



**Sauk
Valley
College**

815 / 288-5511

173 IL ROUTE 2
DIXON, IL 61021-9110

Office of the Secretary to the
SVCC Board of Trustees

Date: January 26, 1989

PUBLIC NOTICE OF MEETING

This is to provide public notice of the following meeting associated with the Sauk Valley Community College Board of Trustees:

WHO: Board of Trustees, District #506

WHEN: February 4, 1989

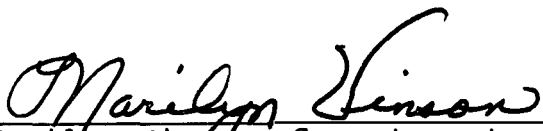
TIME: 11:00 a.m. - 9:00 p.m.

WHERE: Yesterday's 1885 Restaurant, 705 West Third
Sterling, IL

TYPE: Open and executive

PURPOSE: Annual Retreat

AGENDA: Board policies, budget projections, instructional
program plans, legislative relations, etc.


Marilyn Vinson, Secretary to the Board
of Trustees, District #506

SAUK VALLEY COMMUNITY COLLEGE
BOARD OF TRUSTEES RETREAT

February 4, 1989

Yesterday's Restaurant, Sterling

- | | |
|-----------------------|---|
| 11 a.m. - 12:30 p.m. | 1. Presidential Evaluation Form
2. Board Policy Manual
3. Student Residence Hall |
| 12:30 - 1:30 p.m. | Lunch at Yesterday's |
| 1:30 - 6:00 p.m. | 4. Budget Projections
5. FY 90 Staffing Recommendations
6. Instructional Program Plans
7. Administrative/Classified
Compensation Proposal
8. Legislative Relations |
| 6:00 - 7:30 p.m. | Dinner at Yesterday's
(Spouses welcome) |
| 7:30 p.m. - 9:00 p.m. | 9. Endowment Challenge Grant
10. Board Self-evaluation |

All meetings will be held upstairs of Yesterday's 1885 Restaurant located at 705 West Third Street, Sterling. Obviously, this time schedule is flexible and, for example, we might be able to finish earlier and not need the evening session.

Dr. Thompson will be present for items 5 and 6 but she is the only Dean I have asked to attend. Also, please be sure to bring your Board Policy Manual for item 2. I have enclosed appropriate material for items 1, 4, 5, 6, and 7. All the others are discussion items which really need no written information.

I assume that the Board will want to continue its past practice of not taking any final action at this retreat--even though we will be in open session. All actions would be deferred until the February (or later) regular meeting. If the press is in attendance and we feel it necessary to go into executive session there, I believe we could safely do so only for items 5 and 7 since we could be discussing specific employees.

If you have any questions prior to the retreat concerning the agenda and/or any of the background information, please let me know. I look forward to seeing you at 11 a.m. on Saturday, February 4 at Yesterday's Restaurant in Sterling.

SAUK VALLEY COMMUNITY COLLEGE
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SAUK VALLEY COMMUNITY COLLEGE BOARD OF TRUSTEES SPECIAL MEETING

February 4, 1989

The Board of Trustees of Sauk Valley Community College met in an all-day retreat (special meeting) at 11 a.m. on February 4, 1989 at Yesterday's 1885 Restaurant at 705 West Third Street, Sterling, Illinois.

Call to Order: Chair Ed Andersen called the meeting to order at 11:20 a.m. and the following members answered roll call:

Richard Groharing	Joe McDonald
Edie Peterson	Robert Wolf
William Yemm	Ed Andersen

Others: Richard L. Behrendt SVCC President

Arrival: Member William Simpson arrived at 11:50 a.m.

Presidential Evaluation Form: The Board discussed the form used to evaluate the President and the difficulty for Trustees to accurately access certain listed criteria. After discussion, it was agreed to place the Presidential Evaluation Form on the March meeting agenda at the end of the regular session.

Board Policy Manual: The need to review board policies was discussed and it was agreed that one or two policies would be presented each month as a part of the President's report.

Student Residence Hall: The latest developments with respect to the Winter and Associates' survey of SVCC students for a residence hall was discussed. In addition, Member Peterson indicated that her husband would be presenting a petition for an easement request at the February meeting and she provided a letter indicating that she would neither vote nor participate in the discussion surrounding this request.

Budget Projections: The Board then discussed three possible scenarios for the FY90 budget. There was general consensus that the guidelines for developing the FY90 budget should include budgeting \$170-\$175,000 of Bookstore revenue surplus as income for the general fund; budgeting \$25-\$30,000 of Bookstore revenue surplus as student activity income; no tuition increase; and cut budgeted

expenditures where possible to more accurately reflect the actual expenditures of the college during the past few years.

FY 90 Staff
Recommendations:

Dr. Thompson was present to discuss faculty positions in communications and mathematics. The Board agreed that the administration could replace the retirees (Anne Horton in English and Lauren Frederick in Mathematics) as well as filling two of the three remaining faculty positions that have been carried in the budget for the past two years.

Instructional
Programs and
Plans:

Dr. Thompson discussed instructional programs and activities in the transfer and career areas and shared current development and future plans.

Administrative/
Classified
Compensation
Program:

A new compensation system for the administrative and classified staff was discussed. There was general agreement that this compensation system would be acceptable, if presented, with the removal of the longevity increment provision and significant increases in the amounts paid as educational stipends.

Legislative
Relations:

Effective relationships with our legislators was discussed. Some Board members agreed to write to legislators on appropriate issues and it was thought that two luncheons (one for each party) could be held when the legislature is not in session. In this way the Board could meet with our six local legislators.

Endowment
Challenge Grant:

Progress was discussed and the Board was solicited for their contributions to the endowment challenge.

Board Self-
evaluation:

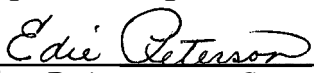
Board self-evaluation was discussed and no consensus reached. The Board will wait to see if appropriate legislation is passed to permit executive sessions for Board self-evaluation.

Adjournment:

The Board adjourned at 6:35 p.m.

The next regularly scheduled meeting will be on Monday, February 27, 1989 in the third floor Board Room at Sauk Valley Community College.

Respectfully submitted:


Edie Peterson, Secretary

**EVALUATION OF THE PRESIDENT
Sauk Valley Community College**

Instructions: An attempt has been made to organize the President's responsibilities in six categories. Each Board member is asked to rate the President on each of the items cited in the various categories on a scale ranging from 1 to 9. The number 1 is the lowest possible score and connotes gross incompetence. The number 9 indicates excellent or highly commendable performance. Any score of 1, 2, or 3 will be regarded as indicators of unsatisfactory performance; 4, 5, or 6 as satisfactory but not commendable; and 7, 8, or 9 as commendable. The individual ranking of all seven board members will be totaled to obtain an average ranking. This composite will be shared with the President in executive session. Please note any outstanding accomplishments or deficiencies so they can be included in the evaluation.

Rating

A. RELATIONSHIP WITH THE BOARD

- _____ 1. Keeps the Board informed on issues, needs and operations of the school.
- _____ 2. Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.
- _____ 3. Interprets and executes the intent of Board policy.
- _____ 4. Seeks and accepts constructive criticism of his work.
- _____ 5. Supports Board policy and actions in public and to the staff.
- _____ 6. Has a harmonious working relationship with the Board.
- _____ 7. Understands his role in administration of Board policy, makes recommendations for employment or promotion of personnel in writing and with supporting data, and accepts responsibility for his recommendations.
- _____ 8. Accepts his responsibility for maintaining liaison between the Board and personnel.
- _____ 9. Remains impartial toward the Board, treating all Board members alike.
- _____ 10. Refrains from criticism of individual or group members of the Board.

- _____11. Goes immediately and directly to the Board when he feels an honest, objective difference of of opinion exists between him and any or all members of the Board, in an earnest effort to resolve such differences immediately.

Additional Comments: _____

B. COMMUNITY RELATIONSHIPS

- _____12. Gains respect and support of the community on the conduct of the school operations.
- _____13. Solicits and gives attention to problems and opinions of all groups and individuals.
- _____14. Participates actively in community life and affairs.
- _____15. Achieves status as a community leader in public education.

Additional Comments: _____

C. STAFF AND PERSONNEL RELATIONSHIPS

- _____16. Develops and executes sound personnel procedures and practices.
- _____17. Develops good staff morale and loyalty to the organization.
- _____18. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.
- _____19. Delegates authority to staff members appropriate to the position each holds.
- _____20. Recruits and assigns the best available personnel in terms of their competencies.

_____21. Encourages participation of appropriate staff members and groups in planning, procedures and policy interpretations.

_____22. Evaluates performance of staff members.

Additional Comments: _____

D. EDUCATIONAL LEADERSHIP

_____23. Understands and keeps informed regarding all aspects of the instructional program.

_____24. Implements the district's philosophy of education.

_____25. Participates with staff, Board and community in studying and developing curriculum improvements.

_____26. Organizes a planned program of staff evaluation and improvements.

_____27. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.

_____28. Inspires others to highest professional standards.

Additional Comments: _____

E. BUSINESS AND FINANCE

_____29. Keeps informed on needs of the school plant, facilities, equipment and supplies.

_____30. Supervises operations, insisting on competent and efficient performance.

_____31. Determines that funds are spent wisely, and adequate control and accounting are maintained.

_____32. Evaluates financial needs and makes recommendations for adequate financing.

Additional Comments:_____

F. PERSONAL QUALITIES

_____33. Maintains high standards of ethics , honesty and integrity in all personal and professional matters.

_____34. Devotes his time and energy effectively to his job.

_____35. Demonstrates his ability to work well with individuals and groups.

_____36. Exercises good judgment and democratic processes in arriving at decisions.

_____37. Possesses and maintains the health and energy necessary to meet the responsibilities of his position.

_____38. Maintains poise and emotional stability in the full range of his professional activities.

_____39. Is suitably attired and well groomed.

_____40. Uses language effectively in dealing with staff members, the Board and the public.

_____41. Writes clearly and concisely.

_____42. Maintains his professional development by reading, course work, conference attendance, work on professional committees, visiting other districts and meeting with other presidents.

Additional Comments:_____

BUDGET PROJECTIONS

January 26, 1989

	Approved 1988-89 Budget	Revised 1988-89 Budget Projections	Estimated 1989-90 Budget		
			Worst*	Likely**	Best***
Revenue	\$5,274,794	\$5,249,556	\$5,311,407	\$5,514,156	\$5,739,156
Expenditures	5,946,995	5,566,995	6,080,016	5,995,016	5,995,016
Surplus (Deficit)	(672,201)	(317,439)	(769,588)	(480,860)	(255,860)
30 Surplus (\$1,316,285)	644,084	998,846	229,258	517,986	742,986

Best Possible Scenario

Revenue--No increase in state funding Continued EAV decline 2% enrollment increase No other revenue	Expenditures--4% salary increase 0% other increase Fill vacancies, pay minimum
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Likely Scenario

Revenue--5% increase in state funding Continued EAV decline 2% enrollment increase Transfer \$175,000 Bookstore surplus	Expenditures--4% salary increase 0% other increase Leave 1 vacancy, pay minimum (save approx. \$85,000)
--	---

Worst Possible Scenario

Revenue--IBHE recommended increase Continued EAV decline 2% enrollment increase Transfer \$175,000 Bookstore surplus Tuition fee increase of \$5 and \$1 activity fee (\$29 to \$35/cr.)	Expenditures--4% salary increase 0% other increase Leave 1 vacancy, pay minimum (save approx. \$85,000)
---	---

1. Each \$1 increase in tuition generates approximately \$45,000 more revenue
2. Each 1% increase in admin/classified salaries costs approximately \$15,000
3. If and when Manlius joins us, we will get an additional \$42,000 in revenue.

RECOMMENDATIONS

FY90

1. Budget \$170-175,000 of Bookstore Revenue Surplus as income
2. Budget \$25-30,000 of Bookstore Revenue Surplus as Student Activity Fee income
3. Do not increase tuition

FY 91

Unless state provides a large increase and/or Manlius joins us and/or some other revenue enhancement occurs, approve a tuition increase for Fall 1990 of \$5 per credit and \$1 in the Student Activity fee (raising total cost from \$29 per credit to \$35 per credit).

FY 92

If no significant state (or other) increase occurs and tuition has been increased, begin working on a referendum ASAP.

October, 1988

OPERATING BUDGET (Ed. and O/M)
VS. ACTUAL TRENDS
FY85 - FY88

	1984-85		1985-86		1986-87		1987-88	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual
Revenue	4,909,523 ¹	4,757,818	5,265,824 ¹	5,247,744	5,163,032	5,253,396	5,217,258	5,336,655 ³
Expenditures	<u>4,931,853</u>	<u>4,513,940</u>	<u>5,203,516</u>	<u>4,841,504</u>	<u>5,480,634</u>	<u>4,967,338</u>	<u>5,746,719</u>	<u>5,330,822</u>
Surplus	<u>(22,330)</u>	<u>243,878</u>	<u>62,308</u>	<u>406,240</u>	<u>(317,602)</u>	<u>286,058</u>	<u>(529,461)</u>	<u>5,833</u>

Cash Carry-
forward to
start on July 1
of next
fiscal year

(\$19,513)

\$386,727

\$1,310,451²

\$1,316,284

1. Referendum revenue available for the first time, one-half each year.
2. Includes \$562,666 transferred in from Bond and Interest Fund and \$75,000 from Bookstore surplus.
3. Includes \$136,000 interest transferred from Working Cash Fund as new legislation provides.



**Sauk Valley
Community
College**


815 / 288-5511

173 IL ROUTE 2
DIXON, IL 61021-9110

MEMORANDUM

January 12, 1989

TO: Dr. Behrendt

FROM: John Sagmoe 

Attached is a summary of revenues and expenditures for the student activities account over the past four years. You will note that we have gone from a surplus balance in previous years to our first negative balance this past year. Revenue has remained relatively constant, however, as we have enhanced the activities program, expenditures have increased. There have been general across the board increases, but the areas which have most directly impacted the budget are:

1. Drama Reinstatement of the theatre program has increased expenses in the past year, and indications are that this is continuing to increase in 1988-89. The program is attracting more participants; the quantity and quality of productions has increased, and frankly, our theatre program is well on its way to reestablishing itself as a successful and vibrant addition to our college offerings.

2. Athletics Athletics has had the most significant impact on the student activities budget. A review of last year's figures indicates that the income generated from the \$1 activity fee did not even cover our athletic expenses, let alone provide enough support for all of the activities programs. At the same time, the quality of our athletic teams has improved considerably and is a definite contributing factor to the positive image that SVCC enjoys in this community.

In a sense, we are in a "catch 22" situation. The more success that our athletic teams have, the further they advance in tournament play, be it state, regional or national. The more tournaments for which they qualify, the higher the expenses

incurred (note last year's women's athletic teams). This, combined with continued demand for new programs such as Sauk Talk and the potential addition of baseball, will require additional funding. The other alternative would be to discontinue these new activities and cut or reduce existing programs.

Last year, I requested consideration at the board retreat for a \$1 increase in the activity fee. This fee has not been increased since the college was founded in 1965. If we are to maintain the quality of our activities programs, attention must be given to this situation for next year's budget.

jo

attachment

STUDENT ACTIVITY FUND
Revenues and Expenditures
1984-88

	Fund Balance Beginning of Year	Revenues	Expenditures	Fund Balance End of Year
)	17598	48062	47165	18495 (1985)
)	18495	44698	46963	16230 (1986)
)	16230	45270	54174	7326 (1987)
)	7326	49142	68423	(11955) (1988)

	1984/85	1985/86	1986/87	1987/88
Revenues				
Comprehensive Fee	44666	41808	42656	42814
Athletic Events	668	503	813	2542
Cultural Events	1874	-	511	2462
Student Activities	854	2071	1267	987
Other		316	23	337
	<u>48062</u>	<u>44698</u>	<u>45270</u>	<u>49142</u>
Expenditures				
Athletic (men)	16838	18929	19855	22601
Cheerleaders/pom pon	758	836	721	2016
Speech	1206	2754	3236	4012
Drama	179	50	1264	4980
Music	3203	2117	3191	3276
Student Board	2802	1474	2690	1577
Student Activities	10352	8279	9325	9439
Clubs	7	2	200	-
Athletic (women)	11574	12185	13692	20522
Other	-	337	-	-
	<u>47165</u>	<u>46963</u>	<u>54174</u>	<u>68423</u>

815 / 288-5511



**Sauk Valley
Community
College**

173 IL ROUTE 2
DIXON, IL 61021-9110

MEMORANDUM

DATE: January 23, 1989
TO: Dr. Behrendt
FROM: Virginia Thompson *V.T.*
SUBJECT: Communication Arts Staffing

Recommendation:

To hire two full-time tenure track communications (English) faculty for fall 1989. If, as anticipated, Anne Horton retires, the recommendation will be increased from two to three.

The individuals selected to fill these positions would all be qualified to teach English. Specifically, they should have a strong background in teaching rhetoric and composition. One of the three should also be well qualified in speech. The other(s) should have a secondary teaching field of either philosophy, or history and government.

Rationale:

Resignations:

During the past two and one-half years, four teachers (David Lovekin, Kenneth McLean, John O'Banion, Deborah Vrhel) have resigned from the communications faculty and a fifth (Anne Horton) plans to retire in June. One of the four positions has been filled on a full-time temporary basis (Gary Carlson) for the past two years. Other classes have been filled by part-time instructors.

Enrollment:

The enrollment growth, as illustrated in the table below, has required an increasing number of part-time instructors and running some classes of larger than desirable size. During fall 1988 12 of 28 classes in English and the two Philosophy classes were taught by part-time instructors. This semester nine of 25 English classes, two of 14 speech classes and the one Philosophy class are being taught by

part-time instructors. In addition, many of the composition classes in the fall had enrollments of 28 and the maximum should be 25. (The National Council of English Teachers recommends a maximum of 20.) During the 1987-88 academic year, eight classes were taught by part-time instructors each semester. With this requested additional staffing, assuming an equal number of classes in fall 89, we would still have eight sections taught by part-time faculty.

Credit Hours in English, Speech, and Philosophy

Fall	$\frac{85}{2,061}$ (8)*	$\frac{86}{2,211}$ (8)	$\frac{87}{2,403}$ (6)	$\frac{88}{2,872}$ (6)
Spring	$\frac{86}{1,886}$	$\frac{87}{2,086}$	$\frac{88}{2,307}$	$\frac{89}{2,575}$

*Number of full-time faculty

Quality:

A quality rhetoric program requires extensive communication and curriculum development among the faculty involved. It also requires that faculty be available outside of class for consultation by students. This can be accomplished only by having most of the courses taught by full-time instructors. Part-time faculty sometimes do not follow the content outline agreed upon by the full-time instructors. Part-time faculty are not required to schedule office hours nor are they responsible for curriculum development. All new full-time students are advised to take composition during the first semester which means that these teachers have a great potential for influencing student retention. This is a critical area of development for our students.

Budget:

The current 1988-89 budget includes salaries for three vacant positions. For 1989-90 these three salaries (with a 4% raise) plus Anne Horton's salary would total \$145,428. If we kept the current staffing, Anne Horton plus one full-time temporary (Gary Carlson), the 1989-90 cost would be \$70,561. I anticipate that we would be able to hire three full-time faculty (assuming Anne Horton retires) for \$75-80,000 or slightly less. In addition, we would save \$8,000 in part-time salaries. Obviously then, these three new people would cost us (approximately \$75,000) no more than we would be spending for two people (\$70,561) plus part-time (\$8,000).

Outline
Instructional Program Activities

- I. Transfer Programs
 - A. Review of general education (attachment 1)
 - B. Teacher education requirements - area of major change
 - C. Pre-engineering - difficult for us to maintain class size
 - D. Articulation with universities
- II. Career Programs
 - A. Automotive and Diesel
 - 1. block scheduling
 - 2. new certificates (attachment 2)
 - 3. enrollment up 20% over last year
 - B. Electronics and Electricity
 - 1. new courses (attachment 2)
 - 2. cooperation with NSW
 - C. Data Processing
 - 1. Title III activities
 - 2. course development
 - D. Other
 - 1. Security guard - potential new certificate
 - 2. Food service - considering possible expansion
 - 3. Human services - area of increased interest and enrollment
 - 4. Agriculture, Welding, Construction - currently inactive, but still listed in catalog
 - 5. Correctional Center Programs

REVIEW OF THE GENERAL EDUCATION COMPONENT OF THE
ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE
DEGREE PROGRAMS

In 1985 Sauk Valley Community College conducted a thorough review of the general education component of its degree programs. Following an extensive review of the literature, the Task Force on General Education Requirements and Academic Standards developed a statement of purpose for general education and identified areas of expected competence. The requirements for general education, as well as the courses which could be used to meet general education requirements, were reviewed and revised. The work of this Task Force was completed in December of 1985 and approved by the Board of Trustees for implementation in the fall of 1986.

Now it is time to review and extend this effort. The Illinois Board of Higher Education is requiring that community colleges and universities develop a system for evaluating the general education and baccalaureate-level skills component of the AA and AS degree programs and for assessing individual student progress in meeting the general education objectives. A series of questions has been developed from the report of the Committee on the Study of Undergraduate Education (1986) for colleges to respond to by August 1, 1989. In the context of this report the general education component consists of two parts: a skills part--what the students are expected to be able to do and a knowledge values and attitudes part--what students are expected to know. The skills categories referred to by IBHE are spoken and written communication, mathematics, and analytical thinking. The content areas of humanities, social sciences and natural sciences are designed to provide students a breadth of knowledge as well as values and attitudes commonly attributed to "an educated person."

Our primary tasks during this spring semester will be to evaluate the general education program. This will include writing specific objectives for each of the content and skills areas and reviewing our courses based on these objectives. We also need to begin to develop a plan for assessing individual student progress in meeting the general education objectives.

The attached materials will provide information to assist you in this process.

1. A table listing tasks and time lines for this review process.
2. The Basic Assumptions for General Education and Degree Requirements at Sauk Valley Community College developed in 1985.
3. The Model Associate in Arts and Associate in Science Degrees developed by ICCB.
4. A two-page summary of the IBHE questions for the review of undergraduate education.
5. A portion of an ICCB guide for reviewing baccalaureate transfer programs.

REVIEW OF GENERAL EDUCATION

Task	Specific Question/Comment	Responsible Office	Dates	Report to Dean of Instruction
1. Review statement of purpose and identified areas of competence.	1. Are any revisions desirable?	<u>All</u> Departments, Asst. Deans	Jan. 6-18	Jan. 20
2. Review our degree requirements with respect to ICCB Models.	1. Should there be a Third-World or Non-western culture requirement? 2. Should the number of hours required in any category be changed?	<u>All</u> Departments, Asst. Deans	Jan. 6-18	Jan. 20
3. Develop objectives/outcomes for each content and skill area.	1. Objectives for the Personal Health and Wellness area should be developed jointly by Physical Education and Allied Health faculty. 2. Analytical Thinking/ Problem Solving objectives should be included by all areas. 3. Communication skills, while they will be the focus of English and Speech, should be reflected in other areas.	Communications Humanities Math Natural Science Social Science Health/P.E. Asst. Deans	Jan. 6- Feb. 8	Feb. 10
4. Compile and circulate objectives for review and comment.		Dean of Instruction, Asst. Deans Task Force	Feb. 10- Mar. 1	Mar. 3

REVIEW OF GENERAL EDUCATION

Task	Specific Question/Comment	Responsible Office	Dates	Report to Dean of Instruction
5. Review current course outlines (objectives) and revise as needed to match area objectives.	<ol style="list-style-type: none"> 1. Updated outlines for all courses meeting general education requirements should be on file in the Dean's office. 2. Do we need to develop any new courses? (Are there area objectives not met by existing courses?) 3. Do we have some outdated courses on the books which have not been taught in some time and should be deleted? 	Communications Humanities Math Natural Science Social Science Health/P.E. Asst. Deans	Mar. 1- May 1	May 5
6. Review and respond to ICCB questions regarding communication of objectives to students, assessment, staff development, and resources.		Dean of Instruction, Asst. Deans, Task Force	Mar. 1- May 1	May 5

ASSOCIATE IN SCIENCE DEGREE

	<u>ICCB Model</u>	<u>SVCC</u>
Total Credit Hours	60-64	64
General Education	39-46	34-37
<u>Communications</u>	9	9
English Composition	6	6
Speech	3	3
<u>*Humanities</u>	6-9	6
<u>*Social Sciences</u>	6-9	6
<u>Mathematics</u>	8-16	3
<u>Sciences</u> (1 lab science)	8-16	7-10
<u>Personal Health and Wellness</u>		3
Orientation		1
Transfer Major/Minor Fields and Electives	14-25	26-29

*ICCB Model - minimum of a three-credit hour course in Third World or Non-western culture is required either in the Humanities or Social Sciences category.

ASSOCIATE IN ARTS DEGREE

	<u>ICCB Model</u>	<u>SVCC</u>
Total Credit Hours	60-64	64
General Education	38-48	49-52
<u>Communications</u>	9	9
English Composition	6	6
Speech	3	3
<u>*Humanities</u>	9-15	15
<u>*Social Sciences</u>	9-15	12
<u>Mathematics</u>	3-9	3
<u>Science</u> (1 lab science)	6-9	7-10
<u>Personal Health and Wellness</u>		3
Orientation		1
Transfer Major/Minor Fields and Electives	12-26	11-14

*ICCB Model - minimum of a three-credit hour course in Third World or Non-western culture is required either in the Humanities or Social Sciences category.

New Certificates
Automotive and Diesel

Automotive Electronics	8 credits
Automotive Service and Repair	10 credits
Engine Systems	9 credits
Heavy Duty Diesel Technician	42 credits
Light Duty Diesel Technician	23 credits

New Courses
Electronics and Electricity

EET 245 Programmable Controllers I	2 credits
EET 246 Programmable Controllers II	2 credits
EET 247 Microcomputer Repair I	3 credits
EET 248 Microcomputer Repair II	3 credits
ELT 102 Small Appliance Repair	3 credits
ELT 103 Major Appliance Repair	3 credits
ELT 104 Tools and Test Instruments	3 credits

Drafting

DFT 108 Technical Illustrating	3 credits
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Accounting

ACC 207 Accounting for Non-Profit Organizations	3 credits
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CONFIDENTIAL

PROPOSED COMPENSATION PROGRAM OF EDUCATION, LONGEVITY, MERIT, AND ACROSS-THE-BOARD COMPONENTS FOR ADMINISTRATIVE AND CLASSIFIED STAFF¹

These components can be classified into two general categories of increases: fixed and variable. The fixed increases include education and longevity and the variable include merit and across-the-board (ACB). The fixed category is so called because, regardless of the increase pool budgeted by the board, those increases would take effect at set rates if the criteria were met; they are automatically budgeted. The merit and ACB components are variable because they would depend upon the funds made available for these increases which, unlike the education stipend and longevity increase, may fluctuate from year to year.

The following discussion contains variables (rates, time periods, education levels, etc.) that are for illustrative purposes only and can be modified. However, if such a system is implemented, it would become effective July 1, 1989.

I. Fixed Increases

A. Education Stipends

The college philosophy states in part that, "Education is the best single means of improving the quality of peoples' lives. In order to be educated, a person must not only acquire knowledge but must also learn to think independently and creatively, value logical and tested conclusions, develop problem solving abilities, apply learning, and function effectively with other people. We believe that education contributes significantly to individual health and happiness and also benefits the organizations and communities in which individuals work and live."

Inasmuch as the college believes it as well as the employee benefits from continuing education, a significant stipend should be granted when a formal, pre-approved course of study that directly relates to an employee's job is successfully concluded. The stipend should be a constant dollar amount from year to year so that an employee knows the monetary reward in advance for completing such an approved course of study.

¹ The current salary base of the classified and administrative staff is \$1,538,920; 1% thereof is \$15,389.

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The course of study should bear directly on the employee's duties and responsibilities; e.g., a secretary would receive a stipend for the attainment of an Associate's degree in Office and Administrative Services whereas one would not be granted for comparable work in Automotive Technology. Similarly, an administrator working in data processing would receive a stipend for work concluded in Data Processing but not in Humanities.

The proposed course of study must be approved by the employee's supervisor or cognizant manager and confirmed at each successive level of the administration up through the appropriate dean for classified staff and the president for administrators.

Employees meeting the above criteria for an approved course of study after the implementation of this component of the program would receive the following stipends:

	1st Degree or Level <u>at SVCC</u>	Next Degree or Level <u>at SVCC</u>
1. Certificate of 30 credit hours or more	\$300	
2. Associate's	\$500	\$200
3. Baccalaureate	\$1,000	\$500
4. Master's	\$1,500	\$500
5. Master's Plus 30 Credits	\$1,750	\$250
6. Master's Plus 60 Credits	\$2,000	\$250
7. Doctorate	\$2,500	\$500

To receive such a stipend, the employee must have had an evaluation rating of satisfactory or better for the two evaluation periods preceding the completion of an approved course of study. Normally only one of any degree will be recognized for the purposes of an education stipend; only in rare instances would a second degree of any one type be rewarded. Retroactive stipends would be granted on July 1, 1989 to any employee who has completed one or more of the above different degrees since being hired by the college, so long as current approval is obtained verifying that the course of study would have been approved had this policy been in effect (see Schedule A for the estimated cost to implement this component). Also, these stipends would apply to any approved course of study now in progress.

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The education stipend should be separate from the employee's base salary for both salary scale placement as well as for annual percentage increase calculations. It would not, however, be a bonus in that it will remain with the employee from year-to-year as should the benefits of additional education. As an example, if an employee is currently making \$35,000 per year and completes a doctorate, his/her income would now be \$37,500, but next year's raise of (let us say) 5% would be calculated on the \$35,000 base. Only that new base salary of \$36,750 will be considered for "topping out" purposes at the high end of the salary scale, but the employee's actual annual earnings would now be \$39,250.

B. Longevity Increments

Longevity increases, added to an employee's salary base regardless of their salary scale placement, would be granted in recognition of length of continuous service as an administrator and/or member of the classified staff. Only continuous service as a full-time administrator and/or member of the classified staff would count. Prior service as a member of the faculty (full or part-time) would not count. Interruption of the previously described continuous service would not occur if an administrator or member of the classified staff became, for a period of time, a member of the faculty. The time spent as a faculty member, however, would not count for purposes of longevity as described herein.

Such a scheme would effect an increase of 2.5% after ten years of service and 2.5% for each additional five years served thereafter. A longevity increase would be effective on an employee's anniversary date. As with an increase for the completion of an approved course of study, an evaluation rating of satisfactory or better should have been attained by the employee for the last two evaluation periods.

A problem with this component is its phase-in. One method would be to grant a cumulative longevity increase to all employees at the inception of the program which might prove too expensive (\$44,170-see Schedule B). Another method would be to honor only the longevity which occurred after July 1, 1989; e.g., an employee now in their 10th year of service would receive 2.5% for completing that year as would an employee currently completing 15 or 20 years. The estimated cost of paying this one-time longevity increase is \$19,935 (see Schedule C). Still another alternative would be to "ignore" previous service and begin acknowledging service time for the purpose of longevity increases with the effective date of this program, July 1, 1989.

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II. Variable Increases

Variable increases are so named because they depend upon the total increase pool made available by the board. This variable increase pool is established as recommended by the administration and following budget projections.

At this point it is simply a matter of determining the amount of the variable increase pool allocated to ACB increases and to merit bonuses. The suggested allocation is 2/3 to ACB and 1/3 to merit. It seems desirable to keep these percentages fixed from one year to the next.

A. Across-The-Board Increases

ACB increases would be granted much as they are now. Employees with a satisfactory or better evaluation would receive a fixed percentage increase as long as it did not put them above the maximum for their salary grade. If the variable increase pool were 6% of the salary base (as it was this year), each employee would receive a 4% increase ($\frac{2}{3}$ ACB X 6% variable increase pool). ACB increases would add to an employee's salary base and be subject to the salary schedule maxima.

B. Merit Bonuses

Merit bonuses would be more complicated. The basis for granting these would be the annual evaluation; an evaluation of good or excellent would entitle an employee to some kind of a merit bonus. It seems reasonable to grant merit bonuses on a sliding scale, i.e., an evaluation of the highest rating would entitle an employee to the highest merit bonus. Merit bonuses would not be subject to the salary maxima nor a part of the salary base; they would be a one-time payment in recognition of meritorious service.

Continuing the example introduced with ACB increases, the total merit pool would be 2% of the salary base for administrative and classified staff ($\frac{1}{3}$ merit X 6% variable increase pool). The guideline for determining the percentage merit bonus for an excellent or good rating is that an excellent rating will be 200% of a good rating.

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The formula for implementing this guideline is:

$$SBgX + 2SBeX = P$$

Where:

SBg = The salary base of employees receiving a good rating

SBe = The salary base of employees receiving an excellent rating

X = Percentage increase for a good rating

P = The merit pool in dollars

(See Attachment A for example)

The merit pool would be segregated into two components predicated upon the relevant salary base: one for administrators and one for classified staff. The pool for classified staff would be further segregated predicated upon the relevant salary base in each of the deans' areas and the president's area and thereby allocated for distribution. Each of the deans would be responsible for administering the merit pool for the classified staff in their respective areas as recommended by the appropriate supervisor. The president would be responsible for administering the merit pools for the classified staff within his office and the administrators for the college at large based upon the recommendation of the cognizant supervisor and confirmed by the appropriate dean.

The concept of allocating merit funds for the classified staff downward is justifiable because it discourages supervisors from over-evaluating their employees which is the tendency when merit funds are pooled centrally. Additionally, the number of classified staff would make it impracticable to administer that pool centrally.

A disadvantage of creating separate merit pools for the classified staff is that the percentage increase for a particular merit rating (excellent for example) will vary between deans' areas as the mix of ratings varies.

On the other hand, it seems reasonable to vest the management of the merit pool for administrators, separate and apart from the classified staff, with the president for the following reasons:

1. The number of administrators is relatively small and their merit pool is therefore, manageable at the college level.

2. The president has an interest in maintaining some measure of control over that level (administrative) of the organization.

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3. It is accepted practice to establish and administer separate merit pools for the classified and administrative staffs because the two groups are normally evaluated using different criteria.

Some concluding thoughts about this proposal:

1. Any scheme that gives administrators and classified staff more benefits than the faculty may cause obvious problems.

2. This scheme, if carefully adopted, may obviate pressures for reclassification of employees in that average employees would get nominal increases and above average employees would receive above average increases--whether it be through their productivity, length of service, or education.

3. This compensation plan is much more complicated than the one currently in use and could be confusing to some staff.

SCHEDULE A

ESTIMATED COST TO IMPLEMENT EDUCATION STIPENDS

20-Jan-89

EMPLOYEE	LEVEL	STIPEND
SON	5	\$1,750
RLIER	5	\$1,750
RE	2	\$500
MOE	6	\$2,000
RIENER	2	\$500
AGREN	2	\$500
GUIN	6	\$2,000

\$9,000

LEVEL OR DEGREE	LEVEL	STIPEND
CERTIFICATE	1	\$300
ASSOCIATE'S	2	\$500
BACCALAUREATE	3	\$1,000
MASTER'S	4	\$1,500
MASTER'S + 30	5	\$1,750
MASTER'S + 60	6	\$2,000
DOCTORATE	7	\$2,500

NOTE: EMPLOYEES WHO QUALIFY FOR CERTIFICATE MAY NOT HAVE APPLIED THEREFOR

NAME	EMP TYPE	BEG DATE	END DATE	YEARS EMP	FULL YEARS EMP	LONGEV FACTOR (10 yr)	LONGEV FACTOR (15 yr)	LONGEV FACTOR (20 yr)	LONGEV FACTOR TOTAL	CURRENT SALARY	LONGEV INCREASE
BANNON	A	08/01/88	07/01/89	0.92	0	0.00%	0.00%	0.00%	0.00%	\$34,000	\$0
BEHRENDT	A	11/01/86	07/01/89	2.67	2	0.00%	0.00%	0.00%	0.00%	\$69,960	\$0
CLEVENGER	A	01/16/68	07/01/89	21.47	21	2.50%	2.50%	2.50%	7.50%	\$41,025	\$3,077
DICKINSON	A	06/27/84	07/01/89	5.01	5	0.00%	0.00%	0.00%	0.00%	\$21,890	\$0
EDISON	A	06/01/66	07/01/89	23.10	23	2.50%	2.50%	2.50%	7.50%	\$56,190	\$4,214
HAIN	A	09/01/69	07/01/89	19.84	19	2.50%	2.50%	0.00%	5.00%	\$39,225	\$1,961
HALL	A	08/23/85	07/01/89	3.86	3	0.00%	0.00%	0.00%	0.00%	\$16,010	\$0
HOLTAM	A	08/04/70	07/01/89	18.92	18	2.50%	2.50%	0.00%	5.00%	\$40,925	\$2,046
KYLEN	A	09/16/81	07/01/89	7.79	7	0.00%	0.00%	0.00%	0.00%	\$41,000	\$0
MARLIER	A	08/01/66	07/01/89	22.93	22	2.50%	2.50%	2.50%	7.50%	\$41,025	\$3,077
PEEIFFER	A	06/07/71	07/01/89	18.08	18	2.50%	2.50%	0.00%	5.00%	\$33,755	\$1,688
SAGMOE	A	07/01/67	07/01/89	22.02	22	2.50%	2.50%	2.50%	7.50%	\$49,850	\$3,739
SEGUIN	A	07/01/68	07/01/89	21.01	21	2.50%	2.50%	2.50%	7.50%	\$42,410	\$3,181
THOMPSON	A	07/01/88	07/01/89	1.00	1	0.00%	0.00%	0.00%	0.00%	\$52,500	\$0
WEATHERS	A	11/02/87	07/01/89	1.66	1	0.00%	0.00%	0.00%	0.00%	\$37,960	\$0
WELCH	A	02/15/73	07/01/89	16.38	16	2.50%	2.50%	0.00%	5.00%	\$37,065	\$1,853
ANDERSON, J.	C	05/12/80	07/01/89	9.14	9	0.00%	0.00%	0.00%	0.00%	\$15,925	\$0
ANDERSON, P.	C	01/16/79	07/01/89	10.46	10	2.50%	0.00%	0.00%	2.50%	\$14,635	\$366
BABEL	C	11/13/68	07/01/89	20.64	20	2.50%	2.50%	2.50%	7.50%	\$20,330	\$1,525
BREED	C	03/01/65	07/01/89	4.34	4	0.00%	0.00%	0.00%	0.00%	\$16,965	\$0
BURKHOLDER	C	09/22/66	07/01/89	22.79	22	2.50%	2.50%	2.50%	7.50%	\$15,740	\$1,181
BYAR	C	08/16/83	07/01/89	5.88	5	0.00%	0.00%	0.00%	0.00%	\$13,040	\$0
COVER	C	11/18/85	07/01/89	3.62	3	0.00%	0.00%	0.00%	0.00%	\$13,810	\$0
CULLUM	C	06/24/81	07/01/89	8.02	8	0.00%	0.00%	0.00%	0.00%	\$21,355	\$0
DRANE	C	07/20/81	07/01/89	7.95	7	0.00%	0.00%	0.00%	0.00%	\$14,045	\$0
EDWARDS	C	02/26/80	07/01/89	9.35	9	0.00%	0.00%	0.00%	0.00%	\$15,270	\$0
FLORAY	C	07/16/85	07/01/89	3.96	3	0.00%	0.00%	0.00%	0.00%	\$12,450	\$0
GARREN	C	07/01/86	07/01/89	3.00	3	0.00%	0.00%	0.00%	0.00%	\$15,055	\$0
HARPER	C	11/28/67	07/01/89	21.61	21	2.50%	2.50%	2.50%	7.50%	\$15,740	\$1,181
HEALY	C	05/25/77	07/01/89	12.11	12	2.50%	0.00%	0.00%	2.50%	\$15,530	\$388
HIPPLE	C	07/05/70	07/01/89	19.00	19	2.50%	2.50%	0.00%	5.00%	\$15,740	\$787
HOLLINGSWORTH	C	10/16/87	07/01/89	1.71	1	0.00%	0.00%	0.00%	0.00%	\$13,040	\$0
LINTON	C	09/05/67	07/01/89	21.84	21	2.50%	2.50%	2.50%	7.50%	\$22,420	\$1,682
MCCUNE	C	10/06/86	07/01/89	2.74	2	0.00%	0.00%	0.00%	0.00%	\$12,000	\$0
MERLO	C	06/19/67	07/01/89	22.05	22	2.50%	2.50%	2.50%	7.50%	\$17,730	\$1,330
MYHRE	C	05/16/74	07/01/89	15.14	15	2.50%	2.50%	0.00%	5.00%	\$17,580	\$879
PISZCZEK	C	09/16/88	07/01/89	0.79	0	0.00%	0.00%	0.00%	0.00%	\$11,750	\$0
PRESTON	C	08/14/78	07/01/89	10.89	10	2.50%	0.00%	0.00%	2.50%	\$18,255	\$456
SCRIBNER	C	08/18/75	07/01/89	13.88	13	2.50%	0.00%	0.00%	2.50%	\$20,425	\$511
SEAGREN	C	05/19/75	07/01/89	14.13	14	2.50%	0.00%	0.00%	2.50%	\$16,895	\$422
STOUDT	C	02/14/78	07/01/89	11.38	11	2.50%	0.00%	0.00%	2.50%	\$15,950	\$399
SWORD	C	09/06/77	07/01/89	11.82	11	2.50%	0.00%	0.00%	2.50%	\$15,950	\$399
VINSON	C	11/21/66	07/01/89	22.62	22	2.50%	2.50%	2.50%	7.50%	\$23,390	\$1,754
WALKER	C	08/03/81	07/01/89	7.92	7	0.00%	0.00%	0.00%	0.00%	\$15,580	\$0
BONNER	M	06/09/76	07/01/89	13.07	13	2.50%	0.00%	0.00%	2.50%	\$11,810	\$295
COMPTON	M	02/02/76	07/01/89	13.42	13	2.50%	0.00%	0.00%	2.50%	\$15,740	\$394
DAVIS	M	09/02/80	07/01/89	8.83	8	0.00%	0.00%	0.00%	0.00%	\$18,865	\$0
DAWSON	M	11/03/69	07/01/89	19.67	19	2.50%	2.50%	0.00%	5.00%	\$17,730	\$887
DIVELY	M	12/04/80	07/01/89	8.58	8	0.00%	0.00%	0.00%	0.00%	\$16,300	\$0
FLIDD	M	10/03/88	07/01/89	0.74	0	0.00%	0.00%	0.00%	0.00%	\$17,760	\$0
GREER	M	07/22/86	07/01/89	2.95	2	0.00%	0.00%	0.00%	0.00%	\$12,140	\$0
GUNTLE	M	01/19/76	07/01/89	13.46	13	2.50%	0.00%	0.00%	2.50%	\$13,740	\$344

NAME	EMP TYPE	BEG DATE	END DATE	YEARS EMP	FULL YEARS EMP	LONGEV FACTOR (10 yr)	LONGEV FACTOR (15 yr)	LONGEV FACTOR (20 yr)	LONGEV FACTOR TOTAL	CURRENT SALARY	LONGEV INCREASE
HANDEL	M	06/27/88	07/01/89	1.01	1	0.00%	0.00%	0.00%	0.00%	\$11,750	\$0
HERREN	M	08/25/86	07/01/89	2.85	2	0.00%	0.00%	0.00%	0.00%	\$19,630	\$0
KURZROCK	M	04/09/85	07/01/89	4.23	4	0.00%	0.00%	0.00%	0.00%	\$12,450	\$0
MACHEN	M	11/11/70	07/01/89	18.65	18	2.50%	2.50%	0.00%	5.00%	\$17,730	\$887
NAPOLITANO	M	09/02/82	07/01/89	6.83	6	0.00%	0.00%	0.00%	0.00%	\$14,195	\$0
OWENS	M	04/09/85	07/01/89	4.23	4	0.00%	0.00%	0.00%	0.00%	\$9,340	\$0
REYNOLDS	M	09/03/82	07/01/89	6.83	6	0.00%	0.00%	0.00%	0.00%	\$12,790	\$0
RICHARDS	M	04/02/79	07/01/89	10.25	10	2.50%	0.00%	0.00%	2.50%	\$14,750	\$369
RILEY	M	10/01/79	07/01/89	9.76	9	0.00%	0.00%	0.00%	0.00%	\$19,665	\$0
SCHMALL	M	10/03/88	07/01/89	0.74	0	0.00%	0.00%	0.00%	0.00%	\$17,760	\$0
SEELEY	M	10/01/79	07/01/89	9.76	9	0.00%	0.00%	0.00%	0.00%	\$15,665	\$0
THOMPSON	M	09/15/69	07/01/89	19.81	19	2.50%	2.50%	0.00%	5.00%	\$17,730	\$887
WALKER	M	09/11/72	07/01/89	16.81	16	2.50%	2.50%	0.00%	5.00%	\$20,275	\$1,014
WILLIAMS	M	11/24/70	07/01/89	18.61	18	2.50%	2.50%	0.00%	5.00%	\$19,940	\$997
										\$1,489,200	\$44,170

NAME	EMP TYPE	BEG DATE	END DATE	YEARS EMP	FULL YEARS EMP	LONGEV FACTOR (10.yr)	CURRENT SALARY	LONGEV INCREASE
BANNON	A	08/01/88	07/01/89	0.92	0	0.00%	\$34,000	\$0
BEHRENDT	A	11/01/85	07/01/89	2.67	2	0.00%	\$69,960	\$0
CLEVENGER	A	01/16/68	07/01/89	21.47	21	2.50%	\$41,025	\$1,026
DICKINSON	A	06/27/84	07/01/89	5.01	5	0.00%	\$21,890	\$0
EDISON	A	06/01/66	07/01/89	23.10	23	2.50%	\$56,190	\$1,405
HAIN	A	09/01/69	07/01/89	19.84	19	2.50%	\$39,225	\$981
HALL	A	08/23/85	07/01/89	3.86	3	0.00%	\$46,010	\$0
HOLTAM	A	08/04/70	07/01/89	18.92	18	2.50%	\$40,925	\$1,023
KYLEN	A	09/16/81	07/01/89	7.79	7	0.00%	\$41,000	\$0
MARLIER	A	08/01/66	07/01/89	22.93	22	2.50%	\$41,025	\$1,026
PEEFER	A	06/07/71	07/01/89	18.08	18	2.50%	\$33,755	\$844
SAGMOE	A	07/01/67	07/01/89	22.02	22	2.50%	\$49,850	\$1,246
SEGUIN	A	07/01/68	07/01/89	21.01	21	2.50%	\$42,410	\$1,060
THOMPSON	A	07/01/88	07/01/89	1.00	1	0.00%	\$52,500	\$0
WEATHERS	A	11/02/87	07/01/89	1.66	1	0.00%	\$37,960	\$0
WELCH	A	02/15/73	07/01/89	16.38	16	2.50%	\$37,065	\$927
ANDERSON, J.	C	05/12/80	07/01/89	9.14	9	0.00%	\$15,925	\$0
ANDERSON, P.	C	01/16/79	07/01/89	10.46	10	2.50%	\$14,635	\$366
BABEL	C	11/13/68	07/01/89	20.64	20	2.50%	\$20,330	\$508
BREED	C	03/01/85	07/01/89	4.34	4	0.00%	\$16,965	\$0
BURKHOLDER	C	09/22/66	07/01/89	22.79	22	2.50%	\$15,740	\$394
BYAR	C	08/16/83	07/01/89	5.88	5	0.00%	\$13,040	\$0
COVER	C	11/18/85	07/01/89	3.62	3	0.00%	\$13,810	\$0
CULLUM	C	06/24/81	07/01/89	8.02	8	0.00%	\$21,355	\$0
DRANE	C	07/20/81	07/01/89	7.95	7	0.00%	\$14,045	\$0
EDWARDS	C	02/26/80	07/01/89	9.35	9	0.00%	\$15,270	\$0
FLORAY	C	07/16/85	07/01/89	3.96	3	0.00%	\$12,450	\$0
GARREN	C	07/01/86	07/01/89	3.00	3	0.00%	\$15,055	\$0
HARPER	C	11/28/67	07/01/89	21.61	21	2.50%	\$15,740	\$394
HEALY	C	05/25/77	07/01/89	12.11	12	2.50%	\$15,530	\$388
HIPPLE	C	07/05/70	07/01/89	19.00	19	2.50%	\$15,740	\$394
HOLLINGSWORTH	C	10/16/87	07/01/89	1.71	1	0.00%	\$13,040	\$0
LINTON	C	09/05/67	07/01/89	21.84	21	2.50%	\$22,420	\$561
MCCUNE	C	10/06/86	07/01/89	2.74	2	0.00%	\$12,000	\$0
MERLO	C	06/19/67	07/01/89	22.05	22	2.50%	\$17,730	\$443
MYHRE	C	05/16/74	07/01/89	15.14	15	2.50%	\$17,580	\$440
PISZCZEK	C	09/16/88	07/01/89	0.79	0	0.00%	\$11,750	\$0
PRESTON	C	08/14/78	07/01/89	10.89	10	2.50%	\$18,255	\$456
SCRIBNER	C	08/18/75	07/01/89	13.88	13	2.50%	\$20,425	\$511
SEAGREN	C	05/19/75	07/01/89	14.13	14	2.50%	\$16,895	\$422
STOUDI	C	02/14/78	07/01/89	11.38	11	2.50%	\$15,950	\$399
SWORD	C	09/06/77	07/01/89	11.82	11	2.50%	\$15,950	\$399
VINSON	C	11/21/66	07/01/89	22.62	22	2.50%	\$23,390	\$585
WALKER	C	08/03/81	07/01/89	7.92	7	0.00%	\$15,580	\$0
BONNER	M	06/09/76	07/01/89	13.07	13	2.50%	\$11,810	\$295
COMPTON	M	02/02/76	07/01/89	13.42	13	2.50%	\$15,740	\$394
DAVIS	M	09/02/80	07/01/89	8.83	8	0.00%	\$18,865	\$0
DAWSON	M	11/03/69	07/01/89	19.67	19	2.50%	\$17,730	\$443
DIVELY	M	12/04/80	07/01/89	8.58	8	0.00%	\$16,300	\$0
ELOTO	M	10/03/88	07/01/89	0.74	0	0.00%	\$17,760	\$0
GREER	M	07/22/86	07/01/89	2.95	2	0.00%	\$12,140	\$0
GUNTLE	M	01/19/76	07/01/89	13.46	13	2.50%	\$13,740	\$344

NAME	EMP TYPE	BEG DATE	END DATE	YEARS EMP	FULL YEARS EMP	LONGEV FACTOR (10 yr.)	CURRENT SALARY	LONGEV INCREASE
HANDEL	M	06/27/88	07/01/89	1.01	1	0.00%	\$11,750	\$0
HERREN	M	08/25/86	07/01/89	2.85	2	0.00%	\$19,690	\$0
KURZROCK	M	04/09/85	07/01/89	4.23	4	0.00%	\$12,450	\$0
MACHEN	M	11/11/70	07/01/89	18.65	18	2.50%	\$17,730	\$443
NAPOLITANO	M	09/02/82	07/01/89	6.83	6	0.00%	\$14,195	\$0
OWENS	M	04/09/85	07/01/89	4.23	4	0.00%	\$9,340	\$0
REYNOLDS	M	09/03/82	07/01/89	6.83	6	0.00%	\$12,790	\$0
RICHARDS	M	04/02/79	07/01/89	10.25	10	2.50%	\$14,750	\$369
RILEY	M	10/01/79	07/01/89	9.76	9	0.00%	\$19,665	\$0
SCHMALL	M	10/03/88	07/01/89	0.74	0	0.00%	\$17,760	\$0
SEELEY	M	10/01/79	07/01/89	9.76	9	0.00%	\$15,665	\$0
THOMPSON	M	09/15/69	07/01/89	19.81	19	2.50%	\$17,730	\$443
WALKER	M	09/11/72	07/01/89	16.81	16	2.50%	\$20,275	\$507
WILLIAMS	M	11/24/70	07/01/89	18.61	18	2.50%	\$19,940	\$499
							\$1,489,200	\$19,935

ATTACHMENT AEXAMPLE

The College has a salary base of \$186,000. The merit pool is \$3,720 (2% of \$186,000). Six employees, having received an evaluation rating of good or better, qualify for merit increases (see worksheet below).

$$\begin{aligned} \text{SBgX} + 2\text{SBeX} &= \text{P} \\ \$65,520\text{X} + \$64,940\text{X} &= \$3,720 \\ \text{X} &= 2.8514\% \end{aligned}$$

EMPLOYEE	SALARY BASE	SALARY BASE BY RATING	MERIT RATING	MERIT RANK	MERIT FACTOR (FOR S)	MERIT %	MERIT \$
1	\$15,500		E	2	2.8514%	5.7028%	\$884
2	\$16,970	\$32,470	E	2	2.8514%	5.7028%	\$968
3	\$13,560		G	1	2.8514%	2.8514%	\$387
4	\$16,110		G	1	2.8514%	2.8514%	\$459
5	\$17,570		G	1	2.8514%	2.8514%	\$501
6	\$18,280	\$65,520	G	1	2.8514%	2.8514%	\$521
7	\$11,030		S	0	2.8514%	0.0000%	\$0
8	\$12,910		S	0	2.8514%	0.0000%	\$0
9	\$13,510		S	0	2.8514%	0.0000%	\$0
10	\$14,940		S	0	2.8514%	0.0000%	\$0
11	\$16,380		S	0	2.8514%	0.0000%	\$0
12	\$19,240	\$88,010	S	0	2.8514%	0.0000%	\$0
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	\$186,000	\$186,000					\$3,720