

**Santa Barbara City College
College Planning Council
Tuesday, February 19, 2013
3:00 – 4:30 p.m.
A218C
Minutes**

PRESENT:

L. Gaskin, President
L. Auchincloss, Pres., CSEA
P. Bishop, VP Information Technology
R. Else, Sr. Dir. Inst. Assessment, Research & Planning
P. English, VP Human Resources
J. Friedlander, Executive VP Ed Programs
J. McPheter, Classified Staff Representative
M. Medel, Supervisory Bargaining Unit
K. Monda, Academic Senate Representative, Chair Planning & Resources Committee
D. Nevins, President, Academic Senate
K. O'Connor, Academic Senate Representative
C. Salazar, Classified Staff Representative
G. Sherman, President, Assoc. Student Body
J. Sullivan, VP Business Services
L. Vasquez, Academic Senate Representative

GUESTS:

B. Bell, English
P. Butler, ESL
A. Cruse, English Skills
B. Partee, Dean, Educational Programs
E. Pirayesh, Channels Reporter
J. Pike, Director, Learning Resource Center
A. Scharper, Dean, Educational Programs
M. Spaventa, Dean, Educational Programs
L. Stark, Pres. Instructors' Association
L. Wintermeyer, Dual Enrollment

1.0 CALL TO ORDER

1.1 Dr. Gaskin called the meeting to order.

1.2 **M/S/C (Monda/Bishop) to approve the 2/5/13 CPC Minutes. All were in favor.**

2.0 ANNOUNCEMENTS

2.1 Laurie Vasquez (Academic Senate Representative) is replacing David Morris on CPC for the duration of one semester.

INFORMATION ITEMS

3.1 Educational Master Plan – L. Gaskin

Dr. Gaskin shared the process for the creation of an Educational Master Plan. There will be two phases, Phase I and Phase II, with the end result being a written document. In Phase I the consultant, Matthew Lee, will meet with a number of representative groups and college divisions as part of a deep study to create a rolling 5-year plan.

In Phase II he will meet up to 20 times with both CPC and Integrated Planning Workgroup to prioritize the strategic directions for the future of Educational Programs. The consultant will also meet with the department chairs. The outcome of his work will be the Educational Master Plan that includes strategic directions, a process to keep the rolling 5-year plan in motion, the infusion of the Educational Master Planning into SBCC's integrated planning process, and institutional goals that will operationalize the strategic directions.

Dr. Gaskin will provide a document which will outline the process at the 3/5/13 CPC meeting.

4.0 DISCUSSION ITEMS

4.1 Ranking of Program Review Requests – K. O'Connor

A brief explanation of how program requests were historically ranked and a lengthy discussion of current concerns ensued. Direction is sought from CPC as to what criteria should now be used to rank program requests which include new and replacement items.

Approximate costs for the following requested replacement items were listed as:

Equipment: \$433k

Hardware: \$332k

Software: \$249k

Approximate costs for requested new items were listed as:

Equipment: \$547k

Hardware: \$314k

Software: \$358k

Other: \$501k

Replacement items were not factored into Zero Based Budgets.

It was suggested and accepted that Planning & Resources (P&R) review new, replacement and "other" instructional equipment requests; Instructional Technology Committee (ITC) and District Technology Committee (DTC) review new and replacement hardware and software requests; and EC+ review non-instructional new, replacement and "other" equipment requests. All requests will eventually be presented to CPC.

It was agreed that Julie Hendricks will identify program review facility requests that are structurally doable and supportable, and those requests, along with Measure V deferred maintenance requests will be combined in one comprehensive list and brought to CPC. Furthermore, it's recommended that requests requiring DSA approval be separated from those that don't require DSA approval (locally managed projects).

Paul Bishop and Joe Sullivan will create an easily accessible spreadsheet that will indicate the current status of facilities requests.

4.2 Process for Identifying and Ranking Classified Positions – L. Gaskin

Direction was sought from CPC to create a process of identifying and prioritizing classified staffing needs. Discussion centered on past classified ranking processes and possible criteria to be used to update the process. It was recommended and agreed upon that a workgroup would be established to construct the criteria for soliciting, prioritizing and crafting a rubric for meeting classified needs. The workgroup will be comprised of the following CPC members: Dean Nevins, Kathy O'Connor, Cindy Salazar, Pat English, Michael Medel, Liz Auchincloss, Joyce McPheter, and Paul Bishop. Dr. Bishop will be accountable for calling the group together and presenting a process to CPC in approximately a month.

4.3 Temporary Contracts – J. Friedlander

It was reported that the college was unable to open new sections this semester in English, English Skills and math due to a shortage of faculty. Similarly, the college's counseling department is understaffed. In response to the current needs, Dr. Friedlander requested four temporary contracts under the construct of enrollment growth. The costs of the positions are approximately \$75,000-\$80,000 per contract. The impact of the costs with regard to the overall budget, new faculty positions, and recently terminated temporary faculty positions was discussed. It was noted that the college's focus continues to be on core courses (English, English Skills, math) and counseling services to meet students' needs. In addition to CPC members, representatives from the English, English Skills, math and counseling departments presented arguments justifying the need for additional faculty.

Temporary Contracts will be included as an action item on the 3/5/13 CPC agenda.

5.0 ACTION ITEMS

5.1 CPC Membership: Second Reading – L. Gaskin

One finding of the accreditation Special Report previously discussed at the 1/29/13 CPC meeting (First Reading) was that SBCC has had limited formal involvement of the Managers Group in the college's participatory governance structure. To address this inequity it was recommended that the seat left vacant by the Vice President of Continuing Education be filled by a representative of the unrepresented Managers Group. Upon approval, Pat English will ask the Managers Group to appoint a representative.

M/S/C (Nevin/Neufeld) to approve the inclusion to CPC of a member of the Managers Group representative (replacing the seat left by the CE Vice President who will not be replaced). All were in favor.

5.2 Revised SBCC Mission Statement: Second Reading – All (Att. 5.2A & B)

The SBCC Mission Statement: Second Reading will be included as an action item at the next CPC meeting scheduled on 3/5/13.

5.3 SBCC Resource Guide to Governance and Decision-making: Second Reading – R. Else (Att.5.3)

The SBCC Resource Guide to Governance and Decision-making was brought before CPC for the second time and approval was requested. The Guide, which describes the governance and decision-making structures at SBCC will be included in the Special Report to be submitted to the Accreditation Commission due March 15, 2013.

M/S/C (Nevin/Bishop) to approve the SBCC Resource Guide to Governance and Decision-making. All were in favor.

6.0 ADJOURNMENT

6.1 The next regularly scheduled CPC meeting will be Tuesday, March 5, 2013 in Room 218C, 3:00-4:30 p.m.

Temporary Contracts Not Renewed for 2013-14**Eli Villanueva (TC - Academic Counselor - Financial Aid):**

The March 15th Notice will be issued to Elias Villanueva due to Board Financial Assistance Program (BFAP) - Student Financial Aid Administration (SFAA) funding guidelines. Brad Hardison, Financial Aid Director, was informed by the Chancellor's Office that SBCC could no longer fund an academic counselor position using BFAP-SFAA Categorical Funds as the expenditure did not adhere to the requirements of how the funds are to be spent. The funds are provided to colleges for staff to increase the number of students applying for financial aid and/or to provide adequate staff for processing financial aid. The Chancellor's Office may grant an allowable use exception for the academic counselor position in the future but only for expenditures (including salary and benefits) not to exceed 10% of Santa Barbara City College's BFAP-SFAA allocation for any given year. As a consequence of this requirement on how BFAP-SFAA funds can be used, this position has been placed on hold until another source of funding to pay for it is identified.

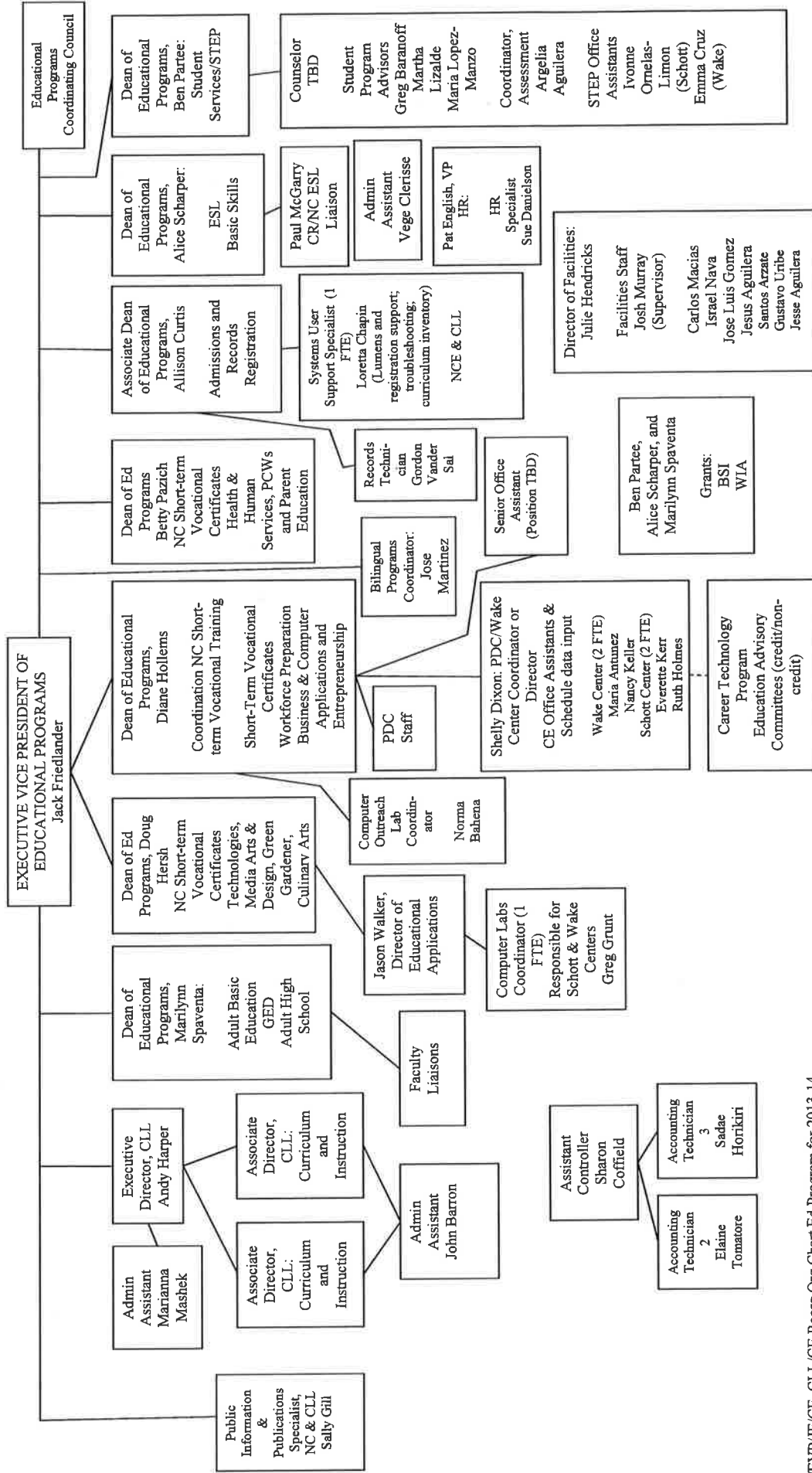
Lydia Aguirre-Fuentes (TC - Continuing Education Academic Counselor - Non-Credit Matriculation Coordinator):

The March 15th Notice will be issued to Ms. Lydia Aguirre-Fuentes due to the uncertainty and potential re-allocation of non-credit matriculation funding for 2013 - 2014. As we transition CE classes from state apportionment generating to fee-based the college's non-credit matriculation allocation which is based on CE enhanced and non-enhanced class participation (seat-time) will be reduced dramatically. We may see a reduction of close to 50% of the college's non-credit Matriculation allocation of \$421,330.00 which pays for Student Support Services/STEP staffing, 1-TC academic Counselor, 2-full-time office assistants, 1-full-time assessment coordinator, and 3-full-time student program advisers. Each of these positions are key as future non-credit matriculation funding will be based on the implementation and compliance with mandated requirements outlined in SB 1456 - the Student Success and Support Act (academic and career assessment, orientation and developing "informed" non-credit educational plans). Given the anticipated significant reduction in the college's non-credit Matriculation allocation, this position is on hold until the amount of next year's non-credit Matriculation allocation is known and the priorities for the use of these funds.

Matt Lorenzen (TC - Matriculation Follow-up Director/Student Success Counselor):

The March 15th Notice will be issued to Matt Lorenzen due to the uncertainty and potential re-allocation of credit Matriculation funding in 2013 - 2014. As we begin the implementation of mandated Student Success Act of 2012 (SB 1456) requirements, the primary focus for the credit Matriculation's programs and services will shift to "front-loading" support for incoming SBCC students via academic and career assessment, orientation and the development of an "informed" educational plan. These mandates are requiring the Matriculation Committee to review and evaluate the current allocation of credit matriculation funds and to re-allocate funds to satisfy the potential increase of future staffing needs in the areas of academic and career assessment, orientation, educational planning and academic counseling.

For the 2013-14 academic year we will be integrating the current "stand alone" Student Success/Matriculation Follow-up program into academic counseling to provide a seamless integration between student success and academic counseling for SBCC students. SBCC On-Track (GradesFirst) will play an integral role in the college's efforts to provide students and Educational Programs faculty and staff with timely information about their performance in their classes and progress toward achieving their educational objectives.



HIGHER EDUCATION

community colleges are to enroll students and not to ensure that students complete the term. When students withdraw after the 20-percent mark, the state is unnecessarily paying community colleges for students who are no longer in class. Enrollment-based funding lacks incentives for the colleges to focus on critical outcomes-affordability, timely completion rates, and quality programs. This proposal will more appropriately apportion funding by focusing on completion at the end of the term, as opposed to counting attendance at the early weeks of the term. It will be phased in over several years to help colleges adjust their policies and practices in a way that encourages appropriate student placement and good course management. This proposal will reinvest savings into higher apportionment rates for students that complete their courses and for student support services in those communities with higher non-completion rates.

Board of Governor's Fee Waiver Program Reform-The Board of Governor Fee Waiver program provides hundreds of millions of state financial aid dollars annually to community colleges and their students. Approximately 60 percent of all credit course fees are waived annually by the community colleges, and the state backfills this lost community college revenue source with state funds. The fee system is designed to charge fees to those who can afford to pay them and provide waivers to students who need them. The current fee waiver program provides financial aid to students with limited verification of financial need. To ensure that only financially needy students are determined eligible for the fee waiver program and to ensure program integrity, students seeking financial aid will be required to fill out a Free Application for Federal Student Aid and include both parent and student income when determining fee waiver eligibility. Any savings that result will be reinvested to further increase course offerings and student services and allow students to move through the system more quickly. Additionally, this proposal will generate additional federal financial aid resources for students and colleges.

➤ ***Adult Education Realignment-As referenced in the K Thru 12 Education Chapter, K-12 school districts and community colleges are both currently authorized to provide adult education instruction. However, there is no statewide requirement or mechanism to coordinate the efforts of these two systems. As a result, the state has an inefficient and redundant system that is not always structured in the best interest of adult learners. Further, funding for the K-12 adult education program is currently flexible and available for any educational purpose. Many districts are eliminating their programs and redirecting this funding to support their core instructional programs.***

To create a more accountable and centralized adult education learning structure, the Budget proposes \$315.7 million Proposition 98 General Fund to fund a comparable K-12 adult education service delivery system. It proposes an increase of \$300 million to support the program within the community colleges. It also shifts \$15.7 million and the responsibility for the Apprenticeship Program from school districts to the community colleges. The proposal eliminates the current bifurcated system and places community colleges in a position to improve coordination at the regional and statewide levels. Community colleges are better positioned to address the needs of adult learners because that is their core function. However, the colleges will be encouraged to leverage the capacity and expertise currently available at the K-12 district adult schools.

- ***Funding for adult education will be allocated from a new block grant based on the number of students served and only for core instructional areas such as vocational education, English as a Second Language, elementary and secondary education, and citizenship. This proposal will refocus apportionments away from non-mission areas and reinvest savings for additional courses in mission areas such as basic skills and workforce training. If community colleges offer non-mission courses, students will be required to pay the full cost of instruction. The funding level will be reassessed in the future based on program participation and effectiveness.***

Clean Energy Efficiency Projects-An increase of \$49.5 million Proposition 98 General Fund for community colleges to undertake clean energy efficiency projects. Like school districts, community colleges are well positioned to undertake projects that reduce their current utility requirements and expand the use of renewable energy resources. Moreover, community colleges are in the unique position to make a substantial energy efficiency imprint throughout the state in terms of their scope (112 colleges and their related facilities) and emphasis on employment training. As a result, the Budget proposes to allocate all Proposition 39, the California Clean Energy Jobs Act, funding to schools and community colleges (see the K Thru 12 Education Chapter for further details on Proposition 39). Community colleges can use the funds to expand career technical educational training and on-the-job work experience training in partnership with the California Conservation Corps and participating community conservation corps programs.

- Deferrals-At the beginning of 2011-12, the state had accumulated \$961 million of deferral debt owed to community colleges. The state successfully reduced the deferral balance to \$801 million in 2012-13 and the Budget will reduce that balance

**FRAMING OUR FUTURE:
MISSION STATEMENT REVIEW PROCESS
2012-2013**

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Role of a Mission Statement

A mission statement answers the question, "Who are we?"

An effective mission statement is a clear, concise statement of the institution's purpose and direction. This statement is printed on documents across the college to inform and remind everyone about our purpose today and the path we will follow into the future. In keeping with the standards of the Accrediting Commission for Community and Junior Colleges, the mission statement defines "...the institution's broad educational purposes, its intended student populations, and its commitment to achieving student learning."

But a mission statement is important for reasons other than compliance with accreditation standards. Our mission statement clarifies our purpose and unites our efforts toward achievement of a shared vision of our college in the future. Once established, we develop plans and measure our successes based on how we define ourselves in our mission statement.

Given this basic role, the mission statement is the touchstone for all planning processes. The institution initiates and refines plans in order to move us forward in fulfilling our mission. We are successful to the extent that we achieve our mission.

Rationale for Reviewing the Mission Statement

SBCC's current mission statement was reviewed and discussed during 2007 – 2008. These discussions led to a revised mission statement that was approved by the Board in fall 2008. Is this mission statement as relevant today as it was four years ago?

Many changes in the past four years directly impact our mission as a community college. Students' demand for courses at our college has increased at the same time that the state has been significantly reducing the funding for our college. The place of technology as a tool for teaching and learning has expanded. State policies and regulations have shifted from a focus on student access to a focus on student success and goal attainment. And through pilot programs and our analysis of student learning outcomes, we've gained a better understanding of those factors that have an effect on how students learn.

Economists predict that many of the changes created by the recession are permanent. Our nation has lost jobs that are unlikely to return. Our state is re-focusing and narrowing the community college mission. State funding is unlikely to return to previous levels.

For all of these reasons, it is time for another discussion about our mission statement. It is time to analyze who we are today in the context of the changes around us. Through this process of reviewing our mission statement, we are proactive in reassessing and refining our purpose. By embracing the changes and charting a course that fits the culture of our college as well as today's realities, we assume some control over the direction our college takes.

Our Board of Trustees understands the importance of the college's mission statement in planning and assessing institutional effectiveness. Therefore, the Board established "...reviewing the college mission statement" as a goal for 2012- 2013.

Process for the Mission Statement Review

The process for reviewing our mission statement included three phases.

1. Interviews

Interviews about the mission were conducted in fall 2012. The 18 members of the College Planning Council and the Executive Council were interviewed one-on-one. In addition, six groups were interviewed: Academic Senate, Classified Consultation Group, Deans' Council, Student Senate, Managers' Group, and the Board of Trustees. The interview questions included, "*Who are we?*" and "*What are our priorities as we move into a future of permanently reduced funding?*" The interview results follow.

2. Framing Our Future Retreat

A College Planning Council retreat was held on January 23, 2013. The retreat group included College Planning Council members plus two additional representatives from these six constituent groups: Academic Senate, Student Senate, Executive Council, Classified Consultation Group, Board of Trustees, and the Supervisory Bargaining Unit. These members of the college community met to review the results of the interviews and to draft a revised mission statement. A summary of the retreat follows.

3. College-wide Consultation

The draft mission statement was submitted to the College Planning Council and members were asked to seek feedback on this draft from their constituents. Based on this feedback, the mission statement will be revised as warranted, and a final recommendation will be submitted to the Superintendent/President. The Superintendent/President will present the final recommendation to the Board of Trustees at the March Study Session and will present the proposed mission statement for second reading and action at the Board's regular meeting in March.

Themes from Interviews

The interview participants almost unanimously agreed that the current SBCC mission statement should be streamlined in order to convey a more focused institutional purpose. The specific themes that emerged from the total of 12 hours of interviews are summarized below.

Why do students want to attend SBCC?

- Location
 - Beach
 - UCSB
 - Beautiful campus
 - Local
- Academic reputation
 - Transfer institution
 - Student support
 - Excellent faculty
 - Range of learning environments
- Welcoming to students
 - Student life
 - Energy on campus
 - Safe
 - Family connections

What is necessary to maintain our reputation?

- Keep doing what we do well
- Value faculty and staff so they focus on students
- Collaborate with the community

What are our priorities as we move into a future of permanently reduced funding?

- Quality
- Opening doors/gateway/portal
- Students first/student-centered
- Academics and CTE
- Recent HS grads
- Success in a global workforce
- Success for all students

- State's priorities
- Students' goals (help them discover them and then help them meet them)
- Bridge between non-credit and credit
- Welcoming to students who are not yet our students
- Open access
- Freedom to explore
- Strong work ethic
- Love of learning
- Good citizens and global citizens
- Innovation

Framing Our Future Retreat

The following College Planning Council members plus two additional representatives from six constituent groups met on January 23, 2013:

College Planning Council

Lori Gaskin, Chair

Liz Auchincloss, President CSEA

Paul Bishop, VP, Information Technology

Robert Else, Senior Director, Assessment, Research, and Planning

Pat English, VP, Human Resources

Jack Friedlander, Executive VP, Educational Programs

Joyce McPeter, Classified Staff Representative

Michael Medel, Supervisors Bargaining Unit Representative

Kimberly Monda, Academic Senate Representative

David Morris, Academic Senate VP

Kenley Neufeld, Academic Senate President-Elect

Kathy O'Connor, Academic Senate Representative

Cindy Salazar, Classified Staff Representative

Joseph Sullivan, VP, Business Services

Two Representatives from these Constituent Groups

Academic Senate: Priscilla Butler and Laurie Vasquez

Associated Students: Ashley Jeter and Justin Perocco

Board of Trustees: Marty Blum and Marianne Kugler

Classified Consultation Group: Donna Waggoner and Elizabeth Stein

Executive Council: Dan Watkins and Ben Partee
Supervisors Bargaining Unit: Jason Walker and Shelly Dixon

The group reviewed the interview results and discussed the meaning of each theme in the context of a mission. The group then prioritized the themes. The following four themes were ranked the group's top priorities:

1. Opening doors/gateway/portal
2. Students first/student-centered
3. Freedom to explore/discover passion
4. Good citizens and global citizens

The larger group divided into smaller groups and each small group used the top priority themes as the basis for drafting a mission statement. The resulting mission statement drafts were:

1. To provide students with an educational environment that fosters global responsibility, inspires discovery and passion, and embraces access for all.
2. SBCC provides students opportunities to discover their educational and career goals in a supportive, student-focused learning environment that prepares them for global citizenship.
3. SBCC creates pathways for students to discover their passions and realize their educational and career goals in the context of their local and global communities.
4. Through a student-centered ethos, SBCC draws upon dedication and expertise in order to provide opportunity for personal growth, discovery of individual passions, freedom to explore, and awareness of one's place in the world.
5. SBCC encourages students in a diverse learning environment to discover their passion by offering them opportunities to build the skills and knowledge they need to pursue it and become contributing members of our global community.
6. SBCC embraces all students in their journey of educational self-discovery, fueling minds, creating portals of opportunity, and cultivating a global ethic in an environment of excellence and commitment.

The retreat members ranked these draft mission statements and revised the top-ranking draft. The final draft mission statement that will be distributed for college-wide review is:

SBC provides students a diverse learning environment that inspires discovery and passion, fosters global responsibility, and embraces opportunity for all.

Appendix 1: SBCC Mission Statement Adopted in 2008

Santa Barbara City College is committed to the success of each student, providing a variety of ways for students to access outstanding and affordable higher education programs that foster lifelong learning. SBCC works to ensure academic success for all students as they earn a degree or certificate, prepare for transfer, or gain the occupational competencies and academic skills needed to advance in their careers.

The College serves all segments of its diverse community by maintaining quality programs, by collaborating with local organizations to identify new educational needs and develop programs to meet those needs, and by continually expanding its efforts to meet the educational needs of traditionally underserved groups. The College responds to the needs of the South Coast community by offering a comprehensive continuing (adult) education program and developing programs that support economic development. As part of that larger community, SBCC is also committed to valuing the dynamic diversity of the community and to adopting sustainable practices and exercising good citizenship.

SBCC promotes student learning and development through the attainment of Institutional Student Learning Outcomes that measure student achievement in critical thinking, problem solving, and creative thinking; communication; quantitative analysis and scientific reasoning; social, cultural, environmental, and aesthetic perspectives; information, technology, and media literacy; personal, academic, and career development.

Approved by the Board of Trustees, September, 2008

SANTA BARBARA CITY COLLEGE

Mission

CPC Plus Retreat: January 23, 2013

Revised: CPC February 5, 2013

Revised with constituent input: February 25, 2013

Our Mission

As a public community college dedicated to the success of each student . . .

Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.

Our Core Principles

Santa Barbara City College encourages and supports instructional improvement and innovation that increases the quality and effectiveness of its programs based upon these core principles:

- *Policies, practices, and programs that are student-centered;*
- *Shared governance involving all segments of the college community;*
- *An environment that is psychologically and physically supportive of teaching and student learning;*
- *A free exchange of ideas in a community of learners that embraces the full spectrum of human diversity; and*
- *A commitment to excellence in all college endeavors.*

Our Charter

Serving as the foundation for Santa Barbara City College's mission and core principles is a commitment to honoring the spirit and intent of the foundational framework of the California Community Colleges as described in California Education Code §66010.4:

- **Primary Mission:** *Academic and vocational instruction at the lower division level; advancement of California's economic growth and global competitiveness through education, training, and services.*
- **Essential and Important Functions:** *Remedial instruction, ESL, adult noncredit instruction (in areas defined as being in the state's interest), and student support services.*
- **Authorized Function:** *Community services courses.*

Mission Statement Revision

February 25, 2013

From January 23, 2013 CPC Retreat:

As a public community college dedicated to the success of each student . . .

Santa Barbara City College provides students a diverse learning environment that inspires discovery and passion, fosters global responsibility, and embraces opportunity for all.

Proposed Revision:

As a public community college dedicated to the success of each student . . .

Santa Barbara City College provides students a diverse learning environment that inspires curiosity ~~and discovery and passion~~, promotes fosters global responsibility, and ~~embraces fosters~~ opportunity for all.

Revision without Markup:

As a public community college dedicated to the success of each student...

Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.