHP)	38
College Work-Study Student Assistant, \$8.00/hr (FWS)	42

SPECIAL SERVICE

Art Models, \$18/hr	05
Art Models w/Costume, \$21/hr	01
Community Services Specialist I, \$35/hr	02
Community Services Specialist II, \$50/hr	2

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO. 18 FACILITIES

Requested Action: *Approval/Ratification*
Requested by: *Greg Brown, Director, Facilities Planning*
 JC Keurjian, Chief Director, Facilities Management
Approved by: *Robert G. Isomoto, Vice-President, Business/Administration*

18-A AWARD OF BID – CAFETERIA DINING ROOM RENOVATION

Award the bid to the lowest responsive bidder for the Cafeteria Dining Room Renovation:

Jenn/Matt	\$263,047
Best Quality Painting	\$284,000
Hi Tech Builders	\$291,500
AJ Stevens, Inc.	\$385,000
Trimax	\$496,000

Funding Source: Food and Vending Income

Comment: The Dining Room of the Cafeteria has not been remodeled or upgraded in 20 years and is one of the most intensely used facilities on campus. The Associated Students have asked for the area to be upgraded and have been consulted on the design.

This work can only be done during the summer since we have no other indoor dining areas. The dining room is scheduled to be completed for the start of the fall semester and the food vendors will be able to remain open during construction.

The work will consist of new paint and flooring plus new furnishings (Furnishings under separate award – See Purchasing section). This project is fully sustainable: flooring will be linoleum, paint will either be no VOC (Volatile Organic Compounds) or low VOC and the furniture will have a high concentration of recycled materials.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO. 18 **FACILITIES** *(continued)*

18-B AWARD OF BID – PARKING LOT 2 EXPANSION

Award the bid to the lowest responsive bidder for the Parking Lot 2 Expansion

Jenn/Matt	\$186,612
Trimax	\$217,400
AJ Stevens, Inc.	\$228,000

Funding Source: Measure AA, Parking Fees

Comment: Parking Lot 2 is located on the north side of Drescher Hall adjacent to Pico Boulevard between the 17th and 19th Street entrances to the main campus. The lot currently provides 20 unrestricted staff spaces and a small number of restricted spaces for technical staff working in the area. The remaining part of the compound is currently used for operations and maintenance storage, bookstore deliveries and the construction management trailers.

The District is providing additional parking in this area and this project will provide at least 74 unrestricted staff spaces that will be relocated from Lot 6 at 14th and Pico. To accommodate staff parking, the construction trailer will be moved off-site and some demolition will be necessary to provide room for continued deliveries to the bookstore. The construction will start in mid-May and be completed before the start of the fall semester. During that time the lot will be closed to staff parking (additional staff parking will be added in the structures during construction).

The District wishes to improve this space in order to accommodate additional staff parking on the contiguous portion of the Main Campus without unduly impacting existing student parking. This project will provide a net increase of approximately 54 new parking spaces to the contiguous Main Campus. In connection with this project, the District will also convert Lot 5 to exclusively unrestricted staff parking beginning this summer and will convert Lot 6 to primarily visitor and paid parking upon the reopening of Lot 2. Information will be sent to students and staff over the summer regarding these new parking configurations.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO. 19 BUDGET TRANSFERS

Requested Action: *Approval/Ratification*

Requested by: *Chris Bonvenuto, Director, Fiscal Services*

Approved by: *Robert G. Isomoto, Vice President, Business/Administration*

19-A FUND 01.0 – GENERAL FUND - UNRESTRICTED

Period: March 24, 2010 thru April 20, 2010

Object Code	Description	Net Amount of Transfer
1000	Academic Salaries	0
2000	Classified/Student Salaries	0
3000	Benefits	0
4000	Supplies	-10,275
5000	Contract Services/Operating Exp	14,721
6000	Sites/Buildings/Equipment	-4,446
7000	Other Outgo/Student Payments	0
Net Total:		0

19-B FUND 01.3 – GENERAL FUND - RESTRICTED

Period: March 24, 2010 thru April 20, 2010

Object Code	Description	Net Amount of Transfer
1000	Academic Salaries	144,975
2000	Classified/Student Salaries	-979
3000	Benefits	29,334
4000	Supplies	-4,730
5000	Contract Services/Operating Exp	-166,681
6000	Sites/Buildings/Equipment	-1,919
7000	Other Outgo/Student Payments	0
Net Total:		0

Comment: The Adopted Budget needs to be amended to reflect the totals of the departmental budgets. The current system of the Los Angeles County Office of Education requires Board approvals each month for budget adjustments. Only the net amount of the transfers in or out of the object codes is shown. In addition to the budget adjustments, transfers result from requests by managers to adjust budgets to meet changing needs during the course of the year.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO. 20 BUDGET AUGMENTATION

Requested Action: *Approval/Ratification*
 Requested by: *Chris Bonvenuto, Director, Fiscal Services*
 Approved by: *Robert G. Isomoto, Vice President, Business/Administration*

20-A DISABLED STUDENTS PROGRAM & SERVICES (DSP&S)

Granting Agency: State of California
 Appropriated Funding: \$6,012
 Matching Funds: None
 Performance Period: July 1, 2009 – June 30, 2010
 Summary: The District has an additional \$6,012 in DSP&S funding per the Midyear reallocation P2 report issued by the Chancellor's Office.

DSPS – Student Program & Services	\$ 5,373
DSPS - Deaf & Hard of Hearing	\$ 639

Budget Augmentation: Revenue:

8000 State Revenue	\$6,012
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Expenditures:

1000 Certificated Salaries	\$ 5,373
2000 Classified Salaries	\$ 639

RECOMMENDATION NO. 21 COMMERCIAL WARRANT REGISTER

Requested by: *Robin Quaile, Accounts Payable Supervisor*
 Approved by: *Robert G. Isomoto, Vice-President, Business/Administration*
 Requested Action: *Approval/Ratification*

March 1 – March 31, 2010	3950 – 3994	\$7,308,333.16
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Comment: The detailed Commercial Warrant documents are on file in the Accounting Department.

RECOMMENDATION NO. 22 PAYROLL WARRANT REGISTER

Requested by: *Ian Fraser, Payroll Manager*
 Approved by: *Robert G. Isomoto, Vice-President, Business/Administration*
 Requested Action: *Approval/Ratification*

March 1 – March 31, 2010	CIH-C2I	\$9,516,559.82
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Comment: The detailed payroll register documents are on file in the Accounting Department.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO. 23 AUXILIARY PAYMENTS & PURCHASE ORDERS

Requested by: *George Prather, Director of Auxiliary Services*
 Approved by: *Robert G. Isomoto, Vice-President, Business/Administration*
 Requested Action: *Approval/Ratification*

It is recommended that the following Auxiliary Operations payments and Purchase Orders be ratified. All purchases and payments were made in accordance with Education Code requirements and allocated to approved budgets in the Bookstore, Trust and Other Auxiliary Funds.

	Payments	Purchase Orders
March 1 – March 31, 2010	\$2,471,126.66	\$76,052.28

Comment: The detailed Auxiliary payment documents are on file in the Auxiliary Operations Office.

RECOMMENDATION NO. 24 DIRECT, BENEFIT & STUDENT GRANT PAYMENTS

Requested by: *Robin Quaille, Accounts Payable Supervisor*
 Approved by: *Robert G. Isomoto, Vice-President, Business/Administration*
 Requested Action: *Approval/Ratification*

Payments were authorized upon delivery and acceptance of the items ordered, or performance of the service. All payments were made in accordance with Education Code requirements and allocated to approved budgets. List on file in Business Office.

March 1 – March 31, 2010	
D001373 –D001548	\$ 319,212.84
B000468 – B000546	\$2,493,618.55
ST00077 – ST00084	\$ 420.00

D – Direct Payments
B – Benefit Payments (Health Insurance, Retirement, etc.)
S – Student Payments

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO.25 **PURCHASING** *(continued)*

25-C AWARD OF PURCHASE ORDER – CAFETERIA FURNITURE

Award of Purchase Order for tables and chairs to Krueger International (KI) under Foundation for California Community Colleges (FCCC) competitively bid contract agreement #CACB09-1B for the amount of \$93,546.64.

Funding Source: Food and Vending Income

Comment: The Public Contract Code Section 20652 allows for public education entities in the State of California to place orders under competitively bid contracts without advertising. There are significant cost savings to the District by joining in purchasing agreements with other agencies.

25-D DECLARATION AND DONATION OF SURPLUS CAFETERIA FURNITURE

Declare as surplus tables, chairs, booths and trash receptacles and authorize the District to donate the furniture to the Santa Monica Malibu Unified School District.

Comment: The furniture in the Cafeteria is over 20 years old and the District no longer needing them due to renovation of the Cafeteria Dining Room. This action is in accordance with SMC Board Policy 6225 and Education Code.

25-E AWARD OF PURCHASE ORDER - DIGITAL CINEMA PROJECTOR FOR SMC PERFORMING ARTS CENTER

Award of Purchase Order in the amount of \$111,083 for DIGITAL CINEMA PROJECTOR COMPANY INC.

Reference: Federal Supply Service, Contract #GS-03F-003L with Christie Digital Systems, USA, Inc. to 9/30/2010 for Professional Audio/Video, Telecommunications and Security Solutions.

Funding Source: SMC Performing Arts Center

Comments: The Public Contracts Code Section 20652 allows for public education entities in the State of California to place orders under competitively bid contracts without advertising. There are significant costs savings to the District by joining in purchasing agreements with other agencies.

BOARD OF TRUSTEES	INFORMATION
Santa Monica Community College District	May 4, 2010

INFORMATION ITEM I

**CITIZENS' BOND OVERSIGHT COMMITTEE
MEETING – APRIL 21, 2010**

A meeting of the Santa Monica Community College District Citizens' Bond Oversight Committee was held on Wednesday, April 21, 2010 at Santa Monica College, 1900 Pico Boulevard, Santa Monica, California.

1. CALL TO ORDER - 8:05 a.m.

2. ROLL CALL

Sylvia Rose, Chair - Present
Bruce Sultan, Vice-Chair - Present
Ben Allen - Present
Deborah Arvesen - Present
Clarence Chapman – Present
Ralph Erickson – Present
Cameron Henton - Present
Ilda Jimenez y West - Present
Paul Leoni - Present
Christine Thornton - Present

Others Present:

Greg Brown, Director of Facilities and Planning
Don Girard, Senior Director, Government Relations/Institutional Communications
Bob Isomoto, Vice-President, Business/Administration
Lee Paul, LPI Inc.
Lisa Rose, Committee Coordinator
Charlie Yen, Director, Events and Contracts

3. APPROVAL OF MINUTES – January 20, 2010

Motion was made by Paul Leoni and seconded by Clarence Chapman to approve the minutes of January 20, 2010.

Motion made by: Paul Leoni
Seconded by: Bruce Sultan
Unanimously approved

4. PUBLIC COMMENTS - None

5. **REPORTS and DISCUSSION**

Update on Malibu Site

On Tuesday, April 20th, the Malibu Public Facilities Authority authorized the college to negotiate an agreement with the County of Los Angeles to build a satellite campus on the county-owned land in Malibu's Civic Center. The agreement would also allow for the construction of a new Los Angeles County Sheriff's Department substation part of the building improvements.

Measures U and S (reports included with agenda)

- Project Schedule: The first phase (demolition, excavation and shoring) of the Student Services Building is nearing completion. Plans for Phase 2 are in DSA for review, and approval is expected within three months. The District is in the very extensive process of pre-qualifying contractors for the construction phase of the project.
- Budget
- Expenditures

Measure AA (reports included with agenda)

- Project Schedule: The District is completing the design phase for the Media and Technology project which will house KCRW, the Communications Department and Entertainment Technology. It consists of three separate projects – remodel of the existing building, a new building for KCRW and a new parking structure.
- CO Architects has been selected for the Information Technology Relocation project.
- Gensler has been selected as the architect for the Replacement Health/PE/Fitness/Dance Building.
- The next phase of the 2010 Facilities Master Plan Update process is underway with the release of the draft Master Plan and the Draft Environmental Impact Report (EIR). There is a 45-day review period for public input before the report is submitted to the Board of Trustees for approval. A traffic study related to the AA projects included in the EIR reveals that 40 percent of SMC students arrive at the college by public transit.

Bond Sales/Expenses Report

The District issued the sale of \$111 million worth of bonds (\$11 Measure U, \$100 million Measure AA) with very favorable rates.

Acquisition of Property

The Board of Trustees authorized the District to purchase property adjacent to Fosters Freeze on Pico with Measure AA funds, and the purchase is currently in the Escrow phase.

Assembly Bill 32 Considerations

In response to a question about how Assembly Bill 32 (the Global Warming Solutions Act of 2006) impacts the college's construction projects, it was reported that California Community Colleges, including SMC, have already implemented policies for construction which in many cases are more stringent than those in AB 32. Staff was asked to provide additional information on this topic.

6. ELECTION OF OFFICERS FOR 2010-2012

Bruce Sultan was elected Chair, 2010-2012
Paul Leoni was elected Vice-Chair, 2010-2012

7. INFORMATION – Expiring terms of members of the Citizens' Bond Oversight Committee

The terms of the following members of the Citizens' Bond Oversight Committee are expiring effective July 1, 2010 and are eligible for reappointment for a second two-year term:

Ben Allen
Ilda Jimenez y West
Christine Thornton
Cameron Henton*

**The student representative may serve up to six months following graduation*

The terms of the following members of the Citizens' Bond Oversight Committee are expiring effective July 1, 2010 and are not eligible for reappointment for a second two-year term:

Ralph Erickson
Sylvia Rose

The Board of Trustees will follow a recruitment and application process to appoint/reappoint members to fill the vacancies. It is expected that the vacancies will be filled by the CBOC meeting in July.

8. SCHEDULE OF MEETINGS, 2010-2011

Wednesdays at 8 a.m.
July 21, 2010
October 20, 2010
January 19, 2011
April 20, 2011

9. ADJOURNMENT - 9:05 p.m.

The next meeting of the Citizens' Bond Oversight Committee will be held on Wednesday, July 21, 2010 at 8 a.m. at a Santa Monica College location.

The SMC Bond Program website can be accessed at: www.smcbondprogram.com

BOARD OF TRUSTEES	REGULAR MEETING
SANTA MONICA COMMUNITY COLLEGE DISTRICT	May 4, 2010

X. **BOARD COMMENTS AND REQUESTS**

XI. **ADJOURNMENT**

The meeting will be adjourned in memory of Jackie Harless-Chang, a long-time former adjunct professor in the Business and Computer Science and Information Systems departments.

The next regular meeting of the Santa Monica Community College District Board of Trustees will be held on **Tuesday, June 1, 2010** at 7 p.m. (5:30 p.m. if there is a closed session) in the Santa Monica College Board Room and Conference Center, Business Building Room 117, 1900 Pico Boulevard, Santa Monica, California.

The agenda for the next meeting will include the following:

1. Annual Photo Show Awards (reception before public meeting)
2. Tentative Budget
3. Report: Sustainability Designs and Practices
4. Presentation by Total Compensation: GASB45 Assumptions

BOARD OF TRUSTEES Santa Monica Community College District	INFORMATION May 4, 2010
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APPENDIX A

INFORMATION ITEM G

SUBJECT: **BASIC SKILLS INITIATIVE REPORT**



Basic Skills Initiative Report

May 2010

Prepared by:

Roberto Gonzalez

and Gary Todd

Overview

The Basic Skills Initiative committee is composed of 25 members from the disciplines of English, math, counseling, English as a Second Language, and Kinesiology. The committee also has administrators and classified staff from various departments. Efforts are underway to find ways to include faculty from a variety of disciplines. Each of the committee members participates in efforts to develop each of the initiative focal areas by being a part of one of the following subcommittees: (1) Instructional Support; (2) Professional Development; and (3) Counseling. Each of the subcommittees provides feedback on current needs in each of the areas, projects to implement, and ways to assess program effectiveness. The larger BSI committee meets once a month. The smaller BSI subcommittees meet twice a month.

Basic Skills Initiative Goals

In collaboration with the Office of Institutional Research, the Basic Skills Initiative committee (BSI) developed overall goals within each of the focal areas of instructional support, professional development, and counseling. The goals serve as the basis with which the BSI committee will measure the effectiveness of all of the projects implemented through the initiative. This version of the goals was the result of meetings implemented in the winter 2010 term facilitated by the Office of Institutional Research for each of the BSI focal areas. Members from the BSI subcommittees of instructional support, professional development and counseling participated in these meetings in the winter.

Instructional Support Goals:

1. After participation in instructional support activities, students and faculty will report increased levels of learning and intellectual growth and development within the discipline.
2. Participation in instructional support activities will increase successful course completion and persistence to the subsequent course in the discipline.
3. After participation in instructional support activities, students will report feeling more self-efficacious in the discipline.
4. After participation in instructional support activities, students will demonstrate higher levels of critical thinking, including the ability to reason, inquire, problem-solve, and analyze.

Professional Development Goals:

1. After attending at least 3 faculty development activities related to instruction and pedagogy, there will be at least 10-15 self-identified fully engaged faculty (of which 5-10 will be from traditional basic skills disciplines) committed to implementing at least one pedagogical technique or instructional strategy proven to have positive effects with developmental students.
2. Among students who enroll in basic skills sections with basic skills faculty who are identified as engaged and committed, students will demonstrate improved successful course completion rates.
3. Among students who enroll in basic skills sections with basic skills faculty who are identified as engaged and committed, students will demonstrate improved progress through curriculum over time.

Counseling Goals:

Through an effective orientation program, outreach of counselors in the basic skills classes and sustained follow-up counseling efforts, basic skills students will report awareness of/increased confidence in how utilization of counseling services can support their educational goals.

Professional Development

The Basic Skills Initiative funded a variety of professional development activities during the past academic year. The activities and brief descriptions of the activities funded during this past year are included below.

Generation 1.5 Consortium Presentation

On October 23, 2009, Dr. Robert Roberge, Associate Professor from San Francisco State University spoke to Santa Monica College and Santa Monica-Malibu Unified School District instructors about the needs and traits of Generation 1.5 students. The ESL/Basic Skills English Generation 1.5 Consortium event provided insight into immigrants who arrive in the U.S. as school age children. This population of children has difficulty developing language skills in their first language which makes it more difficult to acquire skills in other languages. The acquisition of communication skills helps students acquire communication skills in other languages. Generation 1.5 students do not fit into traditional ESL or mainstream categories, and their unique needs are often neglected in the classes they opt to take. This student population is increasing especially at the community college level, but there is a lack of recognition on the part of faculty and administrators that this group even exists.

A copy of Dr. Roberge's lecture is available for viewing upon request. If you are interested in viewing the video, please contact Roberto Gonzalez at extension 4912.

Math Made Real Presentation

On November 12, 2009, Olympia LePoint former rocket scientist for NASA presented to students and faculty information on four types of mathaphobias and how to overcome them. Olympia presented to about 200 students and 25 faculty/administrators during the student portion. Topics within her presentation included the following: a world without math, math principals in the universe, real life rocket engine applications and scenarios, description for the 4 mathaphobias, and eight tips for math success. The audio version of her lecture is available for listening on the I-Tunes University website under the guest speakers category in the Campus Events tab. During the smaller faculty discussion, about 20 faculty attended. Olympia discussed strategies faculty could use with students to make math less intimidating. She also talked about strategies to use to capitalize on the educational diversity present in the classroom.

Critical Pedagogy Presentation

On March 19, 2010, Dr. Jeff Duncan-Andrade spoke to SMC faculty and Santa Monica-Malibu Unified School District instructors about ways to create support mechanisms in the classroom to help students build the foundational skills to become successful in school and in the workplace. He spoke about ways instructors could engage in analysis and problem-solving grounded in the implementation of the student learning assessment cycle. He gave examples of effective student success efforts and how assessment findings could be used to continually refine pedagogy and practice to enhance learning. Lastly, Dr. Duncan-Andrade provided information about key issues that have shaped student learning, student success, and assessment efforts in the California community college and K-12 system.

English Level leaders

In collaboration with the chair of the English Department, level leaders were selected for the “B” and “C” levels of English. The goals of the level leaders include the following: (1) Encourage faculty teaching at the “B” and “C” level to engage in an on-going dialogue on how to better serve students; (2) Collect feedback from faculty on professional development support which could be helpful to their work with students; (3) Expose faculty to different teaching strategies; (4) Create common standards with which to assess student performance within a course; and (5) Encourage sharing of best practices among faculty.

Technology in the Classroom: Integration of Multimedia Carts into Classroom Instruction

Technology workshops have been provided to faculty from the ESL, English, and Math faculty during the spring 2010 semester. The aim of the workshops was to provide faculty with ways to integrate technology into their courses. Faculty were provided with resources to assist them in creating lesson plans which integrated technology within a course. Essentially, the focus is on the use and implementation of multimedia technology in the classroom to increase student learning and engagement. The current generation of students enrolled in colleges and universities has been termed the Millennial generation. Demographic studies conducted on this generation have shown that these students prefer audio, video, and interactive media. Students of this generation are accustomed to experiential learning through the use of media. An assessment will be conducted at the beginning and end of the workshops to determine the level of familiarity with technology. Additionally, the workshop facilitator conducting the workshops will determine how many of the participants in the workshops implemented technology into their lessons.

Teaching and Learning Survey Summary

Background

In the fall of 2009, the Basic Skills Initiative committee launched an on-line Teaching and Learning survey. The intent of the survey was to answer the following questions: (1) what are the biggest challenges faculty face in the classroom? (2) How can we invest BSI funds to support instruction and increase student success? The survey was broken down into six areas which were: (1) Faculty Information; (2) Teaching; (3) Teaching Strategies; (4) Curriculum; (5) Student Development and (6) Faculty Support. Below you will find an executive summary of the results of the survey by individual section.

Faculty Information

Part-time and full-time faculty contributed to the Teaching and Learning survey results. Faculty from 25 different disciplines participated in the survey. The disciplines with the highest number of participating faculty members were math (16), physical science (10), English (22), and kinesiology (14). In terms of teaching experience, the majority of participants had a considerable amount of teaching experience. About 60% of faculty had been teaching 10 or more years.

Teaching

The results of the general teaching questions demonstrated that 87 faculty agreed with the integration of technology in the classroom environment. In the area of classroom instruction, 37 faculty stated that the traditional lecture format was more practical for them while 42 disagreed with the statement. All faculty surveyed agreed with the statement which stated that faculty are always thinking of ways to keep students engaged in the classroom. About 68 faculty agreed with the statement which said, "I struggle to find new ways to address the diverse learning needs of my students within the classroom." Lastly, about 60% of respondents stated that they were aware of teaching strategies to use with basic skills students.

Teaching Strategies

As far as teaching strategies used by faculty surveyed, the bullets below summarize the major findings.

- 68.5% (87) of faculty stated that they used active learning strategies frequently
- 68.5% (87) used collaborative learning strategies
- 39.3%(50) used culturally responsive pedagogy
- 79.55(101) used contextualized teaching
- 37.7%(48) used lecture frequently
- 78.7%(100) used Socratic method
- 67.7%(86) used problem based learning

Of all the strategies mentioned, active learning, collaborative learning, and Socratic method were the strategies faculty want to learn more about.

Curriculum and Student Development

In the area of curriculum, faculty surveyed thought that verbal communication, reading, and writing across the curriculum were very important. Multidisciplinary curriculum, contextualizing, and learning styles were also seen as important. Contextualizing curriculum was overall the most important among the faculty surveyed.

In the area of student development, learning theory, understanding student learning, student motivation and engagement, and retention and achievement were seen as important. Student identity/social development was not as important to faculty as all of the areas mentioned above.

In the area of knowledge of student support programs, faculty reported being the most knowledgeable of counseling services, tutoring and learning disabilities resources. The resources faculty were not familiar with were African American Collegiate Center, Latino Center, and Supplemental Instruction. In the level of interest question, faculty were interested in learning more about all of the student support services listed.

Faculty Support

In this section, faculty reported wanting to obtain information about the following topics: ways to improve student critical thinking/problem solving skills, improving student skills in writing and communication, and integrating technology in the curriculum. The topics of least importance to faculty were the following: honor council, and preparing instructional materials. Topics of moderate interest were the following: leading and discussing sensitive topics, delivery methods, assessment of learning, improving student skills in information literacy and quantitative literacy.

Spring 2010 Flex Day Workshops

Overview

During the spring 2010 Flex Day, faculty involved in the Basic Skills Initiative presented on topics related to basic skills students. The topics below were selected by the Basic Skills Initiative Committee as ways to engage the campus community in a cross disciplinary dialogue on the current state and future of the initiative on campus. During the day, feedback was recorded on ways to continue the dialogue. These recommendations will be incorporated in the BSI's Professional Development subcommittee planning and development efforts. Below you will find a brief synopsis of each of the workshops presented during flex day. At the end of this section, you will find a summary of the areas faculty would like more support in.

SPRING 2010 FLEX DAY WORKSHOPS AND DESCRIPTIONS
<p style="text-align: center;"><i>Integrating Technology into the Classroom</i></p> <p>In this workshop, faculty across disciplines were exposed to ways to integrate technology in the classroom to keep students interested and engaged with course content.</p>
<p style="text-align: center;"><i>Using Active and Collaborative Learning Strategies to Increase Student Learning, Engagement, and Motivation</i></p> <p>In this workshop, information about Active and Collaborative learning strategies were provided to faculty across disciplines. The purpose was to begin a discussion on how faculty can transform students into engaged and active participants.</p>
<p style="text-align: center;"><i>Reading and Writing Across the Curriculum: Developing an Interdisciplinary Approach to Assisting Students</i></p> <p>In this workshop, faculty across disciplines were introduced to instructional support provided to students in the areas of reading and writing funded through the Basic Skills Initiative. Additionally, we explored ways to develop a cross disciplinary approach to developing student skills in reading and in writing.</p>
<p style="text-align: center;"><i>Profile of Basic Skills Students: Insights on the Student Educational Experience of SMC students</i></p> <p>This workshop highlighted the educational experiences of three students starting at the basic skills level. Student panelists shared the obstacles they faced in the pursuit of their education and what helped them be successful at SMC.</p>
<p style="text-align: center;"><i>What is Reading?</i></p> <p>In this workshop, faculty across various disciplines were exposed to Marilyn Jaeger Adams' reading comprehension process. Faculty engaged in a discussion on the factors that affect reading and learning to read.</p>

Flex Day Recommendations

During the workshops, workshop facilitators captured feedback from workshop participants. The most significant feedback provided was that more technology workshops should be offered on an on-going basis, more discussions are needed on how to help students with the development of reading and writing skills across the curriculum, and more insight was needed from students on the strategies they find helpful to keep them engaged with course content.

Planned Professional Development Activities

The BSI Professional Development subcommittee has met several times this semester. During the first few meetings, committee members went over the Teaching and Learning Survey results. The intent is to

provide faculty development opportunities for all faculty. The committee is developing activities which will be implemented during the fall 2010 semester. The activities and services which will be provided are based on the input faculty provided through the Teaching and Learning Survey. The activities the committee is planning are included below.

- Distinguished Educator Speaker Series
- Small Group faculty discussions
- Technology workshops
- Workshops on Learning and how people process information
- Active and Collaborative Learning workshops (i.e. On Course)
- Workshops on reading and writing across the curriculum
- Workshops on classroom management

Instructional Support

Site Visits

During the winter 2010 semester, the instructional support subcommittee visited Chaffey and Santa Barbara Community Colleges. The purpose of the visits was to examine the practices they had in place within their tutorial centers on campus. Specifically, we learned more about the directed learning activities at Chaffey and the Gateway tutoring program at SBCC. Other areas of interest included: tutor tracking, resources devoted to tutoring, tutor training, classified staff training, recruitment and retention of student tutors, and assessment of tutorial services. The subcommittee's last site visit will be in May to Long Beach Community College. The BSI instructional support subcommittee hopes to incorporate ideas obtained from different institutions where appropriate.

Writing Center

The Writing Center opened its doors in the spring of 2009 with the intent of assisting students at the "B" level of English with the development of writing skills to be successful students. The center has been staffed by Faculty tutors who provide one on one assistance to students with the development of their writing skills. Specifically, the services provided include assistance with the following: (1) sentences and grammar; (2) Punctuation; (3) Spelling; (4) composing your paper; (5) thesis statements; (6) Organizing your paper; (7) Academic writing; (8) ESL challenges; and (9) the research paper. The center had 854 tutoring sessions during the spring 2009 semester and 275 tutoring sessions for the summer 2009 session. Of all the students served during the first two semesters of the Center being open, 71 % of students using the Center were basic skills students. In the fall 2009 and winter 2010 semesters, 1187 students were served. The center has served about 400 students during this semester to date. In total, about 1587 students have been assisted with the development of their writing skills during the current academic year.

Preliminary assessment data results show improved successful course completion rates. Among students using the Writing Center during the fall 2009 and winter 2010 term, 86% of students in English basic skills courses (English 21A, 21B, 81A, and 84W) passed their course with a grade of C or higher.

Efforts are planned to examine the progress of program students through the developmental education sequence in English and how they differ from non program students.

Reading Tutoring Program

Established in the fall of 2008, the objective of the program is to help students to better sustain their motivation, develop stronger independent skills, and make greater academic progress. Reading tutor training was developed and implemented; tutoring in reading is in place for basic skills students and is beginning to be applied for students across the curriculum. Additionally, students have access to computers with specialized programs in reading. These programs help students to learn in an active and self paced way. Students obtain instant feedback through the computer programs which enable students to see the progress they are making towards developing their reading skills. So far this semester, over 300 students have been served. Each semester about 600 students are served by the Reading Tutoring Program.

Math and English Student Achievement Zone

The Math and English Student Achievement Zone opened its doors during the third week of the spring 2010 semester. Under the leadership of the Fran Manion and Susan Sterr, a learning center planning committee was convened to create a tutorial center which encouraged active learning strategies to increase student success. Committee members included: Fran Manion, Susan Sterr, Gary Todd, John Quevedo, Cynthia Lopez, Laurie MC Quay-Penninger and Roberto Gonzalez. BSI and Title V funds were used to create a space that would meet the needs of basic skills students in the areas of math and English. What was created was a tutorial center which serves students at the lowest levels of English and Math. The "Zone" serves math students in basic arithmetic (Math 81) and pre-algebra (Math 84) primarily. However, assistance is also provided to students in the areas of elementary algebra (Math 31), intermediate algebra for statistics and finite math (Math 18), and intermediate algebra (Math 20). Math Supplemental Instruction holds about 14 sessions per week for students in the math courses mentioned above. Approximately 100 students are served per week. We have had about 700 student contacts for Supplemental Instruction since the "Zone" opened in March.

In English, students from 81 B (basic essay) and 84 W (basic college essay) are getting assistance on a weekly basis. Students in English complete directed learning activities which reinforce concepts learned in class. The directed learning activities keep students engaged by helping them spend more time on tasks related to the course. Additionally, the activities encourage peer to peer interactions. The number of students served per week is 414. We have had about 4,140 student contacts since the start of the semester for students who are in the "C" level English courses.

Supplemental Instruction

The Basic Skills Initiative has collaborated with the Title V Math and English Cooperative grant since the spring of 2009. Supplemental Instruction has provided a group based approach to assist students review, and learn course material. Supplemental Instruction serves about 1,000 students a semester. Preliminary assessment results show higher success and retention rates for students who attend three or more sessions per semester during the spring and fall of 2009. The results are descriptive and factors such as gender, ethnicity, and grade point average have not been controlled for. Tables detailing success and retention rates are included below. The math courses included in the preliminary results were math 81, 84, 31, and 20. The English courses included in the preliminary results were English 81A and 84W for the spring 2009 term. In the fall 2009 term English 81A, 84W, 21A, and 21B were included

in the data. Efforts are currently underway to control for the factors mentioned above to provide a more comprehensive assessment of the Supplemental Instruction program.

Success and Retention rates in Developmental Math Courses by SI Participation

Success and Retention rates in Developmental English Courses by SI Participation

# of SI Sessions Attended	Spring 2009			Fall 2009		
	N	Success Rate	Retention Rate	N	Success Rate	Retention Rate
0	1354	40.0%	78.7%	1328	44.1%	79.4%
1 or 2	165	47.9%	87.9%	216	47.7%	86.6%
3 or more	136	55.9%	94.1%	314	63.4%	92.4%

Tutor Tracking

Starting in the spring of 2010 students using tutorial services across campus will sign in using a computerized tracking system. After consulting the office of institutional research, data elements were

# of SI Sessions Attended	Spring 2009			Fall 2009		
	N	Success Rate	Retention Rate	N	Success Rate	Retention Rate
0	134	54.5%	80.6%	314	69.8%	90.1%
1 or 2	41	65.9%	95.1%	68	82.4%	95.6%
3 or more	35	85.7%	100.0%	85	77.7%	81.2%

identified which will be collected to be able to assess the effectiveness of instructional support services such as tutoring, supplemental instruction, and directed learning activities. Once in place, we will be able to track student usage patterns, academic achievement, and student confidence in the subject being tutored in.

Tutoring Services Assessment

In partnership with the Academic Senate Tutoring Taskforce, the Basic Skills Initiative faculty leader is co-leading efforts to assess tutorial services at SMC. Elements which will be examined in the assessment will be current resources devoted to tutoring, effectiveness of tutoring, number of students using tutorial services, and common training needs across tutorial centers. Surveys have been created for Tutoring Coordinators to complete to provide the Tutoring Taskforce with information to assess the current state of tutorial services on campus. The tutoring coordinator surveys have been distributed and the data obtained from the surveys will be compiled and analyzed at the end of the semester. The Tutoring Taskforce will also survey faculty and students to get a more accurate need of the effectiveness and needs of students using tutorial services. A copy of the survey is included in the flash drive.

Accelerated Courses

The English and Math departments are currently piloting pairing eight week courses. In English, reading and composition courses to assist students to get to college level coursework at a faster pace. In math, math 81 and 84 courses are paired within the same term to allow students to progress faster through

math. This semester is the second semester this pairing of accelerated courses has been attempted. Preliminary student survey data shows that students viewed the courses as a way to get through their English and math requirements faster. Students stated that the pace and work was intense but the advantages were that they were able to learn at a faster rate. Of the students who completed their eight week courses, 85% stated they would take another eight week class.

Counseling

Counselor Professional Development Survey

Counselors were surveyed in the winter and spring semester of 2010. The intent of the survey was to determine the professional development needs of counselors to better serve basic skills students. Participants in the survey included 28 full-time and 25 part-time counselors from 14 counseling-based programs and whose experience ranged from 1-5 years of employment to well over 20 years. Below you will find a short summary of the most significant survey results.

Summary of Survey Results

Perceptions of Working with Basic Skills Students

As in instruction, successfully working with basic skills students requires that counselors be fully aware of students' educational, social, and developmental characteristics and needs. Having access to the "right" resources and to data that informs them of whom basic skills students are is especially crucial. According to the survey:

- One in three counselors correctly ascertained that just over 60% of our students placed into developmental-level English and mathematics. One third overestimated this figure, while another third underestimated it.
- 63% noted that working with these students requires a structured and intrusive (action-oriented) approach, where both the counselor and the student set specific goals to help students be successful.
- 55% believe they have access to adequate resources required to properly counsel basic skills students. Having access to a comprehensive individual student profile containing educational history/goals, hours of employment, career/occupational interests, financial resources, study skills information, etc., in a single report would facilitate their work.

Professional Development Topics

According to the survey, counselors have expressed a desire for ongoing professional development training opportunities to help them better work with basic skills and other at-risk students:

- 89% of those surveyed want to find out about the academic challenges basic skills students face along with their educational outcomes (e.g., educational pipeline issues, degree attainment). The same is true for first-generation and underrepresented college students.

- 86% would like to learn about specific pedagogical theories and strategies used in the classroom to help basic skills succeed
- Approximately 70% of counselors would like to engage in a review of student development and career related theories to help them better understand the needs of educationally disadvantaged students
- 85% would like to learn about ways to identify student strengths
- 83% would like to receive training to better work with students with learning, mental, and physical disabilities.

Next Steps

The BSI Counseling subcommittee is currently reviewing the results of the entire survey to come up with services, and workshops related to assisting counselors as they work with basic skills students.

Counselor Visitation Project

Goals of Project

1) Basic Skills students, as a result of experiencing the counselor presentation in class, will report an increased awareness of the counselor role at SMC, as well as available student services and resources. Students will also report an increased intent to use these services and resources.

2) Basic skills students, who subsequently initiate contacts with counselors in the Welcome Center and the basic skills labs, will develop and refine their educational goal(s) in the counseling session.

Service Data

During the fall of 2009, 2,272 students participated in the presentations. Preliminary assessment data indicates that of the 2272 that were visited, 428 students have subsequently used counseling services in the Welcome Center during the fall 2009 semester. A special effort was made to seek out basic skills students to have them complete a one year educational plan starting in the winter 2010 term. Out of the 428 students who visited the Center, about 300 students have completed one year educational plans. The plans were created with the assistance of counselors in the Welcome Center. A total of 712 educational plans have been created from all students who have visited the Welcome Center. A sample educational plan is included in your flash drive.

During the spring 2010 semester, 1483 students participated in the presentations. We will be tabulating the number of students who have come in to see a counselor at the end of the semester.

Assessment Results

Assessment efforts performed in the spring 2009 indicated measurable progress on program goals. Data results indicate a 25% increase in overall student contacts with a counselor when comparing a cohort of students who experienced the counselor presentation to a cohort that did not experience the counselor presentation.

Preliminary assessment efforts of the fall 2009 cohort of students participating in the project continue to show positive results. We have seen a 19% increase in overall student contacts with a counselor

when comparing a cohort of students who experienced the counselor presentation to a cohort that did not experience the counselor presentation.

We are currently following up with the fall 2009 cohort of students who experienced the counselor classroom presentation this semester. The purpose of the follow up is to help students create a one year educational plan to assist in the attainment of educational goals. Beginning in the fall term, students have been contacted via email and phone and informed in person to meet with a counselor to complete a long term educational plan. In winter 2010, students were contacted to schedule appointments and about 150 of these students met with a counselor to begin the long term educational plan.

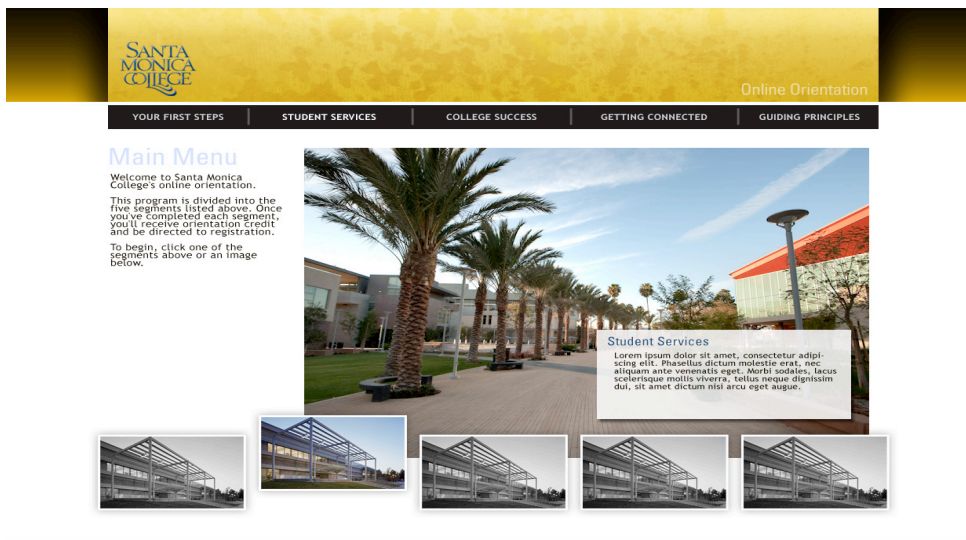
New Student On-line Orientation

One of the most important venues for students to access information about Santa Monica College happens through the completion of the matriculation steps. The on-line orientation provides key information to students to help them transition to college.

The New Student On-line Orientation will walk students through the following content:

1. Enrollment Process
2. Student Services
3. Schedule of classes, registration, transfer, and academic performance
4. Student Life/Activities
5. SMC Values and Expectations
6. On-line Educational Advisor

Students will be exposed to information in a variety of formats, such as visual and auditory. Students will also get the information summarized from each of the segments within the orientation to help them retain information. All of the above mentioned information will be presented to students by actual SMC students and faculty through video segments. An animated character named "Monica" will also appear in certain segments to provide students information about educational options and assessment results. The new orientation will include checks on learning or quiz questions that will help to highlight the most important information. Most importantly, all students will begin the course planning process by developing a class schedule which will include blocks of time they will spend studying, working, and in class. Lastly, the information presented in the orientation will be available to Spanish speaking students and will also be Section 508 compliant. Below you will find a few sample pages from the new On-line Orientation.



Assessment

Every student completing the online orientation will answer a short survey at the end of the orientation. The survey will determine if students obtained the information that the orientation was intended to provide. The goals of the online orientation are the following:

1. To have students report increased knowledge of (and confidence with) academic support and resources
2. To have students report increased understanding of the course planning process at SMC

In addition to the assessment of these goals, the persistence, retention, and success rates of students going through orientation will be collected.

Basic Skills Student Trends

Recently, the Office of Institutional Research completed a comprehensive data collection and analysis of data related to pre-college level students. The purpose of the data is to help the Basic Skills Initiative Committee to assess the effectiveness of institutional efforts to assist pre-college level students. Additionally, the data will assist in the identification of areas in which to develop programs to assist

students. In the sections which follow, you will find data and summaries of the information contained in each area.

Course Sections and Enrollment for Basic Skills Students in English, reading and math

Trends in English Course Sections and Enrollment

		Fall 2007	Fall 2008	Fall 2009
# Sections Offered	Group B	98	108	95
	Group C	47	45	45
	Total	145	153	140
# Course Enrollment	Group B	2621	2862	2758
	Group C	1098	1110	1157
	Total	3719	3972	3915
# Student Headcount (Unduplicated)	Group B	2173	2376	2271
	Group C	472	429	508
	Total	2645	2805	2779

Trends in Reading Course Sections and Enrollment

		Fall 2007	Fall 2008	Fall 2009
# Sections Offered	Group B	8	10	9
	Group C	48	51	48
	Total	56	61	57
# Course Enrollment	Group B	188	221	231
	Group C	1101	1219	1207
	Total	1289	1440	1438
# Student Headcount (Unduplicated)	Group B	174	197	212
	Group C	901	1061	1043
	Total	1075	1258	1255

Trends in Math Course Sections and Enrollment

		Fall 2007	Fall 2008	Fall 2009
# Sections Offered	1 Level Below TR	43	45	50
	2 Levels Below TR	29	31	30
	3 Levels Below TR	37	37	37
	4 Levels Below TR	32	35	36
	Total	141	148	153
# Course Enrollment	1 Level Below TR	1752	1896	2185
	2 Levels Below TR	1218	1298	1190
	3 Levels Below TR	1537	1463	1535
	4 Levels Below TR	1050	1169	1261
	Total	5557	5826	6171
# Student Headcount	1 Level Below TR	1693	1826	2119
	2 Levels Below TR	1208	1293	1187
	3 Levels Below TR	1528	1455	1529
	4 Levels Below TR	1040	1163	1258
	Total	5469	5737	6093

Summary

Data shows that the total number of sections offered for English “B” and “C” level courses was 140 for fall 2009. The total number of students enrolled in English courses was 3915. For reading, a total of 57 sections were offered for “B” and “C” level students with a total of 1438 students enrolled. For math, the total number of sections offered for pre-college level students in the fall of 2009 was 153. The total number of students enrolled in these math courses was 6171.

Credit Student Basic Skills Placement Results – First Time Freshmen (FTF)

The following measures describe the percent of credit first-time freshmen in the last three fall terms who took the English and math placement exam *prior to* enrolling in their initial term. The placement result data is disaggregated by course level. A basic skills course is defined as any course below transfer level.

Placement Results by English Level

	Fall 2007	Fall 2008	Fall 2009
# Took English Placement	4234	4639	5147
%	100%	100%	100%
# Placed Level A (Transfer)	995	1118	1200
%	23.5%	24.1%	23.3%
# Placed Level B	1954	2125	2392
%	46.2%	45.8%	46.5%
# Placed Level C	1285	1396	1555
%	30.3%	30.1%	30.2%
<i>% Placed into Basic Skills</i>	<i>76.5%</i>	<i>75.9%</i>	<i>76.7%</i>

Placement Results by Math Level

	Fall 2007	Fall 2008	Fall 2009
# Took Math Placement	5145	5507	6176
%	100%	100%	100%
# Placed Transfer	1441	1481	1783
%	28.0%	26.9%	28.9%
# Placed 1 Level Below Transfer (AA)	555	588	682
%	10.8%	10.7%	11.0%
# Placed 2 Levels Below Transfer	546	634	707
%	10.6%	11.5%	11.4%
# Placed 3 Levels Below Transfer	1042	955	1113
%	20.3%	17.3%	18.0%
# Placed 4 Levels Below Transfer	1561	1849	1891
%	30.3%	33.6%	30.6%
<i>% Placed into Basic Skill</i>	<i>72.0%</i>	<i>73.1%</i>	<i>71.1%</i>

Summary

Current assessment data indicate that the majority of the first time freshman who took the placement exam prior to starting their first term placed at the pre-college level in English and math. In English, 76.7% of students placed into the pre-college level in the fall of 2009. In the area of math, 71.1% of students placed into the pre-college level in the fall of 2009. About 30% of students who took the placement exam in the fall of 2009 placed into the lowest levels of English and math. Students who placed at the college level in English were 23.3% and in math it was 28.9%. Placement results over the

last three fall terms indicate that the placement rates in English and math have stayed fairly consistent since fall of 2007.

Course Success

The course success rate indicator describes students whose initial enrollment in the course group was in the 2006-07, 2007-08, or 2008-09 academic years. Course success is calculated by dividing the number of C/CR grades or better by the total number of grades earned. Grades of 'RD' or report delayed are not included in the analyses.

Course Success Rate (First Attempt in English Course Group)

Level	2006-2007			2007-2008			2008-2009		
	Successful	Total Enrollment	% Success Rate	Successful	Total Enrollment	% Success Rate	Successful	Total Enrollment	% Success Rate
Group A	3308	4967	66.6%	3496	5097	68.6%	3607	5262	68.5%
Group B	1836	2870	64.0%	2067	3128	66.1%	2271	3384	67.1%
Group C	705	1137	62.0%	796	1255	63.4%	807	1306	61.8%

Course Success Rate (First Attempt in Reading Course Group)

Level	2006-2007			2007-2008			2008-2009		
	Successful	Total Enrollment	% Success Rate	Successful	Total Enrollment	% Success Rate	Successful	Total Enrollment	% Success Rate
Group B	214	363	59.0%	244	397	61.5%	307	473	64.9%
Group C	595	1038	57.3%	792	1285	61.6%	864	1372	63.0%

Course Success Rate (First Attempt in Math Course Group)

Level	2006-2007			2007-2008			2008-2009		
	Successful	Total Enrollment	% Success Rate	Successful	Total Enrollment	% Success Rate	Successful	Total Enrollment	% Success Rate
Transfer	2361	4255	55.5%	2342	4223	55.5%	2349	4389	53.5%
1 Level Below TR	1538	2742	56.1%	1543	2769	55.7%	1668	3082	54.1%
2 Levels Below TR	1020	1986	51.4%	1131	2179	51.9%	1081	2242	48.2%
3 Levels Below TR	1092	2399	45.5%	1235	2428	50.9%	1205	2471	48.8%
4 Levels Below TR	699	1524	45.9%	733	1701	45.4%	831	1925	43.2%

Summary

Student success for the first attempt in taking a pre-college level course at the "C" level in English is 61% and at the "B" level it is 67%. In the area of Reading, student success at the "C" level was 63%. At the "B" level, the rate of success was 64%. In the area of Math, student success four levels below transfer was 43%. At two and three levels below transfer, students are succeeding in their first attempt at a 48% rate. At one level below transfer, students are succeeding at about a 54% rate.

Progression through Basic Skills

This measure describes the percent of students enrolled in a basic skills course in fall terms 2004 to 2006, by course group, who enroll in a college level course in English and math within three academic years. The cohort only includes students whose first enrollment in the course group was in the indicated fall term.

Percent Enrolled in College Level English Course within Three Academic Years

Beginning Sequence in Level	Fall 2004			Fall 2005			Fall 2006		
	College Level	Cohort	% enrolling in college level	College Level	Cohort	% enrolling in college level	College Level	Cohort	% enrolling in college level
Group B	606	1619	37.4%	643	1699	37.8%	619	1524	40.6%
Group C	89	552	16.1%	113	759	14.9%	110	715	15.4%

Percent Enrolled in Transfer Level Math within Three Academic Years

Beginning Sequence in Level	Fall 2004			Fall 2005			Fall 2006		
	Reached TR	Cohort	% Reached TR	Reached TR	Cohort	% Reached TR	Reached TR	Cohort	% Reached TR
2 Levels Below AA	289	555	52.1%	194	384	50.5%	239	417	57.3%
3 Levels Below AA	252	820	30.7%	278	852	32.6%	264	880	30.0%
4 Levels Below AA	103	694	14.8%	118	893	13.2%	115	808	14.2%

Summary

Data indicates that 15% of students who began at the “C” level in English enrolled in college level English within three academic years. The rate was 40% for the students who began at the “B” level of English. About 14% of students starting four levels below college level math enrolled in college level math within three years. For students starting three levels below, about 30% enrolled in college level within three years. Students starting two levels below enrolled in college level math at a 57% rate.

Basic Skills Course Improvement Rate

Students in the basic skills course improvement rate cohort are those who successfully completed (grade of C/CR or better) a basic skills English or math course in the fall terms 2004 to 2006. The rate is calculated by dividing the number of students in the cohort by the number of students in the cohort who successfully complete an English or math course in a higher-level course group within three academic years.

Percent Successfully Completed Higher Level Course in English within Three Academic Years

Beginning Sequence in Level	Fall 2004			Fall 2005			Fall 2006		
	Success in Higher Level Crs	Success in Initial Course	% Improvement	Success in Higher Level Crs	Success in Initial Course	% Improvement	Success in Higher Level Crs	Success in Initial Course	% Improvement
Group B	762	1419	53.7%	857	1525	56.2%	849	1473	57.6%
Group C	228	435	52.4%	309	628	49.2%	295	633	46.6%

Beginning	Fall 2004	Fall 2005	Fall 2006
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	Success in Higher Level Crs	Success in Initial Course	% Improvement	Success in Higher Level Crs	Success in Initial Course	% Improvement	Success in Higher Level Crs	Success in Initial Course	% Improvement
1 Levels Below AA	271	434	62.4%	281	445	63.1%	343	514	66.7%
2 Levels Below AA	319	546	58.4%	370	650	56.9%	337	606	55.6%
3 Levels Below AA	219	373	58.7%	228	418	54.5%	235	410	57.3%

Percent Successfully Completed Higher Level Course in Math within Three Academic Years

Summary

For students who started at the “C” level in English in the fall of 2006, 46% of students completed the next higher course within three years. For students at the “B” level the rate of completion was 57%. In the area of math, students starting three levels below college level, showed a 57% improvement rate. At two levels, students showed a 55% improvement rate. At one level below, students showed a 66% course improvement rate.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	May 4, 2010

APPENDIX B

RECOMMENDATION NO.

SUBJECT: **2009-2010 QUARTERLY REPORT AND 311Q**

UNRESTRICTED GENERAL FUND 01.0 REVENUE BUDGET

ACCOUNTS	2009-2010 ADOPTED BUDGET	March 31, 2010 ACTUAL REVENUE	2009-2010 PROJECTED REVENUE
FEDERAL			
FIN AID ADM ALLOWANCES	125,639	111,669	125,639
AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA)	-	415,294	415,294
TOTAL FEDERAL	125,639	526,963	540,933
STATE			
PRINCIPAL APPORTIONMENT	84,184,986	54,673,051	84,437,529
PRIOR YEAR APPORTIONMENT ADJUSTMENTS	-	187,084	187,084
HOMEOWNERS EXEMPT	94,810	50,886	101,765
STATE LOTTERY REVENUE	2,910,974	949,522	3,085,836
MANDATED COST RECOVERY	-	270,993	270,993
OTHER STATE	646,926	452,276	595,100
TOTAL STATE	87,837,696	56,583,812	88,678,307
LOCAL			
PROP TAX SHIFT (ERAF)	-	1,675,494	1,675,494
SECURED TAX	9,726,071	5,963,899	8,141,488
SUPPLEMENTAL TAXES	136,362	36,063	36,753
UNSECURED TAX	408,589	475,135	475,136
PRIOR YRS TAXES	500,147	310,689	310,689
PROPERTY TAX - RDA PASS THRU	317,365	357,977	357,977
RENTS	69,960	39,058	53,500
INTEREST	373,099	125,200	181,523
ENROLLMENT FEES	10,142,144	9,143,260	9,985,987
STUDENT RECORDS	305,867	73,308	305,867
NON-RESIDENT TUITION/INTENSIVE ESL	20,687,624	20,067,064	20,355,653
OTHER STUDENT FEES & CHARGES	132,539	183,026	183,030
F1 APPLICATION FEES	108,580	92,823	104,021
OTHER LOCAL	486,556	437,382	632,281
I. D. CARD SERVICE CHARGE	787,368	881,617	882,000
LIBRARY CARDS	500	20	500
LIBRARY FINES	20,000	3,252	20,000
PARKING FINES	280,000	209,294	280,000
TOTAL LOCAL	44,482,771	40,074,561	43,981,899
TOTAL REVENUE	132,446,106	97,185,336	133,201,139
TRANSFER IN	219,140	78,221	248,577
TOTAL REVENUE AND TRANSFERS	132,665,246	97,263,557	133,449,716

UNRESTRICTED GENERAL FUND 01.0 EXPENDITURE BUDGET

ACCOUNTS	2009-2010 ADOPTED BUDGET	March 31, 2010 ACTUAL EXPENDITURES	2009-2010 PROJECTED EXPENDITURES
INSTRUCTION	23,056,664	14,995,637	23,319,718
ACADEMIC MANAGERS	5,169,423	3,475,968	5,289,125
NON-INSTRUCTION	5,695,451	3,449,464	5,606,007
HOURLY INSTRUCTION	24,888,904	17,013,045	24,888,904
HOURLY NON-INSTRUCTION	3,108,687	2,146,595	3,343,301
BACKFILL FOR CATEGORICAL FUNDS	261,302	-	546,674
TOTAL ACADEMIC	62,180,431	41,080,709	62,993,729
CLASSIFIED REGULAR	19,818,881	12,648,283	19,664,559
CLASSIFIED MANAGERS	3,697,351	2,455,038	3,710,167
CLASS REG INSTRUCTION	3,083,831	1,895,131	3,108,770
CLASSIFIED HOURLY	1,556,805	1,070,826	1,922,024
CLASS HRLY INSTRUCTION	832,287	305,685	610,935
VACANT POSITIONS	270,616	-	1,201,051
VACANCY SAVINGS	(67,654)	-	(1,050,920)
BACKFILL FOR CATEGORICAL FUNDS	93,652	-	461,868
TOTAL CLASSIFIED	29,285,769	18,374,963	29,628,454
STRS	4,153,228	2,635,870	4,187,543
PERS	3,293,805	2,202,110	3,284,150
OASDI/MEDICARE	2,953,845	1,943,816	2,954,669
H/W	12,424,340	6,703,676	12,424,340
CALPERS PPO PREMIUM HOLIDAY	-	(906,830)	(906,830)
RETIREEES' H/W	2,081,322	1,483,474	2,081,322
CALPERS PPO PREMIUM HOLIDAY - RETIREE H & W	-	(220,000)	(220,000)
SUI	336,787	258,681	338,453
WORKERS' COMPENSATION	1,289,890	824,699	1,289,890
ALTERNATIVE RETIREMENT	525,000	300,403	525,000
BENEFITS RELATED TO VACANT POSITIONS	54,123	-	240,210
BENEFITS RELATED TO VACANCY SAVINGS	(13,531)	-	(210,184)
BACKFILL FOR CATEGORICAL FUNDS	34,113	-	191,190
TOTAL BENEFITS	27,132,922	15,225,899	26,179,753
SUPPLIES	1,070,210	558,322	1,083,710
BACKFILL FOR CATEGORICAL FUNDS	38,190	-	37,175
TOTAL SUPPLIES	1,108,400	558,322	1,120,885
CONTRACTS/SERVICES	9,788,992	6,798,378	9,995,327
INSURANCE	756,100	771,489	771,489
UTILITIES	3,266,011	2,174,033	3,266,011
BACKFILL FOR CATEGORICAL FUNDS	152,753	33,077	221,176
TOTAL SERVICES	13,963,856	9,776,977	14,254,003
BLDG & SITES	46,600	25,443	46,600
EQUIPMENT	154,830	105,041	184,941
LEASE PURCHASES	81,489	1,073	81,489
BACKFILL FOR CATEGORICAL FUNDS	165,319	-	165,319
TOTAL CAPITAL	448,238	131,557	478,349
TOTAL EXPENDITURES	134,119,616	85,148,427	134,655,173
OUTGOING TRANSFER/FINANCIAL AID	244,847	158,673	244,847
BACKFILL FOR CATEGORICAL FUNDS	106,346	-	143,952
TOTAL TRANSFERS/FINANCIAL AID	351,193	158,673	388,799
TOTAL EXPENDITURES & TRANSFERS	134,470,809	85,307,100	135,043,972

UNRESTRICTED GENERAL FUND 01.0 FUND BALANCE BUDGET

ACCOUNTS	2009-2010 ADOPTED BUDGET	March 31, 2010 ACTUAL FUND BALANCE	2009-2010 PROJECTED FUND BALANCE
TOTAL REVENUE AND TRANSFERS	132,665,246	96,244,461	132,430,620
TOTAL EXPENDITURES AND TRANSFERS	133,375,580	86,400,853	134,223,291
BACKFILL FOR CATEGORICAL FUNDS	851,675	33,077	1,767,354
VACANT POSITIONS WITH PAYROLL RELATED BENEFITS	324,739	-	1,441,261
VACANT SAVINGS WITH PAYROLL RELATED BENEFITS	(81,185)	-	(1,261,104)
OPERATING SURPLUS/(DEFICIT)	(1,805,563)	9,810,531	(3,740,182)
ONE-TIME FUNDING/SAVINGS			
PRIOR YEAR APPORTIONMENT ADJ	-	187,084	187,084
AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA)	-	415,294	415,294
MANDATED COST RECOVERY	-	270,993	270,993
SWACC REBATE	-	145,725	145,725
CALPERS PPO PREMIUM HOLIDAY	-	1,126,830	1,126,830
OPERATING SURPLUS/(DEFICIT) WITH ONE-TIME ITEMS	(1,805,563)	11,956,457	(1,594,256)
BEGINNING BALANCE***	17,408,758	17,408,758	17,408,758
ENDING FUND BALANCE***	15,603,195	29,365,215	15,814,502
FUND BALANCE RATIO TO TTL EXPENSES & TRANSFERS **	11.60%	34.42%	11.71%

** Chancellor's Office recommended ratio is 5%. Please see ADDENDUM for Designated Reserves.

*** Fund Balance reflects designated reserves.

RESTRICTED GENERAL FUND 01.3 REVENUE BUDGET

ACCOUNTS	2009-2010 ADOPTED BUDGET	March 31, 2010 ACTUAL REVENUE	2009-2010 PROJECTED REVENUE
FEDERAL			
VTEA-VOCATIONAL AND TECHNICAL EDUCATION ACT	592,344	256,921	592,344
FWS-FEDERAL WORK STUDY	661,641	294,418	661,641
RADIO GRANTS	1,939,980	1,361,188	2,053,802
TANF-TEMPORARY ASSISTANCE FOR NEEDY FAMILIES	60,327	39,601	52,106
TECH PREP	67,750	25,434	67,750
FEDERAL CARRYOVERS	1,489,988	674,672	1,489,988
OTHER FEDERAL	1,408,755	387,919	3,011,917
TOTAL FEDERAL	6,220,785	3,040,153	7,929,548
STATE			
LOTTERY	697,359	697,359	697,359
SFAA-STUDENT FINANCIAL AID ADMIN	646,061	532,762	699,502
EOPS-EXTENDED OPPORTUNITY PROG & SERV	1,184,114	656,776	859,283
CARE-COOP AGENCIES RESOURCES FOR EDUCATION	82,163	44,703	58,688
DSPTS-DISABLED STUDENTS PROGRAM & SERVICES	1,270,700	779,986	1,026,298
NON-CREDIT MATRICULATION	45,654	16,689	21,958
MATRICULATION	953,649	470,687	642,971
MATRICULATION-TRANSFER RELATED	59,905	59,905	59,905
EQUAL EMPLOYMENT OPPORTUNITY-STAFF/FACULTY DIVERSITY	18,815	6,609	11,594
CALWORKS	264,023	122,240	164,695
ENROLLMENT GROWTH	235,732	243,075	357,463
TRANSFER AND ARTICULATION	2,720	-	-
STATE CARRYOVERS	3,481,992	3,321,813	3,506,790
OTHER STATE	1,131,496	517,475	932,045
TOTAL STATE	10,074,383	7,470,079	9,038,551
LOCAL			
PICO PARTNERSHIP	153,750	78,493	153,750
HEALTH FEES	1,086,287	1,282,327	1,282,327
PARKING FEES	1,665,550	1,910,788	1,910,788
DONATIONS-KCRW	4,958,513	1,986,591	4,958,513
COMMUNITY SERVICES	862,850	786,107	862,850
COUNTY CALWORKS	64,000	40,307	64,000
CONSOLIDATED CONTRACT ED-LOCAL	-	29,575	29,575
LOCAL CARRYOVERS	805,858	1,259,808	1,261,348
OTHER LOCAL	2,504,530	2,125,726	2,541,593
TOTAL LOCAL	12,101,338	9,499,722	13,064,744
TOTAL REVENUE	28,396,506	20,009,954	30,032,843

RESTRICTED GENERAL FUND 01.3 EXPENDITURE BUDGET

ACCOUNTS	2009-2010 ADOPTED BUDGET	March 31, 2010 ACTUAL EXPENDITURES	2009-2010 PROJECTED EXPENDITURES
INSTRUCTION	221,913	172,970	211,683
MANAGEMENT	1,530,353	988,510	1,854,026
NON-INSTRUCTION	1,253,231	985,956	1,366,913
HOURLY INSTRUCTION	130,204	369,039	395,545
HOURLY NON-INSTRUCTION	1,751,096	1,309,487	1,822,382
TOTAL ACADEMIC	4,886,797	3,825,962	5,650,549
CLASSIFIED REGULAR	2,478,657	1,900,907	2,351,043
CLASSIFIED MANAGERS	383,407	289,530	339,303
CLASS REG INSTRUCTION	206,742	-	100,131
CLASSIFIED HOURLY	2,027,978	1,327,007	2,134,159
CLASS HRLY INSTRUCTION	563,774	225,984	549,489
TOTAL CLASSIFIED	5,660,558	3,743,428	5,474,125
BENEFITS HOLDING ACCOUNT	2,275,597	-	934,392
STRS	-	257,143	257,143
PERS	-	236,643	236,643
OASDI/MEDICARE	-	261,623	261,623
H/W	-	542,798	542,798
SUI	-	20,912	20,912
WORKERS' COMP.	-	96,599	96,599
ALTERNATIVE RETIREMENT	-	43,972	43,972
TOTAL BENEFITS	2,275,597	1,459,690	2,394,082
TOTAL SUPPLIES	1,205,540	398,680	1,300,026
CONTRACTS/SERVICES	7,402,745	3,749,796	7,910,914
INSURANCE	2,309,530	2,249,822	2,309,530
UTILITIES	232,700	118,424	233,125
TOTAL SERVICES	9,944,975	6,118,042	10,453,569
BLDG & SITES	1,850,050	437,989	2,410,288
EQUIPMENT/LEASE PURCHASE	1,740,210	812,480	1,510,700
TOTAL CAPITAL	3,590,260	1,250,469	3,920,988
TOTAL EXPENDITURES	27,563,727	16,796,271	29,193,339
OTHER OUTGO - FINANCIAL AIDS	613,639	360,045	590,927
OTHER OUTGO - TRANSFERS	219,140	78,221	248,577
TOTAL OTHER OUTGO	832,779	438,266	839,504
TOTAL EXPENDITURES & OTHER OUTGO	28,396,506	17,234,537	30,032,843

RESTRICTED GENERAL FUND 01.3 FUND BALANCE BUDGET

ACCOUNTS	2009-2010 ADOPTED BUDGET	March 31, 2010 ACTUAL FUND BALANCE	2009-2010 PROJECTED FUND BALANCE
TOTAL REVENUE AND TRANSFERS	28,396,506	20,009,954	30,032,843
TOTAL EXPENDITURES AND TRANSFERS	28,396,506	17,234,537	30,032,843
OPERATING SURPLUS/(DEFICIT)	-	2,775,417	-
BEGINNING BALANCE	-	-	-
ADJUSTMENT TO BEGINNING BALANCE	-	-	-
CONTINGENCY RESERVE/ENDING FUND BALANCE	-	2,775,417	-
FUND BALANCE RATIO TO TTL EXPENDITURES & TRANSFERS	0.00%	16.10%	0.00%

CAPITAL OUTLAY FUND 40.0			
ACCOUNTS	2009-2010 ADOPTED BUDGET	March 31, 2010 ACTUAL	2009-2010 PROJECTED
REVENUE			
INTEREST	60,000	40,536	60,000
NON-RESIDENT CAPITAL CHARGE	2,692,500	2,552,230	2,692,500
TOTAL REVENUE	2,752,500	2,592,766	2,752,500
EXPENDITURES			
SUPPLIES	54,000	1,185	54,000
CONTRACT SERVICES	378,500	93,979	378,500
CAPITAL OUTLAY*	7,358,256	682,850	7,358,256
TOTAL EXPENDITURES	7,790,756	778,014	7,790,756
OPERATING SURPLUS/(DEFICIT)	(5,038,256)	1,814,752	(5,038,256)
BEGINNING BALANCE	5,038,256	5,038,256	5,038,256
ENDING FUND BALANCE	-	6,853,008	-

EARTHQUAKE FUND 41.0

ACCOUNTS	2009-2010 ADOPTED BUDGET	March 31, 2010 ACTUAL	2009-2010 PROJECTED
REVENUE			
FEDERAL/FEMA FUNDING	-	-	-
INTEREST	1,800	718	1,000
TOTAL REVENUE	1,800	718	1,000
EXPENDITURES			
CONTRACT SERVICES	4,515	-	4,515
CAPITAL OUTLAY	3,091,800	-	3,091,000
TRANSFER OUT	-	-	-
TOTAL EXPENDITURES	3,096,315	-	3,095,515
OPERATING SURPLUS/(DEFICIT)	(3,094,515)	718	(3,094,515)
BEGINNING BALANCE	3,094,515	3,094,515	3,094,515
ENDING FUND BALANCE	-	3,095,233	-

MEASURE U FUND 42.2

ACCOUNTS	2009-2010 ADOPTED BUDGET	March 31, 2010 ACTUAL	2009-2010 PROJECTED
REVENUE			
OTHER FINANCING SOURCES	11,000,000	10,998,992	10,998,992
INTEREST	250,000	89,835	120,000
TOTAL REVENUE	11,250,000	11,088,827	11,118,992
EXPENDITURES			
SUPPLIES	50,000	1,393	50,000
CONTRACT SERVICES	763,253	163,983	763,253
CAPITAL OUTLAY	22,651,407	600,127	22,520,399
TOTAL EXPENDITURES	23,464,660	765,503	23,333,652
OPERATING SURPLUS/(DEFICIT)	(12,214,660)	10,323,324	(12,214,660)
BEGINNING BALANCE	12,214,660	12,214,660	12,214,660
ENDING FUND BALANCE	-	22,537,984	-

MEASURE S FUND 42.3			
ACCOUNTS	2009-2010 ADOPTED BUDGET	March 31, 2010 ACTUAL	2009-2010 PROJECTED
REVENUE			
OTHER FINANCING SOURCES	-	-	-
INTEREST	470,000	496,134	662,000
TOTAL REVENUE	470,000	496,134	662,000
EXPENDITURES			
SUPPLIES	20,000	163	20,000
CONTRACT SERVICES	814,500	392,379	814,500
CAPITAL OUTLAY	67,153,995	7,407,706	67,345,995
TOTAL EXPENDITURES	67,988,495	7,800,248	68,180,495
OPERATING SURPLUS/(DEFICIT)	(67,518,495)	(7,304,114)	(67,518,495)
BEGINNING BALANCE	67,518,495	67,518,495	67,518,495
ENDING FUND BALANCE	-	60,214,381	-

MEASURE AA FUND 42.4

ACCOUNTS	2009-2010 ADOPTED BUDGET	March 31, 2010 ACTUAL	2009-2010 PROJECTED
REVENUE			
OTHER FINANCING SOURCES	-	100,000,000	100,000,000
INTEREST	-	-	325,000
TOTAL REVENUE	-	100,000,000	100,325,000
EXPENDITURES			
SUPPLIES	-	-	500,000
CONTRACT SERVICES	-	16,563	1,366,907
CAPITAL OUTLAY	-	1,414,493	98,458,093
TOTAL EXPENDITURES	-	1,431,056	100,325,000
OPERATING SURPLUS/(DEFICIT)	-	98,568,944	-
BEGINNING BALANCE	-	-	-
ENDING FUND BALANCE	-	98,568,944	-

STUDENT FINANCIAL AID FUND 74.0

ACCOUNTS	2009-2010 ADOPTED BUDGET	March 31, 2010 ACTUAL	2009-2010 PROJECTED
REVENUE			
FEDERAL GRANTS	18,597,541	15,933,931	23,097,541
CAL GRANTS	927,000	417,100	927,000
TRANSFER	244,847	151,963	244,847
TOTAL REVENUE	19,769,388	16,502,994	24,269,388
EXPENDITURES			
FINANCIAL AID	19,769,388	16,829,637	24,269,388
TOTAL EXPENDITURES	19,769,388	16,829,637	24,269,388
ENDING FUND BALANCE ***	-	(326,643)	-
<p>***Negative ending balance is a result of a timing difference between financial aid check issuance and deposit of Federal and CAL Grant Funds.</p>			

AUXILIARY FUND

ACCOUNTS	2009-2010 ADOPTED BUDGET	March 31, 2010 ACTUAL	2009-2010 PROJECTED
BEGINNING BALANCE	2,181,123	2,181,123	2,181,123
ADJ. TO BEG. BALANCE	-	-	-
ADJUSTED BEGINNING BALANCE	<u>2,181,123</u>	<u>2,181,123</u>	<u>2,181,123</u>
REVENUE			
GROSS SALES	7,484,197	6,156,258	7,047,943
LESS: COST OF GOODS	<u>(5,451,637)</u>	<u>(4,703,006)</u>	<u>(4,999,152)</u>
NET	2,032,560	1,453,252	2,048,791
VENDOR INCOME	637,420	518,571	646,528
AUXILIARY PROGRAM INCOME	<u>265,000</u>	<u>216,175</u>	<u>259,300</u>
NET INCOME	2,934,980	2,187,998	2,954,619
INTEREST	<u>56,000</u>	<u>32,430</u>	<u>43,428</u>
TOTAL REVENUE	<u>2,990,980</u>	<u>2,220,428</u>	<u>2,998,047</u>
TOTAL FUNDS AVAILABLE	<u>5,172,103</u>	<u>4,401,551</u>	<u>5,179,170</u>
EXPENDITURES			
STAFFING	1,255,409	874,891	1,140,193
FRINGE BENEFITS	308,000	173,477	308,000
OPERATING	<u>2,030,436</u>	<u>726,939</u>	<u>2,007,358</u>
TOTAL EXPENDITURES	<u>3,593,845</u>	<u>1,775,307</u>	<u>3,455,551</u>
ENDING FUND BALANCE	<u>1,578,258</u>	<u>2,626,244</u>	<u>1,723,619</u>

ADDENDUM TO UNRESTRICTED GENERAL FUND 01.0 - DESIGNATED RESERVE

ACCOUNTS	2009-2010 ADOPTED BUDGET
DESIGNATED RESERVE FOR: UNFUNDED RETIREE BENEFITS	2,000,000

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

Quarterly Financial Status Report, CCFS-311Q

VIEW QUARTERLY DATA

CHANGE THE PERIOD

Fiscal Year: 2009-2010

Quarter Ended: (Q3) Mar 31, 2010

District: (780) SANTA MONICA

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2006-07	Actual 2007-08	Actual 2008-09	Projected 2009-2010
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	129,659,094	132,456,509	134,609,448	133,201,139
A.2	Other Financing Sources (Object 8900)	100,705	213,913	162,613	248,577
A.3	Total Unrestricted Revenue (A.1 + A.2)	129,759,799	132,670,422	134,772,061	133,449,716
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	121,902,564	128,566,012	133,921,933	134,655,173
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	282,272	1,267,030	239,346	388,799
B.3	Total Unrestricted Expenditures (B.1 + B.2)	122,184,836	129,833,042	134,161,279	135,043,972
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	7,574,963	2,837,380	610,782	-1,594,256
D.	Fund Balance, Beginning	8,385,633	15,960,596	18,797,976	19,408,758
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	8,385,633	15,960,596	18,797,976	19,408,758
E.	Fund Balance, Ending (C. + D.2)	15,960,596	18,797,976	19,408,758	17,814,502
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	13.1%	14.5%	14.5%	13.2%

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	21,684	18,843	23,547	23,278
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	Description	As of the specified quarter ended for each fiscal year			
		2006-07	2007-08	2008-09	2009-2010
III. Total General Fund Cash Balance (Unrestricted and Restricted)					
H.1	Cash, excluding borrowed funds		37,545,313	22,984,105	29,394,225
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	33,856,660	37,545,313	22,984,105	29,394,225

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I. Revenues:					
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	132,446,106	133,201,139	97,185,336	73%
I.2	Other Financing Sources (Object 8900)	219,140	248,577	78,221	31.5%
I.3	Total Unrestricted Revenue (I.1 + I.2)	132,665,246	133,449,716	97,263,557	72.9%
J. Expenditures:					
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	134,119,616	134,655,173	85,148,427	63.2%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	351,193	388,799	158,673	40.8%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	134,470,809	135,043,972	85,307,100	63.2%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-1,805,563	-1,594,256	11,956,457	
L.	Adjusted Fund Balance, Beginning	19,408,758	19,408,758	19,408,758	
L.1	Fund Balance, Ending (C. + L.2)	17,603,195	17,814,502	31,365,215	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	13.1%	13.2%		

V. Has the district settled any employee contracts during this quarter?

NO

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management		Academic		Classified			
			Permanent		Temporary			
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:								
Year 1:								
Year 2:								
Year 3:								
b. BENEFITS:								
Year 1:								
Year 2:								
Year 3:								

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? YES

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

On January 26, 2010 the District issued \$110,998,992.35 of General Obligation Bonds consisting of \$10,998,992.35 of Capital Appreciation "Tax-Exempt" bonds, \$33,135,000 of Current Interest "Tax-Exempt" bonds and \$66,865,000 of Build America "Taxable" bonds. This issuance will have no effect on the General Funds and will allow the District to continue with its Facilities Master Plan.

On March 11, 2010 the District issued a \$13,945,000 refunding of a prior Certificate of Participation. This refunding resulted in approximately a \$1.6 million dollar Present Value savings for the Districts General Fund.

VII. Does the district have significant fiscal problems that must be addressed? This year? YES
Next year? YES

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

The District faces several significant fiscal problems that must be addressed in the 2009-2010 and 2010-2011 fiscal years.

- 1) Due to reductions in general apportionment and categorical funding, resulting from reduced State and ARRA revenue streams, the District expects to significantly drawdown on its reserves in the 2010-2011 fiscal year.
- 2) The extensive cash deferral mechanism in the State General Apportionment dispersal process could cause the District cash flow issues in the 2010-2011 fiscal year that may require borrowing and additional borrowing related expenditures.
- 3) The reduction in categorical funding has placed a significant strain on the General Unrestricted Fund. The program reductions in DSPS, Scheduled Maintenance and Instructional Equipment poses significant problems as mandates and operational needs prevent the District from reducing expenditures in these areas to match the reduced funding from the State resulting in a shift of resources from the Unrestricted General Fund to fund these programs and related expenditures.
- 4) With the reduction in Part Time Faculty Insurance funding from the State coupled with the rising cost of Health and Welfare benefits the District is expecting an increased percentage of the Unrestricted General Fund will be needed to cover these expenditures moving forward.
- 5) With the combination of expected increased costs and small to negligible increases in State Apportionment the District is projecting a significant reduction in Ending Fund Balance in the 2010-2011 fiscal year.
- 6) The effects of the recently passed health care legislation may have a significant effect on costs in the 2010-2011 fiscal year that could further reduce Unrestricted General Fund reserves going forward.