

Santa Barbara City College

BUSINESS SERVICES

March 20, 1984

To: Dr. Charles Hanson
From: Sylvia Schmidt *SS*
Re: DUPLICATING CENTER - EQUIPMENT REPLACEMENT

Background

The workhorses of the Duplicating Center are the two offset presses which produce approximately 3.5 million of the five million copies used by the District each year. These two presses are ten and five years old and the 100 bin sorter/collator (which is attached to the older press) is 15 years old. This equipment has a normal useful life of five to eight years and the increasing age of the sorter and press have meant a corresponding increase in maintenance costs and non-availability of replacement parts. The press is currently being operated without an automatic copy counter and with jerry-rigged drive belts because replacements are not available. Even with the continued TLC given to it by its operator, we do not expect to be able to operate it for much longer and the expected increase in maintenance costs will be prohibitive. Because of its age, the sorter cannot be adapted to any other press which means that both the offset and the sorter will have to be replaced at the same time.

Department efficiency has declined due to the inadequacies of this equipment. A corresponding increase in usage of the existing photo-copy equipment has led to increased maintenance problems and down-time which, in turn, creates high frustration levels on the part of the users. Extensive use of the photo-copiers is also much more expensive to the cost centers as these copies are charged back at 2.5¢ or 3.5¢ per copy vs 1¢ for offset copies.

Last fall we responded to requests for additional/improved copying services campus-wide by replacing the existing coated-paper satellite copiers with plain paper photocopiers and installing an additional machine in the Math/English Center. Since that time we have added yet another machine (second floor, Humanities building) and upgraded the machine in the Duplicating Center to provide increased back-up for the IBM machine. The satellite copiers were initially placed to provide the means for small quantity, high quality copies without the necessity of going to the Duplicating Center. They were not intended, nor are they economically feasible, for the production of classroom volume copies. Use limitations (10 copies per original) were set on these machines and the charge-back was set at 3.5¢ per copy to encourage use of the more economical offset presses for classroom volume copies. It was also assumed that use of the new satellites

would tend to decrease volume on the IBM machine, which had been suffering symptoms of overuse. Unfortunately, the use limitations have been almost totally ignored and the honor system of logging copies has resulted in only about 50% of actual copies made being accounted for. There has been no decrease in volume on the IBM but instead, we have noted a decrease in volume on the offsets.

Recently concern has again been expressed over the lack of instructor-oriented (high volume) walk-up copiers on campus. To address that concern, I have added decentralization to the list of possible options.

Replacement Options

1. Utilize District equipment replacement funds to purchase a new press (\$30,000) and sorter (\$15,000) for a total capital outlay of \$45,000.
2. Replace the equipment utilizing a five year lease-purchase agreement.
3. Install a high-speed photocopier to relieve the press of 25-50% of its current volume and continue to operate the press until it becomes inoperable.
4. Maintain the status quo.
5. Decentralize.

Implications of Options

Option #1: Purchase of a new press and sorter from District equipment funds would enable the Duplicating Department to increase efficiency, expand services, decrease turn-around time and reduce maintenance expenses without increasing either its annual budget or the charge-back cost to users.

Option #2: Utilizing a lease-purchase agreement to replace the equipment would mean an expenditure to the District of approximately \$21,000 over the five years of the contract for interest and amortization costs in addition to the \$45,000 equipment cost. The cost would have to be absorbed by increasing either the Duplicating Department budget or the user charge-back which, in turn, would mean an increase in departmental budgets. The budget increase is estimated at \$13,200 per annum.

Option #3: There are various high-speed, multi-function photocopiers available on an annual rental basis which could easily manage a volume of 250,000 copies per month. Purchase cost of these machines is prohibitive

and purchase is not recommended. Although they are simpler to operate than an offset press, they are not "user-friendly" and are not recommended as walk-up, multi-user machines and would require a trained operator. The increased cost of this equipment would be approximately \$24,000 per annum to be absorbed by budget increases.

Option #4: There is no way to estimate how much longer the existing equipment will remain operational. If we do nothing, service will continue to decline and user frustration will increase. I have already been informed that A.B.Dick will not renew the maintenance contract on the press and sorter for next year and will continue to repair and maintain it only on a cost-for-service basis. This will result in an increase in maintenance costs which cannot be calculated and/or budgeted for, which of course, is the reason the vendor will not renew. The "domino effect" of increased useage of the remaining duplicating equipment will increase departmental costs and probably result in escalating down-time due to over-use. Unless the total copy volume for the District can be reduced, we will inevitably be faced with making a decision with very little time when the equipment finally becomes inoperable.

Option #5: Decentralization of duplicating services could be accomplished by the installation of high-speed, multi-function photocopiers (similar to the IBM) at various locations around the campus. Estimating a need for four such copiers (replacing current satellites), and retaining the balance of the satellites now in place, the increased cost would be approximately \$18,000 per annum, or a charge-back of 3.5¢ per copy.

There would be additional undetermined costs to the District in increased utility charges and the remodeling of the locations selected. One of the two current offset press operators would have to be reassigned to another area.

Recommendation

A recent survey of duplicating methods used by California community colleges showed that 30 of the 43 colleges responding used offset presses as their major high-volume equipment. The volumes ranged from 100,000 copies at Los Angeles Mission College, to 7 million at Solano College. Offset production is the most economical method of volume copying as reflected in our current charge-back rates (offset = 1¢, IBM = 2.5¢, satellites = 3.5¢). The acquisition of a new press and sorter will enable the Duplicating department to reduce the current turn-around time for offset production from 5 days to 2 days for most projects, which should satisfy the needs of the majority of users.

I consider Option #1, replacement of the press and sorter, utilizing District replacement funds, to be the only reasonable and economically feasible alternative. All other options would inevitably result in increased costs to the District and any corresponding increase in user satisfaction would be negligible.

SS:mr

Santa Barbara City College
BUSINESS SERVICES

March 29, 1984

To: Cost Center Chairpersons
From: Charles Hanson, Business Manager
Re: EQUIPMENT REPLACEMENT

The restoration of \$1,161,364 in State funding has been accompanied by the reinstatement of several expenditure items to the budget, including \$100,000 for replacement of equipment needs. This amount, plus an already budgeted \$10,000, is available for distribution.

The replacement of an offset press and sorter in Duplicating has been assigned first priority since this is a college-wide function and 80% of the materials printed are for instructional departments. The cost is \$45,000.

The remaining \$65,000 will be distributed to six categories in the same ratio as last year:

	<u>Percentage</u>	<u>Amount</u>
Occupational	30.45	\$ 19,792
Science	26.55	17,258
Non-science	12.53	8,145
Instructional Support	13.82	8,983
Student Services	2.42	1,573
Other Support Services	14.23	9,249
T O T A L	100.00	\$ 65,000

The distribution of funds in the first four categories will be coordinated by John Romo. Lynda Fairly will be responsible for the Student Services funds, and I will coordinate the distribution of funds for the other support services category. Each of the three coordinators will supply further information to the department chairpersons involved.

Attached is a listing of departments by category.

All equipment purchase requests must be submitted to the appropriate coordinator for submittal to the Purchasing Office no later than April 30, 1984.

CLH:mr

cc: President's Cabinet

Santa Barbara Community College District

COST CENTERS GROUPED BY EQUIPMENT FUNDS

ALLOCATION CATEGORIES

	COST CENTER	
<u>Category</u>	<u>Name</u>	<u>Number</u>
Occupational	Administration of Justice	0408
	Auto Services	0416
	Electronics	0424
	Graphic Communications	0440
	Machine Shop/Welding	0456
	Cosmetology	0616
	Drafting	0624
	Fire Science	0626
	General Work Experience	0628
	Interior Design	0640
	Landscape Horticulture	0648
	Water Science	0686
	Business Education	1200
	Health Occupations	2800
	Hotel & Restaurant Management	3000
	Marine Technology	3800
Science	Computer Science	1232
	Chemistry	1400
	Earth & Planetary Science	1800
	Biological Science	3600
	Mathematics	4000
	Physics and Engineering	5200
Non-Science	American Ethnic Studies	0200
	Art	0800
	English/Essential Skills/Journalism	2000
	French	2400
	German and Italian	2600
	Language Laboratory	3200
	Music	4400
	Music/Drama	4500
	Physical Education/Recreation	5000
	Social Science	5400
	Spanish	5600
	Speech and Theatre Arts	5800

COST CENTERS GROUPED BY EQUIPMENT FUNDS
ALLOCATION CATEGORIES

2.

<u>Category</u>	<u>COST CENTER</u>	
	<u>Name</u>	<u>Number</u>
Instructional Support	Coordinated Instruction TV	2204
	Academic Senate	8614
	Instruction Support Office	8642
	Learning Assistance Center	8656
	Media Services	8660
	Occupational & Career Educ. Support	8670
	Secretarial Support	8684
	Tutorial Center	8698
	Library	8800
	Student Services	Admissions and Records
Counseling and Guidance		9224
EOPS		9232
Office of Administrative Dean		9240
Office of Student Activities		9248
Placement and Financial Aids Security		9264 9281
Other Support Services	Business and Accounting	8209
	Duplicating	8240
	Facilities and Operations	8245
	Facilities Development	8254
	Print Shop	8263
	Purchasing	8272
	Switchboard and Mail Room	8290
	Transportation	8295
	Community Services	8300
	Data Processing	8400
	Affirmative Action/Personnel	9010
	College Information	9030
	Executive Office	9040
	Publications	9048
	Research and Grants	9060

D. Pickering
m.r.

1/11/83

To: Representative Council

February 10, 1984

From: Peter Haslund

RE: Modular Calendar Proposal

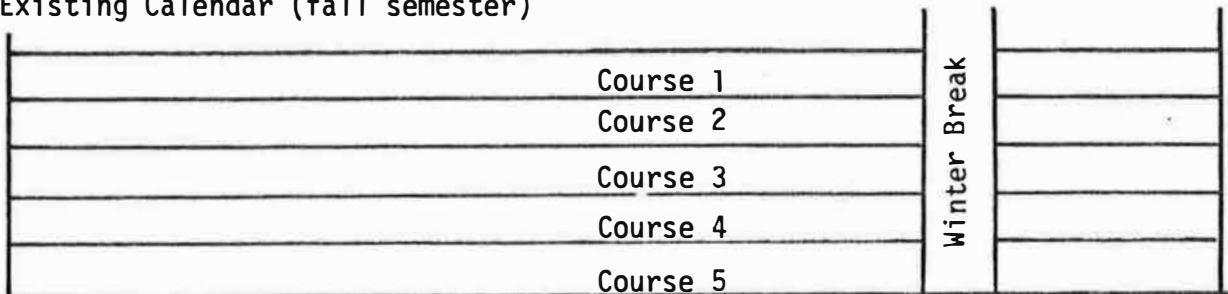
About 8 years ago, I proposed exploring the development of a modular calendar for SBCC similar to approaches used at Colorado College and Whittier College. My enthusiasm for the modular calendar came from listening to students who had recently transferred from Colorado College...and from faculty colleagues who teach there.

One such colleague had been a staunch opponent of efforts to move to the modular calendar. He "lost" the battle. Today, he can be counted among those converts who would rather fight than switch back to the old semester system.

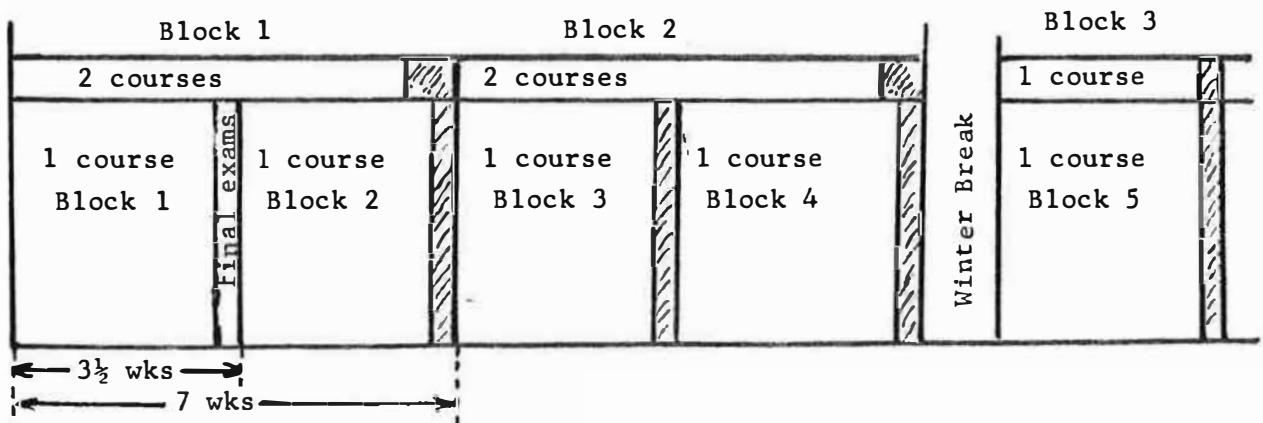
The Modular Calendar

Simply put, this approach would allow us to offer courses sequentially rather than concurrently. Courses would be offered in "blocks" of 3½ to 7 weeks, and students would enroll in either one or two courses at a time. Visually, this might be represented as follows:

Existing Calendar (fall semester)



Modular Calendar (fall semester)



Whittier College offers a calendar which allows for both the conventional semester approach and the modular. They allow for the modular approach for courses best taught intensively and for introductory courses.

Advantages: In addition to eliminating the post-Christmas lame-duck session:

1. Students (and instructors) would be able to focus on one topic for a sustained period of time each instructional day. This would allow for both parties to the learning process to be immersed in their subject and, hopefully, cut short the process of "knowledge evaporation" and boredom.
2. Field experiences would be possible without interfering with other courses.
3. The potential for "success" for the student will be more likely because enthusiasm about the subject will be more easily sustained.
4. If item 3 is correct, we should see a decrease in the drop-rate.
5. If students become ill, it may be necessary to drop one "block" and pick up where he/she left off in a couple of weeks. The current system encourages students to play the game of "catch-up" in five separate courses which, I believe, limits the potential for success in those courses.
6. Students who withdraw from semester length classes would still be able to make progress under the modular calendar toward graduation.
7. Modular courses would be better suited for use of media in that it would allow adequate time for discussion as opposed to ending class with "we'll talk about what we've just seen...next Wednesday."

Disadvantages:

1. Modular calendar might not be as suitable for employment schedules as the conventional calendar (though for some kinds of work, it might actually be an advantage).
2. Some subjects require time to be absorbed fully.
3. Would require more registration times for modules/blocks. On the other hand, students could (and probably would) register for several blocks at a time to assure the desired sequence.
4. Would certainly require more planning regarding classroom allocation.

Thought there are clearly a number of issues which make the modular approach less attractive than the conventional semester system, there are enough advantages to make it worthwhile examining carefully. The Calendar Committee has done so, found it to be sufficiently interesting to examine further, and I would recommend that we forward this to the Faculty Enrichment Committee for their consideration and recommendation.

ORGANIZATION OF INSTRUCTIONAL ADMINISTRATION
(for discussion purposes)

BASIC FEATURES

- * An interim proposal for 1984-85
- * Retains existing Divisional and Representational structure with some minor changes.
- * Would provide for an "Acting" Assistant Dean as S. L. Conklin's replacement for 1984-85, with added responsibilities beyond Health Technology.
- * Would add "line" responsibilities for all four Assistant Deans for purposes of interfacing with "assigned" Division and Department Chairs.
- * No additional cost to the District

Instruction Office
April 11, 1984

CPC
4/17/84
Item #5

DEAN OF INSTRUCTION

ASST. DEAN
(Conklin Repl.)

ASST. DEAN
(Elkins)

ASST. DEAN
(Romo)

ASST. DEAN
(Sanchez)

Staff Responsibilities

Staff Responsibilities

Staff Responsibilities

Staff Responsibilities

1. Director, Health Tech
2. Summer Session
3. D.P. Liaison
4. Telecourses
5. Disabled Students
6. Instr. Research & Grants
7. Coordinate w/ Asst. Dean,
Career & Occupational Ed.

1. Occ/Career Education
2. Contract Instruction
3. V.E.A.
4. Advisory Committees
5. Coordination w/Health
Technologies

1. Ed Resources/Budget
2. Class Schedules
3. Honors
4. Readiness
5. International Education
6. S.B.C.C. Foundation

1. Instr. Program Planning
& Evaluation
2. Certificated Evaluation
3. Curriculum Committee
4. Library/Media/LAC
5. Faculty Enrichment
6. Instructional Improvement
7. College Catalog

Division Responsibilities

Division Responsibilities

Division Responsibilities

Division Responsibilities

1. Health Technologies
2. Sciences (including Earth Sc.)
3. PE/Athletics/Recreation

1. Applied Sciences
2. Business

1. Communication & Fine Arts
2. English
3. Math/Computer Science

1. Social Sciences/Humanities

Breakdown

Breakdown

Breakdown

Breakdown

3 Divisions
12 Departments

2 Divisions
18 Departments

2 Divisions
9 Departments

1 Division
10 Departments


Instruction Office
April 12, 1984

CPC
4/17/84
#5



Santa Barbara Community College District / Santa Barbara City College
721 Cliff Drive, Santa Barbara, California 93109 / (805) 965-0581

TO: Cabinet
CPC

FROM: Peter R. MacDougall 

RE: Recent Educational Conference

At a recent conference, I had the privilege of hearing Dr. George Keller, author of: Academic Strategy: The Management Revolution in Higher Education and Dr. Harold Hodgkinson, a leading educator and interpretor of demographics for higher education.

Both speakers presented information and ideas which underscore the importance of institutional planning efforts and some of our present practices. In addition, they made clear our need to more effectively assess, analyze, and interpret changes in external environment in order to apply the understandings that will result to our college.

I am enclosing some notes which may be of interest. It is my intent to invite Dr. Keller or Dr. Hodgkinson to our campus within the coming year.

CPC
4/17/84
Item #6

Dr. George Keller, author of Academic Strategy: The Management Revolution in Higher Education

Extraordinary external forces that are rocking higher education
More change for higher education than any time in its history
Cataclysmic change - cannot do business as usual. Glacial shifts
Three major changes which will result in an entirely different way
we run our institution. These changes compel strategic planning.

1. DEMOGRAPHY - 3 portions

- a. Decline in the number of young now to 1995-96
First time it has ever happened in higher education. One
half of women in the United States in their 20's not married.
Permanently changed the birthrate.
- b. Immigration in the last twenty years
70-80 decade 11 million new people came to this country -
greatest immigration in our country's history.
Most recent
Enormous problems for higher education. Introduce people to
the opportunities for higher education. Collaboration between
the colleges and high schools is needed.
- c. Geriatric revolution
Already the oldest society in the world.
Not too far away from having 1/3 of the population over 50.
Effects attitudes toward the schools - school funding
Three times in the past decade Social Security almost went
bankrupt. Now war between the young/old.
Cost of medical care insurance. Fastest growing section of
Federal and State budgets is care for the elderly.
Harder and harder for colleges and universities to obtain \$.
Difficult battle to fight; against the elderly because of the
need for \$ for the young.

2. Economic Changes

1974 - richest people on earth
USA: 6% of world's population produced 34% of the world's
goods "Days of wine and roses over"
World-wealth is being redistributed
USA major target for redistribution.
Japanese formidable competitor in the world markets
Permanent unemployment of 5-10% is to be expected
Beginning in 1973 (except '75) growing deficit in the
balance of trade - last year set a record on outflow.
Still living as if in the 50-60's-the economic situation
has changed
Last year for the first time, our trade with the Pacific was
greater than trade with Europe. Increasingly, our trade
and commerce will be carried on with the Far Eastern nations.

Two-thirds of the world's population lives in Far East.
Ramifications: look at Language courses, culture, etc.

How many teach about the Pacific countries?

One out of twelve students in our grad schools are foreign students.

52% of Engineering degrees foreign students.

35% of Computer Science degrees are foreign students.

Education Cottage Industry

Any activity that does not lend itself to productivity increases is going to increase costs more rapidly than other areas.

Education costs are raising faster than the CPI.

3. Technological Revolution

- a. Computers are the greatest invention to effect higher education since the invention of the printing press.
- b. Greatest threat to traditional teaching yet - Video tapes - using the best professors will enable "national" universities to present educational programs. Japanese are doing this - broadcasts featuring their best teachers with follow-up at regional centers.
- c. PBS - Cal Tech Physics Yale French. National courses.
NJ Instit. Tech. courses at home.
Raises fundamental questions of education being presented at a location to which people must go .. as opposed to education in the home.
Shift so extraordinary - Unless we decide what to do at it, we will be overrun by McGraw Hill, Hewlett-Packard, etc.
University of Maryland - University college taught throughout the world by satellite. Possibility of modern technology.

General

- a. Education is/is a life-long process. Yet almost all higher education is predicated upon campus-based education for youth.
- b. Sequence of learning is also changing
38% start in two-year colleges
Frequently start out with specialties and want general courses later.
- c. Learning sources
 - a. 50% of electronic technicians are taught in the military
 - b. 15 million enrolled in higher education institutions
 - c. 17 million pursuing higher education offerings but not in higher education institutions.

Administration Management

- a. a. Burden has shifted clearly to new forms of management.
Average tenure of a college president is now 4½ years
(formerly 9-10 years)
- b. Students .. game of musical chairs (fewer/fewer students)
Competition will get more intense. Finances extremely
important. Quality production. Innovate/change. Planning
Mode.
- c. To plan, you need some things
Better institutional research ... statistical skeleton.
Information imperative.
Admissions/Financial aid critical.
- d. Positioning - what is our advantage. What can we promote.

Strategic Planning - marriage between our internal values (kind of services we provide), with the external forces (market). Matching our services with the needs of society.

Community College

No one has done it better than the community colleges.
No one is better prepared to respond.
"Glorious moments for two-year institutions."
Great need is to refine and assert the kind of leadership we
are equipped to give.
Must understand the larger issues taking place ... recognize
and respond to the profound changes taking place.

OVERVIEW

Santa Barbara City College's Public Information Office is in room A-158, off the mail room, in the Administration Building. I've been SBCC's Public Information Officer since the fulltime position was established in 1969. Harriet Schmitt is the Senior Secretary (effective March 1, 1984). The office reports to the Superintendent/President.

The primary function of the office is to create community support for SBCC and to help maintain and increase enrollments by publicizing the college's many academic programs, admission and registration deadlines and events from art gallery openings, benefit dinners and other fundraising activities.

The Information Office is also responsible for writing all articles and features and taking most photographs for SBCC's Fall and Spring Semester Class Schedules; attending all District Board meetings and writing news releases covering such meetings, providing telephone news reports to leading local radio stations and writing summaries of such meetings for use in the weekly College Memorandum; and working directly with all area newspapers and radio and television stations to develop positive publicity about SBCC.

SBCC news releases are distributed to various Southcoast news outlets (newspapers, magazines, radio and television stations). The office is also responsible for providing specially prepared materials (weekly or monthly) for the "calendar" and "What's Doing" sections of the News-Press, News & Review ("Sundial"), Santa Barbara Arts' Council magazine, and, twice yearly, for the Santa Barbara Chamber of Commerce "Annual Calendar of Events" brochures.

All information must be obtained in advance, checked for content and accuracy (dates, times, titles, ticket prices, etc.), and written and distributed to the media, meeting their various deadlines.

The College Information Office duties and responsibilities include:

- 0 Writing all stories, articles and features and taking most photographs appearing in the Fall and Spring Schedules of classes.
- 0 Writing and distributing daily news releases and feature stories, photographs and calendars of SBCC events and activities to area media.
- 0 Attending Board meetings and writing news reports for release to area print media and providing voice reports of such meetings to area radio stations. The office also prepares Board Highlights for use in the College Memorandum.
- 0 Working closely with media reporters to develop positive articles about City College (interviews with the Superintendent/President, etc.).
- 0 Obtaining information for area reporters writing news releases about the college.

CPC
4/17/83
Item #7

- 0 Writing about SBCC for special Santa Barbara News-Press sections (theater, music, garden, people, sports, business, etc.) and for other area publications.
- 0 Contacting area newspapers, magazines, and radio and television stations to generate, coordinate and arrange for publicity for campus activities.
- 0 Coordinating press conferences for the Superintendent/President as needed, working directly with area newspapers and radio and TV stations.
- 0 Periodically writing special articles on SBCC for the Santa Barbara Chamber of Commerce magazine. The office also prepares, for the magazine, a list (titles, hours, locations and description) of new class offerings scheduled for SBCC Fall and Spring Semesters.
- 0 Meeting with campus clubs and organizations and faculty to publicize their various events and activities.
- 0 Compiling and editing City College's Speakers Bureau Booklet which lists campus personnel (faculty, administrators support personnel, trustees, etc.) to speak to area clubs and organizations.
- 0 Mailing Speakers Bureau Booklets to requesting Southcoast clubs and organizations, and coordinating and filling requests for such speakers.
- 0 Developing and maintaining address lists and mailing SBCC college catalogs to other educational institutions.
- 0 Gathering information and preparing and distributing SBCC Coming Events calendars (generally twice monthly) to trustees, administrators, campus departments and to area media. Such calendars list major SBCC and Continuing Education events and significant activities on campus sponsored by outside organizations.
- 0 Writing special material and shooting pictures for publications ("Foundation Viewpoint" newsletters, etc.) produced by The Foundation for SBCC, or for mailing to the media.
- 0 Generating publicity for The Foundation's annual spring fundraiser.
- 0 Arranging for media reviews or coverage of various City College activities (concerts, theatre, dinners, athletic events, etc.) and for complimentary tickets for such reviewers.

- 0 Writing or reviewing special materials and completing a variety of tasks for the Superintendent/President's office.
- 0 Advising the Superintendent/President and other SBCC personnel regarding media relations.
- 0 Occasionally speaking, regarding public relations and publicity, to the college's Student Senate and to classes (journalism, experiential learning in business, etc.).
- 0 Contributing calendar or other items to the College Memorandum.
- 0 Photographing (for legal and historical purposes) campus construction projects, traffic congestion, impacted parking areas, accident sites, etc., for Business Services or other campus offices.
- 0 Answering public phone inquiries about SBCC.
- 0 Making written suggestions or editing material for other campus offices.
- 0 Arranging for appearances by the Superintendent/President and other SBCC representatives to participate in television and radio interview and news programs, and writing advance publicity releases regarding such appearances.
- 0 Working with the Audio Visual Department (as directed by the Superintendent/President) to help produce television programs for the halftime of the cablecasts of SBCC's football games. Also narrated and wrote the copy for several programs. Have also narrated A-V programs for several academic departments.
- 0 Voicing public service TV announcements for SBCC (i.e., January '84, 30-second TV spots for the college's radiography program for use on KEYT-TV, KSBY-TV, KCOY-TV and Santa Barbara Cable Ch. 3). Such spots are produced by the college's A-V Department.
- 0 Interviewing various administrators, faculty, support personnel and students to obtain information to publicize City College's many educational programs, activities, events, promotions, honors, concerts, plays, etc.
- 0 Publicizing all Music and Dance Department concerts and some theater events.

- 0 Writing and recording material for the automatic answering machine that plays a pre-recorded message for anyone calling after the SBCC switchboard is closed.
- 0 Suggesting SBCC publicity stories or photo ideas to the News-Press, television and other media.
- 0 Distributing sports schedules to area media.
- 0 Writing special material on SBCC activities for use on the "Information Page" of Santa Barbara Cable Ch. 2 and Educational Cable Ch. 21.
- 0 And completing a variety of other duties as assigned.

SUMMARY

The Information Office provides publicity service for all levels of the college, from its administrative and faculty activities to those of the student body, from concerts and plays, to lectures and special events.

During 1983 the College Information Office wrote and distributed 314 news releases; wrote approximately 20 Board reports for the College Memorandum; wrote all copy and took the majority of photographs for the Fall and Spring Class Schedules; produced 20-some calendars of events; answered countless phone questions from the public; mailed 500-700 college catalogues; coordinated numerous public speaking engagements for SBCC personnel; arranged for the media appearances of SBCC representatives; and informed the public of SBCC's many educational offerings and events of community interest.