

SANTA BARBARA CITY COLLEGE
COLLEGE PLANNING COUNCIL

October 4, 1988

M I N U T E S

PRESENT: J. Romo, Chair, M. Bobgan, J. Connell, J. Diaz, L. Fairly,
T. Garey, D. Oroz, G. Smith, C. Frank, student rep.
ABSENT: D. Ringer (excused)
RESOURCE: E. Cohen, J. Friedlander, B. Miller, H. Pugh

APPROVAL OF MINUTES: September 27, 1988

M/S/C Diaz/Connell Unanimous

To approve the minutes of September 27, 1988 with the following corrections:

Continuing Education's share of state new equipment funds is 21%.

TIMELINE AND PROCEDURES FOR ALLOCATION OF RESOURCE ALLOCATIONS

Deferred.

INSTRUCTIONAL EQUIPMENT ALLOCATIONS

The Chair distributed copies of the proposed timeline for 1988-89 new instructional equipment allocations. He stated that, if Prop 78 passes, the College is projecting revenues of approximately \$462,074 for instructional equipment, about 16% of which will be allocated to the Library, 21% to continuing education and the balance to instructional departments following a review/ranking process by Division Chair Council and consent by the College Planning Council. Additionally, the college is looking at funding sources (Lottery, VEA, Grants, General Fund) to meet required district matching funds totaling about \$254,000. The Chair stated that he would be bringing specific dollar amounts to the Council at its next meeting. The proposed timeline is:

DATE	ACTIVITY
Monday, October 10	Deans collect new equipment lists from departments.
Monday, October 24	Department requests submitted to the Office of Academic Affairs
Friday, October 28	Academic Affairs recommendations developed.
Wednesday, November 2	First DCC Hearing.
Wednesday, November 16	Second DCC Hearing.
Tuesday, November 29	CPC Consent Action.

The chair reminded members that, as in the past, 50% of equipment funds will be allocated for replacement equipment to departments on a proportional basis determined by Divisional Deans and Chairpersons. Traditionally, the Sciences and the Technological departments have received the largest allocations.

Mr. Romo reported that the procedures for the allocation of new equipment is basically the same as in the past. Departments will submit their requests to the Office of Academic Affairs and the Divisional Deans will review, categorize them into Most Essential and Essential, and submit their recommendations to the Division Chair Council for ranking. A change in procedures reported by the Chair is that the CPC at its last meeting voted to combine the hearing/action stages on new equipment allocation recommendations in order to expedite the acquisition of approved items.

LOTTERY 1988-89

The proposed timeline for the allocation of Lottery 1988-89 funds was handed out by the Chair. According to the timeline, college units will begin reviewing lottery requests on Monday, October 17, with CPC's First Hearing scheduled for Tuesday, November 1. The Vice Presidents, Business Manager, and the President's Office will meet to prepare ranking recommendations between November 1 and November 29, at which time the CPC will hold its Final Hearing on the Lottery 1988-89 recommendations.

The Chair outlined briefly the Lottery budget. He explained that the college has already committed approximately \$100,000 for the Library, \$500,000 for the parking structure, \$200,000 for salaries and \$228,400 for items recommended by CPC and approved by Dr. MacDougall. The balance of about \$72,000 is expected to be distributed to college units, using established lottery guidelines. (Copies of guidelines will be distributed at the next meeting.)

Members suggested that the relatively small amount of lottery funds might be channeled to several major projects, rather than to numerous small items. Discussion on this item will take place at a future meeting.

PRESIDENT'S RESPONSE ON 88-89 LOTTERY ALLOCATIONS

In a memorandum to Chairperson Romo, the President stated his approval of the CPC's proposal on 1988-89 Lottery Recommendations, with the exception of two items: the RSSC lab instructor hourly (\$7,344) and the Counseling classified hourly (\$3,000). The President added two items to the list: Satellite Disk, \$15,000 and Transfer, \$6,300 (Transfer Achievement Program). With the approved expenditure of \$228,400, approximately \$72,000 is left to distribute to college units for the 1988-89 year.

PRESIDENT'S RESPONSE ON 88-89 GENERAL FUND AUGMENTATIONS

The President has sent his recommendations to 88-89 general fund augmentations. They are delineated in his memorandum to Chairperson Romo, dated August 19, 1988 (Attachment 2).

PROCEDURES FOR REVIEW OF CERTIFICATED REQUESTS

The Chair asked that this item be deferred. He did remark, however, that the college is developing a proposal for certificated staffing hiring procedures to expedite recruitment and selection of certificated staff replacements. More information on this item will be presented at a future meeting.

PLANNING PROCESS

Deferred

The next meeting is on October 18, 3:00 p.m. in A-218C.

At 3:50, a motion by T. Garey to adjourn and seconded by M. Bobgan was unanimously approved.

jdm

cc: Dr. MacDougall
Deans/Assistant Deans
Division/Department Chairpersons
Mr. Miller
Mr. Pickering
Mr. Guillen

COLLEGE PLANNING
RESULTS OF SURVEY FOR THE STATEMENT OF INSTITUTIONAL DIRECTIONS

A. EDUCATIONAL EXCELLENCE

I. Make SBCC 1st choice institution.

- o Not measurable, vague
- o Let's quantify. How can we measure?
- o Replace with "Improve marketing"

Guaranteed admissions

- o Assure open access
- o Guaranteed admissions where?

3. Assure basic skills competencies

- o For whom?
- o For all certificate and degree programs

5a. Voc Ed: Identify programs that fulfill regional needs

5b. Improve articulation and student success

- o Articulation w/both HS and 4-yr. (2 respondents)

5c: Develop program to facilitate transfers

- o Delete
- o Replace "develop" with "continue to improve"

B. STUDENT ACCESS/SUCCESS

1. Improve retention ratio (productive grades)
Reduce attrition rate

- o Let's measure. Establish measurable goal and work to attain

2.5 Develop a marketing plan to bring successful programs to the community

- o Not sure what this means

2.5 Increase financial aid for students

C. HUMAN RESOURCES

1. Competitive salaries for faculty

2. Meet staffing needs by successful recruitment of quality faculty

3. Renew commitment to Affirmative Action
 - o Change "renew" to "maintain"
 - o We need more than commitment, we need action
- 4.5 Explore programs that ensure minority student success
- 4.5 Recognize changing demographics in recruiting minority faculty

1. **FINANCE**

1. Maintain competitive salaries for classified staff
2. Plan for equipment replacement
 - o Change "maintain" to "implement"
 - o Make equitable for instruction and support

2. **COLLEGE GOVERNANCE AND RESEARCH**

1. Design institutional research program to enhance college effectiveness
2. Develop process for decision making regarding continuation of high cost programs
 - o Already have, but don't use
 - o Include low enrollment along with high cost

COMMENTS FROM SURVEYS

<u>ITEM</u>	<u>COMMENT</u>
EE3	Articulation w/ both HS and 4-yr. (2 respondents)
EE4	Not measurable, vague
4	Let's quantify. How can we measure?
4	Replace with "Improve marketing"
EE6	Delete
6	Replace "develop" with "continue to improve"
EE7	Assure open access
7	Guaranteed admissions where?
EE8	Already accomplished
8	Stress on transfer
EE9	For whom?
9	For all certificate and degree programs
EE10	Duplicates EE3
10	Duplicates EE5
10	Don't understand (2 respondents)
EE12	Not sufficiently global
12	Included in EE9
EE13	Delete
AS1	Make this college-wide
AS3	Duplicates item on previous page
AS5	Same as AS6
5	Let's measure. Establish measurable goal and work to attain
AS6	Same as AS5
AS7	Not sure what this means
AS8	Duplicates item in EE group
AS12	Delete
HR1	Combine w/ HR 2-6
HR3	Delete
3	Include classified as well as faculty
HR4	Delete
4	Include classified as well as faculty
HR5	Delete
HR6	Delete
HR7	Combine w/ HR 8-13
7	Include classified as well as faculty
7	Define an instrument which measures reliably
HR10	Delete
HR11	For whom - staff, new faculty, or students
HR12	Change "renew" to "maintain"
12	We need more than commitment, we need action
12	Delete
HR13	Included in HR2
13	"Improve" rather than "review"
13	What does this mean
FI1	Change "maintain" to "implement"
1	Make equitable for instruction and support
FI2	Delete
FI4	Delete
4	Duplicates AS12

COMMENTS FROM SURVEYS

<u>ITEM</u>	<u>COMMENT</u>
FI7	Delete
GR1	Already have, but don't use
1	Include low enrollment along w/ high cost
GR2	Combine w/ GR3
2	We do this now
GR3	Duplicate of earlier item
GR 1-9	These are not governance items (2 respondents)
GR4	Delete
4	Part of outcomes
GR5	Vague
GR6	Delete
GR7	Duplicate of earlier item (2 respondents)
7	Thought this was the purpose now
GR8	Included in GR2 (2 respondents)
GR9	Duplicate of GR2
9	Delete

SANTA BARBARA CITY COLLEGE

MISSION STATEMENT

SANTA BARBARA CITY COLLEGE IS FOUNDED ON THE FOLLOWING PRINCIPLES:

- There is in each individual an intrinsic dignity and worth.
- A democratic society functions best when its members are educated and participating citizens.
- Individuals have the capacity to learn to direct their destiny and the responsibility to participate effectively in the affairs of society.
- The opportunity to learn should be accessible to all who can profit from it and who wish to avail themselves of it.
- Each person should be encouraged and helped to realize his/her fullest mental and physical potential regardless of economic, educational, or physical disadvantages, and/or cultural differences.
- The community and the individual are best served when people can find satisfying and productive vocations and can learn to make rewarding use of leisure time.
- It is important that all people learn about cultural heritages and how to work together to create a better society.
- As a community college, Santa Barbara City College must be responsive to the needs of the community it serves.
- A commitment to the ideal and tradition of academic freedom is basic to an intellectual environment which encourages serious scholarship and critical, independent thinking.
- Education is a lifelong process, not solely preparation for adult life.

The fundamental purposes of Santa Barbara City College, in priority order, are as follows:

Essential

To provide uncompromisingly excellent quality of instruction in all programs of the college, and to create and maintain an environment which emphasizes learning, and encourages free discussion of ideas, interests and issues.

Approved by Bd of Trustees
January 13, 1983

Important

To maintain a comprehensive curriculum which supports a viable transfer program, a diverse occupational program, and general credit, non-credit, and community services educational programs appropriate to the needs of the South Coast community.

To provide equal opportunity to postsecondary education at minimum cost to all who wish to avail themselves of it or who could benefit from it, through programs of outreach, counseling, placement, and developmental education, and through a policy of non-discrimination and affirmative action.

To be particularly responsive to the needs of the local community and the citizens who come to the college as students, and to be sensitive to changes in these needs.

To be responsive to the needs of the region, the state, and the nation for persons trained in particular skills.

In pursuit of these purposes, the college will provide programs and services in the most cost-effective manner possible, and at all times will practice fiscal responsibility.

SANTA BARBARA CITY COLLEGE
STATEMENT OF INSTITUTIONAL DIRECTIONS

I. EDUCATIONAL PRIORITIES

To fulfill the commitment of the college's mission statement, support must be given to providing an array of transfer, vocational, remedial, and continuing education programs. These programs should prepare students for success in specific occupational and academic endeavors as well as to prepare them to function as informed and self-fulfilled citizens in the community.

Directions

1. Maintain and enhance a balance in transfer, vocational, remedial, and continuing education programs.
2. Explore new academic and support programs which enhance international understanding such as faculty/student exchange programs, curriculum development, study-abroad programs, and activities to encourage a greater foreign student presence on campus.
3. Develop, maintain, and expand non-credit and community services programs which will be flexible, diverse, stimulating, and continually innovative to serve the learning needs of adults of all ages, abilities, and economic and educational backgrounds in the community.
4. Assure that instructional programs reflect a commitment to providing a broad based general education experience.
5. Maintain the college's commitment to the community to offer programs which will contribute to civic literacy, increase awareness of our multi-cultural base, and improve the quality of life.
6. Assure that programs are offered in a variety of formats, sequences and locations in recognition of the diversity of student needs.
7. Assure the quality of the instructional programs and maintain and enhance the college's commitment to faculty and staff development.
8. Encourage the development of honors course offerings.
9. Assure that departments provide for individualization of instruction through the use of tutorial and learning assistance services and the latest advances in educational technology.

II. RECRUITMENT/ADVISEMENT/RETENTION EFFORTS

While the population of the community college district has stabilized at 170,000 people, our service area is populated by a diverse citizenry with varying educational needs. Due to this, the recruitment efforts must be aimed at the local secondary school population, the high school dropouts, adults employed in industrial settings, and adult part-timers. The population of minorities in the community has increased to more than 50%. As this trend is expected to continue, there is a need for new and expanded support services, increased recruitment efforts and expanded retention and advisement programs.

Directions

1. Recruit and retain more students with the aim of meeting their educational/employment goals emphasizing transfer and occupational programs.
2. Expand, in coordination with local post-secondary institutions, the recruitment programs aimed at minority students in the secondary schools with the emphasis on identifying and encouraging potential transfer students among them.
3. Expand recruitment efforts and support services for those who are in need of post-secondary educational opportunities but are under-represented in our current population (e.g. EOPS, Career Center, programs for re-entry adults, college matriculation, C.A.R.E., Minority Transition, Cal-S.O.A.P.).
4. Educate young adults, particularly high school students and high school dropouts, of the consequences of a lack of education in today's society and encourage them to consider SBCC.
5. Expand the advisement program to include faculty in coordination with the counseling staff.
6. Improve local business/industry's knowledge of educational opportunities for employees on the campus and for contract education at the business site.
7. Increase the retention of all students, not just those in special programs, by improving their knowledge of the availability of support services and increasing faculty participation in advisement/retention activities.
8. Educate the community to post-secondary opportunities on a year around basis in order to encourage long-range planning.
9. Increase enrollment of advanced high school and foreign students.

III. COLLEGE READINESS/SERVICES FOR UNDERPREPARED

Recent years have seen some very significant changes in enrollment patterns at SBCC. There are more part-time students, many more women, more students seeking self-enrichment, more occupational students, more developmental students, more older students, and more students with advanced education. These changes suggest that there may be implications with respect to many of the programs and services of the college to serve a more diverse clientele. In order to meet the needs of this increasingly diverse student population, the college must provide effective services to assure proper course placement and instructional support.

Directions

1. Maintain and expand the student college readiness program having the elements of assessment, advisement, remediation and retention.
2. Involve all instructional departments in assessment, advisement, remediation and retention.
3. Expand the assessment program to include all new entering students and to encourage wider faculty involvement in defining skills, prerequisites and advising students.
4. Expand and strengthen developmental programs to enable more students to pursue college work successfully.
5. Provide staff development opportunities for instructors in all subject areas to assist them in developing appropriate teaching strategies for underprepared students.
6. Evaluate the success of the total college's efforts in the assessment, advisement, remediation and retention.

IV. HIGH TECHNOLOGY

At a very rapid pace our society is being permeated by a variety of new devices and scientific breakthrough that are subsumed under the term high technology.

This phenomenon is having a profound effect on peoples' personal lives and is revolutionizing the workplace from the office to the assembly line. Major changes in working conditions will result from the infusion of technology. Job displacement, the need for continued retraining and a shift in the general orientation toward work will require strong retraining programs.

Directions

1. Offer new courses specifically aimed at retraining and upgrading for employees of local firms.
2. Expand programs which serve the employment needs of local business.

3. Give serious consideration to the introduction of new programs or expansion of existing programs to train students in these new technologies.
4. Enter into agreements with local industry and business to offer worksite training programs related to technological applications.
5. Evaluate the effectiveness of technological programs in preparing students to perform in the work force.
6. Expand the use of computer and other technologies in instructional programs and administrative services.
7. Provide opportunity and encouragement for faculty and staff members to undergo retraining to keep abreast of new technologies.
8. Evaluate and plan for the use of technology in instructional programs. This activity is to be coordinated with the college-wide plan for the use of computers and other technologies in instruction.

V. LIAISON WITH COMMUNITY

Like no other institution of higher education, the community college is an integral part of its community. The resources of the college and the needs of the community as well as the needs of the college and the resources of the community must continually be examined so that the college and community may greatly serve and benefit from one another.

Directions

1. Make use of private business as a resource by increased cooperation and coordination, contracting for special classes to meet business needs and taking programs and classes to the worksite.
2. Evaluate educational offerings of other local agencies and determine whether SBCC can and should attempt to provide comparable services.
3. Work with the Foundation and other community resources to augment regular funding sources.
4. Improve communication, cooperation, and involvement with public and private agencies (such as JTPA and public and private schools) to enhance programs offered.

SANTA BARBARA CITY COLLEGE

COLLEGE PLANNING

EDUCATIONAL EXCELLENCE

Rank

a Voc Ed.: Identify programs that fulfill regional needs.

a Offer programs in response to community needs.

a Improve articulation & student success.

a Make SBCC 1st choice institution.

a Demonstrate academic excellence through program review and accreditation.

a Develop program to facilitate transfers.

a Guaranteed admissions.

a Develop District program for core curriculum (General Education).

b Assure basic skills competencies.

? Program review/articulation.

b More effective use of educational technologies.

a Provide basic skills and ESL.

b Provide diversity re instructional delivery modes.

STUDENT ACCESS/SUCCESS

Rank

- a Define a program for the under-represented and the underprepared.
- a Increase effectiveness of the Matriculation Program.
- b Review ESL/Basic skills policies/and programs.
- a Work with 4-year schools to produce post associate degree opportunities for SBCC students who also must work.
- a Improve retention ratio (productive grades).
- a Reduce attrition rate.
- a Develop a marketing plan to bring successful programs to the community.
- a Prepare students to transfer and increase transfers.
- a Expand Transfer Achivement Program (TAP).
- b Increase student and staff participation on campus.
- b integrate Student Services and Instruction.
- a Increase financial aid for students.

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HUMAN RESOURCES

Rank

- a Meet staffing needs by successful recruitment of quality faculty.
- b Review needs for support staff and make improvements.
- a Better address problems of new faculty in obtaining affordable housing.
- a Competitive salaries for faculty.
- a Explore programs that ensure minority student success.
- a Recognize changing demographics in recruiting minority faculty.
- b Reward excellence in teaching.
- b Provide time to train staff to use technology efficiently.
- b Develop support system to create incentives for staff improvement.
- b Improve efforts to communicate to staff how the College operates.
- b Develop a strong mentor program.
- a Renew commitment to Affirmative Action.
- D Review support services for staff.

College Planning

FINANCE

Rank

- b Plan for equipment replacement.
- a Maintain competitive salaries for classified staff.
- b Increase grant development activities.
- a Increase financial aid.
- b Explore budget off-sets with AB 1725 funds.
- a Increase productivity to at least 525 WSCH.
- b Use a more targeted approach to fund-raising.

COLLEGE GOVERNANCE & RESEARCH

Rank

a Develop process for decision making re continuation of high cost programs.

a Design institutional research program.

b Refine measures to assess qualitative and quantitative outcomes.

a Refine measures for transfer.

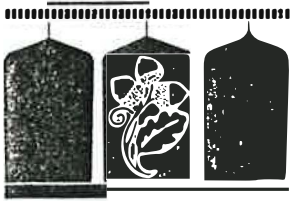
a Evaluate and maintain links to the community.

b Research student objectives of students with B.A/B.S. degrees enrolled in SBCC.

a Design institutional research program to enhance college effectiveness.

a Encourage faculty participation in research activities.

a Evaluate effectiveness of institutional research.



Santa Barbara Community College District

Santa Barbara City College

721 Cliff Drive ☐ Santa Barbara, CA 93109-2394 ☐ (805) 965-0581

TO: Members of the CPC
FROM: Peter R. MacDougall *PRM*
DATE: October 6, 1988
SUBJECT: Follow Up to the September 27 Meeting and Preparation for October 18, 1988

Our focus is on the development of the College's Statement of Institutional Directions. The S.I.D. sets forth the primary areas of focus for Santa Barbara City College. As Peter Drucher has stated, "The pertinent question is not how to do things right but how to find the right things to do, and to concentrate resources and efforts on them."

The Statement of Institutional Direction is our definition of the "right things to do" for Santa Barbara City College. At the conclusion of this process, we should have defined our major directions, strategies to achieve them, and the resources needed to carry them out.

Attached is the list of focus areas identified at our last meeting. Some augmentation has occurred.

Your "homework" for the October 18 meeting is to review the list and:

1. Cross out any item you do not feel should be a major focus.
2. Add any direction not identified.
3. Apply a ranking to the items:
 - a. Essential
 - b. Very important
 - c. If funds are available

Please return your forms to Burt Miller no later than Friday, October 14, 1988. Burt will do some consolidating and preliminary ranking.

The meeting on October 18 from 3:00 to 4:00 p.m. will be a discussion session in which we will continue to refine our work.

I appreciate your involvement in this important process.

PRM:sjc

SANTA BARBARA CITY COLLEGE

Memorandum(planning.88)
September 1, 1988

To: Peter MacDougall
From: Burt Miller

Subject: Proposed planning timeline for two-year cycle, 1988-1991.

Based on the summary of the CPC meeting of May 3, 1988, the following tasks are proposed with the timeline shown on the attached Gantt chart.

1. Environmental Scan

This is a general environmental summary, by Planning and Research, of the community and district, to include, as possible, data on demographics, secondary school enrollments, employment, job projections, economic indicators, and other data as available.

2. Refine Statement of Institutional Directions

This is a review, by an ad hoc committee, of the present statement, in the light of what we know about the college and the community we serve. It will review each item in the present statement, decide if it should remain as is, be modified or deleted, and which items should be added. The text accompanying each item will be sharpened to indicate what the overall goals of each item are. Result will be a completely rewritten statement.

3. Review revised Statement of Institutional Directions

This is a review, by C.P.C., of the proposed new statement with revision as needed, followed by a review by various other bodies on campus to provide broad-based input to the statement. Other bodies may include, but not be limited to Representative Council, Division Chairs, Curriculum Committee, Student Services staff and advisory committees, Adult Education Advisory Committee.

4. Set priorities and timeline

This task will consider all of the items in the new statement with a view toward putting them in priority perspective, and will develop a timeline for carrying out these major goals. It will be done by C.P.C.

5. Take Statement of Institutional Directions to Board of Trustees

The Superintendent/President will take the the final version of the S.I.D. to the Board of Trustees for information (approval?).

6. Finalize and disseminate planning materials to departments

This task is the preparation and dissemination of a planning packet to go to each department for use in departmental planning. It will be done by Planning and Research.

7. Define funding targets

C.P.C. will define potential sources of funding to carry out the activities defined in the S.I.D.

8. Define strategies

General strategies for achieving the goals outlined in the S.I.D. will be worked out by C.P.C. and various special committees, as appropriate. The strategies will define the approaches needed to pursue the goals.

9. Develop implementation plans

Special committees appropriate to each S.I.D. item will develop detailed plans for carrying out the strategies. These plans will form the basis of the institutional long-range plan.

10. Develop 1989-90 plans and resource needs

Each department will develop a plan of its own activities in sufficient detail to support resource needs for the next two to five years. Major emphasis will be on those items affecting the 1989-90 budget.

11. Prioritization of resources for 1989-90

C.P.C. will review the resource needs defined by the departments and will match these up with potential funding sources with priorities.

12. Development of 1989-90 budget

Business Services will develop the 1989-90 budget following the prioritizations of C.P.C. This will include Preliminary, Tentative, and Final budgets.

13. Develop 1990-91 and 1991-92 plans and resource needs

Each department will develop a detailed plan of its own activities and resource needs for the next two to five years. Major emphasis will be on those items affecting the 1990-91 and 1991-92 budgets, although each department will also develop long-range responses to the S.I.D. and the strategies and implementation plans drawn up by C.P.C. and the special committees.

14. Prioritization of resources for 1990-91

C.P.C. will review the resource needs defined by the departments and will match these up with potential funding sources with priorities.

IMPLEMENTATION TIMELINE
1988-91 PLANNING CYCLE

**** PLANNING ### BUDGETING

TASK/ RESPONSIBILITY	FISCAL 88-89---->						CALENDAR 1989----->				FISCAL 88-89<--- ---> 89-90		CALENDAR 1990----->				FISCAL 89-90<--- ---> 90-91											
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	
1. ENVIRONMENTAL SCAN/ (Planning & Research)		****	****										****	****	****													
2. REFINE S.I.D./ (Ad hoc committee)		****	****																									
3. REVIEW REVISED S.I.D./ (C.P.C.) (Other bodies-Rep. Council, Div. Chairs, Curr. Comm., Std. Serv. Staff, Deans, Selected adv. committees)				****	****																							
4. SET S.I.D. PRIORITIES & AND TIMELINE (C.P.C.)						****	****																					
5. TAKE S.I.D. TO BOARD (SUPT./PRESIDENT)																												
6. FINALIZE AND DISSEM. S.I.D. TO TASK GROUPS (C.P.C.)											****																	
7. DEFINE S.I.D. FUNDING TARGETS AND SOURCES (C.P.C.)													****															
8. DEFINE STRATEGIES TO ACHIEVE S.I.D. GOALS (C.P.C. & Special Committees)													****	****	****													

SANTA BARBARA CITY COLLEGE

RESULTS OF CPC WORKSHOP

January 15, 1988

Improving the College Planning Process

General Conclusions

- o Most departments are doing a good job. We need to focus on those that are not.
- o There is a lack of common understanding regarding planning parameters, e.g., resources, objectives, relationship of service departments. Time needs to be spent on creating a basic level of awareness on the essentials of planning.
- o A scarcity of resources impacts planning in various ways, e.g., zero-sum allocation, criteria for allocation, competition among departments. Resources available must be outlined and moderation of the planning approach adjusted accordingly.
- o Plan needs to be better integrated.
- o The time available for quality planning is limited. The planning procedures must be precise, clear, and essential.

Actions to Improve Planning

<u>Problem</u>	<u>Steps to Resolve</u>
1. Some department plans are weak.	a. Be sure expectations for planning are clear. b. Provide targeted planning assistance to departments with inadequate plans. c. Strengthen the role and accountability of the Department Chair. d. Provide feedback on quality of plans.

Problem

Steps to Resolve

- | | | |
|---|----|--|
| | e. | Facilitate the ability of departments to relate their plans to the college's S.I.D. |
| 2. Consensus is lacking regarding steps to achieve goals and objectives. | a. | Broad-based involvement in development of S.I.D. |
| | b. | Provide suggestions for resource supplementation, e.g., grants, Foundation for SBCC, categorical funds, etc. |
| | c. | Conduct programs for C.P.C., division, and department chairs that will clarify planning objectives, budget resources, and the relationship of service departments to overall college goals. |
| | d. | Prioritize S.I.D. objectives. Establish annual areas of priority and meet these in some way. |
| 3. Restricted availability of resources results in:
Overstating needs
Undermined commitment
Restricted vision
Divisiveness
Burnout | a. | Develop consensus on criteria for re-allocation of resources. If shifts in dollars are to occur among departments or budget categories, the bases for doing so must be understood. |
| | b. | Define conditions for departments to receive increased resources, e.g., how a department's activities respond to institutional priorities. |
| | c. | A rough, but early, estimate of resources should be available to C.P.C. |
| | d. | Work to find ways of sharing of resources, e.g., how departments can work together on meeting disparate ends with similar means. |
| | e. | Create an understanding of why limited resources imposes a greater importance on effective planning. |
| 4. The process and the plan need more integration. | a. | The college-wide plan should summarize the initiatives of the college's major organizational areas (Academic Affairs, Student Affairs, Continuing Education, etc.) within the S.I.D. categories. |

Problem

Steps to Resolve

- b. C.P.C. retreat to integrate area plans into college-wide initiatives for achieving the S.I.D. is proposed.
 - c. Summaries of major administrative unit plans, e.g., Academic Affairs, Student Affairs, Continuing Education, should similarly highlight initiatives by S.I.D.
 - d. Include review, change and affirmation of S.I.D. in planning calendar.
 - e. Use C.P.C. more effectively in Fall Semester.
 - f. Breakdown planning calendar more finitely.
5. Lack of time for quality planning
- a. Consider the use of the summer months for college planning activities.
 - b. Consider extra assignments for summer planning.
 - c. Consider winter intersession for planning.
 - d. Consider a two-year planning cycle.
 - e. Start planning cycle in Spring.

SANTA BARBARA CITY COLLEGE

SUMMARY OF DISCUSSION
ON PLANNING AT CPC MEETING

MAY 3, 1988

- o Environmental Scan. More information is needed about the external environment within which we operate. Such data need to be made available in an integrated manner, so as to relate the external data to each other and to the college mission.
- o A logical progression of steps to be taken for long-range planning and budgeting was agreed upon as follows:
 - a. Environmental scan.
 - b. Statement of Institutional Directions with priorities.
 - c. Development of strategies to implement S.I.D.
 - d. Definition of process and distribution of planning materials.
 - e. Integration of planning document
 - f. Allocation of resources, budget development
- o There are several broad categories of fiscal resources.
 - a. College budget + COLA
 - b. Statewide initiatives, categorical funds
 - c. Targeted external fund-raising
 - d. Long-term shifts in internal allocations based on changing needs.
 - e. One-time funds (e.g., lottery)
 - f. Resource sharing.
- o Plans by departments have been highly individual and unrelated to each other. While these are still valuable for departmental purposes, they need not necessarily be integrated into a single document. The end result of the above planning process should be an institutional response to the S.I.D. with an action plan for each item in the S.I.D.
- o Assuming that the plan will cover a three-year period, the following two-year cycle was recommended for developing the next plan according to the above guidelines.

Summer 88 - Refine and sharpen the S.I.D. An ad hoc committee should be formed to work on this during the summer months.

Fall 88 - C.P.C. to develop priorities for S.I.D. and a timeline for implementation. Submit to Board of Trustees.

- Define funding targets

- Define strategies

- Refine and simplify planning process with more focus on significant institutional priorities and less on *pro forma* decisions

- Integrate review, evaluation, and institutional research into planning

Spring 88 - Resource allocation and budget development for 1989-90. (Question was raised - should CPC at this point do some re-allocation of funds based on the S.I.D., evaluations, and external factors.

Fall 89 - Develop bottom-up departmental/division/segment plans which are responsive to the S.I.D. priorities with a three-year scope.

Spring 90 - Resource allocation and budget development for 1990-91

o Need to develop clear criteria for allocation of personnel

WORKSHOP - COLLEGE PLANNING COUNCIL

Institutional Planning

January 15, 1988

I. Purposes for the Workshop

- A. Develop an understanding of why we are engaged in the planning process
- B. Assure that an understanding exists regarding the present approach to college planning
- C. Critique the existing planning process with the objective of improving it
- D. Develop a more effective approach to "connecting" the College needs identified through the institutional planning process to the development of the budget
- E. Foster greater involvement and achieve a higher quality in our College's planning

II. Workshop Outline

A. Why Planning?

- 1) Need to think about future
- 2) Need to integrate activities
- 3) Need to respond to community and clientele needs
- 4) Need rationale basis for budgeting

B. Where Are We?

Context for Planning

- 1) Statement of mission
Statement of institutional direction
SBCC Planning Atlas
- 2) Plan for five years with detail for Year 1, less detail Year 2. Years 3, 4, and 5 i.d. new directions only
- 3) Plans are updated each year rather than starting anew
- 4) Bottom up approach
Department
Division
Major College units
(i.e., Academic Affairs, Continuing Ed, Student Affairs, Business Services, and Pres. Cost Centers)
College Plan

- 5) Tie-in to the College budget-building process
Timeline
 - . Major plans turned in by the end of December
 - . Institutional plan developed by the end of January
 - . February-April plan is tied to the budget-building process
 - certificated positions
 - classified positions
 - new programs, if any
 - facility need
 - new + replacement

C. Where can we improve?

- 1) Planning process
- 2) Calendar
- 3) Forms
- 4) Tie-in to budget
- 5) Responsiveness to community needs
- 6) Integration - how do the "parts" relate to the "whole"?

D. What Is Role of CPC?

- 1) How to make more significant; e.g., moving from detail to:
 - . examination and development of the "bigger picture" regarding the proposed directions for SBCC
- 2) Integration of plans into resource recommendations
- 3) Other ideas

SANTA BARBARA CITY COLLEGE

Memorandum(planning.88)
September 1, 1988

To: Peter MacDougall
From: Burt Miller

Subject: Proposed planning timeline for two-year cycle, 1988-1991.

Based on the summary of the CPC meeting of May 3, 1988, the following tasks are proposed with the timeline shown on the attached Gantt chart.

1. Environmental Scan

This is a general environmental summary, by Planning and Research, of the community and district, to include, as possible, data on demographics, secondary school enrollments, employment, job projections, economic indicators, and other data as available.

2. Refine Statement of Institutional Directions

This is a review, by an ad hoc committee, of the present statement, in the light of what we know about the college and the community we serve. It will review each item in the present statement, decide if it should remain as is, be modified or deleted, and which items should be added. The text accompanying each item will be sharpened to indicate what the overall goals of each item are. Result will be a completely rewritten statement.

3. Review revised Statement of Institutional Directions

This is a review, by C.P.C., of the proposed new statement with revision as needed, followed by a review by various other bodies on campus to provide broad-based input to the statement. Other bodies may include, but not be limited to Representative Council, Division Chairs, Curriculum Committee, Student Services staff and advisory committees, Adult Education Advisory Committee.

4. Set priorities and timeline

This task will consider all of the items in the new statement with a view toward putting them in priority perspective, and will develop a timeline for carrying out these major goals. It will be done by C.P.C.

5. Take Statement of Institutional Directions to Board of Trustees

The Superintendent/President will take the the final version of the S.I.D. to the Board of Trustees for information (approval?).

6. Finalize and disseminate planning materials to departments

This task is the preparation and dissemination of a planning packet to go to each department for use in departmental planning. It will be done by Planning and Research.

7. Define funding targets

C.P.C. will define potential sources of funding to carry out the activities defined in the S.I.D.

8. Define strategies

General strategies for achieving the goals outlined in the S.I.D. will be worked out by C.P.C. and various special committees, as appropriate. The strategies will define the approaches needed to pursue the goals.

9. Develop implementation plans

Special committees appropriate to each S.I.D. item will develop detailed plans for carrying out the strategies. These plans will form the basis of the institutional long-range plan.

10. Develop 1989-90 plans and resource needs

Each department will develop a plan of its own activities in sufficient detail to support resource needs for the next two to five years. Major emphasis will be on those items affecting the 1989-90 budget.

11. Prioritization of resources for 1989-90

C.P.C. will review the resource needs defined by the departments and will match these up with potential funding sources with priorities.

12. Development of 1989-90 budget

Business Services will develop the 1989-90 budget following the prioritizations of C.P.C. This will include Preliminary, Tentative, and Final budgets.

13. Develop 1990-91 and 1991-92 plans and resource needs

Each department will develop a detailed plan of its own activities and resource needs for the next two to five years. Major emphasis will be on those items affecting the 1990-91 and 1991-92 budgets, although each department will also develop long-range responses to the S.I.D. and the strategies and implementation plans drawn up by C.P.C. and the special committees.

14. Prioritization of resources for 1990-91

C.P.C. will review the resource needs defined by the departments and will match these up with potential funding sources with priorities.

15. Development of 1990-91 budget

Business Services will develop the 1990-91 budget following the prioritizations of C.P.C. This will include Preliminary, Tentative, and Final budgets.

IMPLEMENTATION TIMELINE
1988-91 PLANNING CYCLE

**** PLANNING #### BUDGETING

TASK/ RESPONSIBILITY	FISCAL						CALENDAR				FISCAL		CALENDAR						FISCAL		FISCAL							
	88-89---->						1989----->				88-89<--- ---> 89-90		1990----->						89-90<--- ---> 90-91									
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	
9. DEVELOP S.I.D. IMPLEMENT. PLANS & RESPONSIBLE UNITS (Special Committees)													****	****	****													
10. UPDATE 1989-90 RESOURCE NEEDS (Departments)					####	####	####	####	####																			
11. PRIORITIZ. OF RESOURCES FOR 1989-90 (Div. Chairs, Std. Serv. Staff, C.P.C.)										####	####	####																
12. DEV. OF 1989-90 BUDGET (Business Services)										####	####	####	####	####	####													
13. DEV. 1990-91 PLANS & RE- SOURCES (Departments)																					####	####	####	####	####			
14. PRIORIT. OF RESOURCES FOR 1990-91 (Div. Chairs, Std. Serv. Staff, C.P.C.)																						####	####	####				
15. DEV. OF 1990-91 BUDGET (Business Services)																						####	####	####	####	####	####	####