

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

College Planning Council
Santa Barbara City College

Tuesday, October 17, 1995

MINUTES

Present: Dr. Peter MacDougall (Chair), Mr. Don Barthelmess, Mrs. Lynda Fairly, Dr. Jack Friedlander, Mr. Tom Garey, Mr. Bill Hamre, Dr. Charles Hanson, Mr. Dan Oroz, Mrs. Janice Peterson, Mr. John Romo, and Mr. William Sutton (ASB Representative)

Absent: Mr. Bill Hull and Ms. Cecelia Kuster

Guests: Ms. Liz Auchincloss, Ms. Jo Bedard, Mr. John Marrazzo, Ms. Kathy O'Connor, and Ms. Ana Wilson

I. Call to Order

The Chair called the meeting to order at 1:05 p.m. and briefly reviewed the Steering Committee's history for Mr. Sutton, ASB Representative.

II. Review of Redesign Team Schedule/Status Report

Ana Wilson reviewed the status of each team. The Chair reviewed the membership of the Technical Team and congratulated Ms. Wilson for her highly effective efforts to coordinate team activities. He also complimented Mrs. Peterson on the training progress. The Chair previewed the agenda attachment on SBCC's *Process Owner's Guide to Prototype and Implementation*. Another item relating to the schedule is the increasing demand on the Instructional Technology staff. Mr. Hamre is in the process of detailing the challenge.

III. Review End Results/Constraints for Remaining Redesign Projects

- A. **Payment of Claims.** A constraint added to say that the Redesign, in its initial implementation, must support the CECC data requirements.
- B. **Assessment/Advisement.** Add "if any" after "fewer" (Fewer, if any, trips...). Title changed to "Pre-Enrollment Assessment, Orientation, and Advising." Eliminate "and processes" under constraints. Change "advisement processes" to "advisement procedures."
- C. **Computer Training.** Various changes in the wording were suggested. Mr. Hamre will write the final copy.
- D. **Access to SBCC Information.** Mr. Hamre will develop the final language to accommodate suggestions advanced.
- E. **Employment.** It was suggested that the process should include recruitment. The Council looked at the step in the hiring process

- Asking for a position
- Securing Approval for the Position
- Developing the Job Description
- Recruiting
- Selecting
- Processing

The Council agreed to rewrite according to suggestions offered by members of the Council.

- F. **Non-Credit Schedule Development.** Changed to a CQI project pending the completion of the Credit Schedule Development Project.
- G. **Learning Resource Center.** Dr. Friedlander distributed copies of the proposed end results for the Learning Resource Center Redesign Project. Dr. Friedlander noted that the title should be changed to "Student Academic Support Services." The following phrasing changes were made:
- The End Result: To show that students seeking and receiving academic support services are aware of available service. Further, those who receive the services are better prepared to succeed in their classes.

Jack will write the final copy.

IV. Communication Committee Status Report

Jo Bedard reported on the Committee's efforts in recent weeks and distributed copies of the StarTech Newsletter. A survey will be distributed soon as a follow-up to the survey from last year. Suggestion Boxes are located in many areas on campus. The Chair expressed the Council's collective appreciation and suggested that a one-page listing of plans for the future would be helpful to the CPC.

V. John Marrazzo Presentation

- A. Compliments to SBCC on the good work we have done. "In a comparison mode, you are way ahead of others." This is going to make a big difference.
- B. The College has enhanced the process and it has grown and matured. The pilot did very well with very little training. Subsequent projects have had fine success. The process has begun to take hold.
- C. It is important not to drop the ball. The culture change needs to take place. Should feel very good about our progress.
- D. We are a leader in instructional redesign.
- E. We should be sharing our information as soon as possible.
- F. The Process: The Steering Committee's activity has gone on longer than expected. We may have too many projects/processes planned. The Instructional area needs to prioritize. The Steering Committee needs to end. Committees need a sense of closure. This one needs to draw its work to an end.

- G. The Blueprint needs more attention so it will become a tool to manage this process.
- H. The teams should not deviate from the methodology.
- I. The Communication Committee's job has only started. The implementation stage is going to be very difficult. Should not be a surprise to people.
- J. Process Owners are crucial in the implementation stage.
- K. Instructional Technology's role is crucial. Currently not staffed and organized for redesign, but it needs to be.
- L. Continuous Quality Improvement (CQI). Need to concentrate on what role it will be playing. A failure to follow up with CQI could be a devastating setback. Need to maintain CQI.

VI. Review the *Process Owner's Guide to the Prototype and Implementation*

The Chair asked the membership to respond to Ana Wilson with comments on the *Process Owner's Guide to Prototype and Implementation*.

VII. Committee Recommendation on Institutional Planning

John Romo summarized the contents of the October 13 memorandum from the Ad-Hoc Institutional Planning Committee.

We need to complete this effort by May. Feedback was requested on the document and volunteers to work on a survey. Mr. Hamre, Ms. O'Connor, and Dr. Friedlander agreed to assist.

The Chair adjourned the meeting at approximately 4:00 p.m.

Assumptions to Guide SBCC Budget Reductions for 1994-95 and Beyond

Assumptions:

1. The present fiscal crisis is one that will be prolonged—it began in 1991-92 and 1992-93 (no cost-of-living adjustments) and no substantial change is projected for the immediate future. Thus, the approach will not be to try to get through one to two years, but to make decisions that will be consistent with sustaining an ongoing high quality college operation with a budget that will not increase and could very well decline.
2. The College is functioning in a fiscal environment that is increasingly unstable. The major contributor to this instability is the State fiscal situation. Specifically, we have been told our budget will be one amount and then a shortfall of a considerable magnitude from the state-allocated amount is experienced; e.g., in 1993-94 over \$1 million dollars. This makes it most difficult to plan or respond. Secondary but of increasing and long-term concern is the sharp decline in enrollment in the credit program.

The planning challenge is not to reduce expenditures beyond what might occur yet to take actions that will assure we can respond to a worse case budget shortfall. To achieve such flexibility, decisions that provide a maximum ability to adjust; e.g., not filling positions on a permanent basis, must be made until greater stability exists.

3. The College's noncredit program has been stable and, with the credit enrollment drop, the noncredit program accounts for a larger proportion of the District's FTEs. To date, fees have not been imposed on our noncredit program. Certainly, this is a factor in program stability. Any state fee mandate for noncredit could adversely affect the District's program and finances.

Though efficiencies will be sought in the noncredit division, as in all areas of the College, a stable base of support is essential to maintain the noncredit FTEs.

4. We will maintain a balanced, comprehensive credit instructional program with an emphasis on courses and services to matriculating students.
5. Our planning must be such that a more direct relationship can occur between enrollment declines and expense reductions.

In 1993-94, the credit enrollment declined by approximately 8.8 percent FTEs. However, that drop was sudden and unexpected; thus, the ability to effect savings in expenses has been limited. Our fiscal planning procedures must work toward bringing expense reductions in line with declines in enrollment (revenue).

6. There is a need for a short-term plan and a long-term approach. The short-term plan should enable us to respond to what is assumed now (1993-94 and 1994-95) to be an unexpected and dramatic reduction in revenue. The long-term plan (1995-96 and beyond) will assume a stable, yet, less than adequate base of funding. Planning assumptions may be common to both, however, applications of the principles may differ.

Assumptions - Page 2

7. To maintain a high level of quality and achieve the necessary short- and long-term budget reductions, we cannot continue with 'business as usual.'" The systems for providing services and our educational programs must be rethought (re-engineered) in order to provide quality programs and services with fewer resources.
8. To plan effectively there is a need for:
 - ⇒ Information that is accurate and available in a timely manner The Information Resources unit will have primary responsibility to provide.
 - ⇒ Financial planning tools; e.g., software packages that can project financial consequences of actions such as adding or deleting program X/Y with WSCH/FTE at various levels, must be available. The Business Services Division will have primary responsibility for obtaining and applying such tools.
9. We need to explore ways to generate long-term sources of income.

STATEMENT OF INSTITUTIONAL DIRECTIONS

1993-95

FOREWORD

MISSION: The College provides with uncompromising excellence comprehensive curricula and activities which support transfer and occupational programs, development of skills essential for academic success, and general credit and non-credit programs appropriate to the needs of the South Coast community, the state and the nation.

VALUES: In developing strategies for institutional improvement, the College Planning Council emphasizes the fundamental values of Santa Barbara City College:

- To provide open access to post secondary education for all who can benefit from it.
- To provide excellence in all programs of the College.
- To create and maintain a physical and psychological environment that enhances student success, emphasizes teaching and learning, supports staff enrichment activities, and encourages the open discussion of ideas and issues.
- To develop and sustain College governance processes that emphasize cooperative and collegial approaches in carrying out the work of the College.
- To assure that the needs of students are the primary reference for College decision making regarding institutional policies and programs.
- To establish and maintain a mutually supportive relationship between the College and all elements of the local community.

Santa Barbara City College is committed to quality programs and services that will result in students making the College their first choice for post secondary education. To this end, the College will refine, expand and support programs and individual efforts directed toward improving quality programs and increasing the number of students who achieve academic success.

STATEMENT: Carrying out the College's mission is a complex and multidimensional process involving many interdependent activities. The mission can be fulfilled only if the entire College community has a shared vision of strategic institutional directions. This *Statement of Institutional Directions* does not emphasize all that the College is doing to fulfill its mission. Many activities take place that are essential to our functioning. This statement identifies specific strategies the College community will pursue to maintain an ever-increasing level of superior performance. These directions are identified within the major areas of College-wide goals.

Vision Statement

College Planning Council

Santa Barbara City College will become a model community college for the twenty-first century through ongoing innovation and renewal.

The College will provide the most responsive and effective instructional programs and support services to meet the diverse educational needs of our students and community.

The College will foster a climate which embraces mutual regard and caring among campus community members who will feel a sense of pride and ownership in their work.