SANTA BARBARA CITY COLLEGE

COLLEGE PLANNNG COUNCIL
May 31, 1988

M I N U T E S

PRESENT: J. Romo, Chair, M. Bobgan, J. Diaz, L. Fairly, P. Freeman, T. Garey,
          C. Hanson, E. Hodes, D. Oroz, D. Ringer
GUESTS: E. Cohen, J. Friedlander, K. Hanna

APPROVAL OF MINUTES: May 18, 1988

   M/S/C   Bobgan/Hodes

             To approve the Minutes of April 18 contingent upon review by
             C. Hanson, L. Fairly, and E. Bassey.*

             Ayes: 4   Noes: 0   Abst.: 3

INSTITUTIONAL RECOMMENDATIONS, LOTTERY, 1988-89

Dr. Hanson distributed copies of the college-wide ranked recommendations for
Lottery, 1988-89, compiled by the Vice Presidents, the Business Manager and
a representative from the President's Office. He indicated to the Council that
the recommendation by the Division Chair Council to allocate $100,000 for the
Library/Learning Resource Center (the highest ranked DCC item) was not included
because an equal amount from the 87-88 lottery will be allocated for the
equipment.   Members also noted that the recommendation from DCC (Priority 1,
Unranked) for a Reading Study Skills Center lab instructor for $7,344 was not
included.   The Chair and Dr. Hanson agreed that the latter item was
inadvertently omitted. Members then took the following action:

   M/S/C   To insert into the recommendations the Reading Study Skills
             Center Lab Instructor position for $7,344 as #20, ranked #20.

             Ayes: 8   Noes: 0   Abst.: 1

It was agreed that the Continuing Education 21% allocation of $42,000 should
be included as an unranked item because it is a separate and earmarked
allocation. Dr. Hanson stated he would amend the original listing to reflect
the change.

The DCC representatives to the Council expressed their dissatisfaction with
several specific points: that members were not given a chance to see the CPC
recommendations prior to the meeting; that the Council pre-empted the Division
Chair Council Priority I recommendation for $100,000 for library equipment and
its complementary motion to allocate a portion of future lottery monies to meet
long-term needs. Members also raised questions regarding the Vice Presidents'
recommendations to support funding to a level of $220,000.

*Dr. Hanson made two corrections: (1) TENTATIVE BUDGET REPORT: The
unanticipated shortfall in state revenue should be 1 billion dollars, not one
to two billion dollars and the 1988-89 COLA figure is 4.79, rather than 4.7.

Dr. Hanson responded that on the dollars allocation question, the ranking committee items on the basis of what was needed to support programs, and not necessarily with a dollar limit in mind. During the lengthy discussion, members pointed out that the motion to allocate $100,000 was made knowing that an additional $100,000 would be allocated from the 1987-88 Lottery; that there is a perception the administration is gradually paring down the Library/LRC equipment list of needs and that it was the intent of the Division Chair Council to follow the precedent for long-range financial planning (e.g, setting aside funds for the parking structure) by recommending a similar process to fund library equipment. The Chair responded that the committee made its recommendations to defer the library equipment request because there was still a possibility that funding could be obtained from alternative sources such as new equipment funds, second round lottery rankings, external grants and foundations.

With regard to the issue of paring down the equipment list, the Chair responded that the eliminated items will be ranked and reinstated as funds become available. It was emphasized that the Library/LRC project is not finalized, and that certain items (e.g. computer hardware systems and carrel stations) need to be reviewed by college committees or staff. In summary, the ranking committee felt the best course of action is to fund those items which are needed this year, on the probable assumption that alternate sources of funding would be available.

A motion was then made to amend the lottery allocations.

M/S/D   Garey/Freeman

To include the Box Office Manager and the Theatre Project Manager as Ranked items #26 and #27 respectively.

The Chair explained these two positions have been supported from earned income on a consultant basis; however recent restrictions on the use of trust account funds to pay for services provided will now make it necessary to seek alternative sources of funding and for payment through the College payroll procedures. It was pointed out that it is not appropriate to use lottery funds for on-going positions nor to fund permanent positions which haven't been formally approved by the College Planning Council.

Ayes: 3   Noes: 4   Abst.: 2

M/S/C   Bobgan/Diaz

To approve the College Planning Council Recommendations for Lottery, 1988-89 with these amendments: To insert as Ranked Item #20, the Reading Study Skills Lab Instructor for $7,344 and to include the Continuing Education 21% allocation of $42,000 as an Unranked item.

Ayes: 5   Noes: 3   Abst.: 1

Mr. Ringer stated that he would recommend that the DCC formulate a statement expressing its dissatisfaction with the CPC recommendations for 1988-89 lottery allocations.

The meeting was adjourned at 4:56.

jdm

cc: Dr. MacDougall
     Deans
     Division/Department Chairs
     Mr. Miller
     Dr. Ullom
     Mr. Pickering
     Mr. Guillen

SANTA BARBARA CITY COLLEGE

EDUCATIONAL EXCELLENCE

* Voc Ed.: Identify programs that
  fulfill regional needs.
* Offer programs in response to
  community needs.
* Improve articulation & student
  success.
* Make SBCC 1st choice institution.
* Demonstrate excellence.
* Develop progam to facilitate
  transfers.
* Guaranteed admissions.
* Develop district program for
  core curriculum.
* Assure basic skills competencies.
* Program review/articulation.
* More effective use of educational
  techniques.
* Provide basic skills and ESL.

STUDENT ACCESS

* Define a program for the under-
  represented and the underprepared.
* Matriculation.
* Review ESL/Basic skills policies/
  and programs.
* Work with 4-year schools to produce
  post associate degree opportuities
  for SBCC students.
* Improve retention ratio
  (productive grades).
* Reduce attrition rate.
* Develop a marketing plan to
  bring successful programs to
  the community.
* Prepare students to transfer
  and increase transfers.
* TAP.
* Increase students in campus events.
* Integrate Student Services and
  Instruction.

HUMAN RESOURCES

* Meet staffing needs by success-
  ful recruitment.
* Explore programs that ensure
  minority student success.
* Recognize changing demographics
  in recruiting minority faculty.
* Reward excellence in teaching.
* Provide time to train staff to
  use technology efficiently.
* Develop support system to create
  incentives for staff improvement.
* Increase financial aid.
* Improve efforts to communicate
  to staff how the College operates.
* Develop a strong mentor program.
* Renew commitment to Affirmative
* Action.
* Review support services for staff.

FINANCE

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

COLLEGE

* Develop process for decision
  making re continuation of high
  cost programs.
* Design inst. research program.
* Refine measures to access quali-
  tative and quantitative outcomes.
* Refine measures for transfer.
* Evaluate and maintain links to the
  community.

RESEARCH

* Research student objectives of students
  with B.A/B.S. degrees enrolled in SBCC.
* Design institutional research program to
  enhance college effectiveness.

* Encourage faculty participation in
  research activities.
* Evaluate effectiveness of institutional
  research.

WORKSHOP - COLLEGE PLANNING COUNCIL

Institutional Planning

January 15, 1988

I. <u>Purposes for the Workshop</u>

    A. Develop an understanding of <u>why</u> 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. <u>Workshop Outline</u>

    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

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

Problem	Steps to Resolve
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
   Diviseness
   Burnout

      a.   Develop consensus on criteria for reallocation 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 intitutional 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 withiin 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 pur-
     poses, they need not necessarily be integrated into a single docu-
     ment. 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 follow-
     ing 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

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 Gannt chart.

1.   Environmental Scan

      This is a general environmental summary, <u>by</u> <u>Planning and Research,</u> 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, <u>by</u> <u>an ad hoc committee,</u> 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, <u>by</u> <u>C.P.C.,</u> 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, Cur-
      riculum 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 <u>by</u> <u>C.P.C.</u>

5.   Take Statement of Institutional Directions to Board of Trustees

      The <u>Superintendent/President</u> 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 <u>Planning and Research.</u>

7. Define funding targets

<u>C.P.C.</u> 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 <u>by</u> <u>C.P.C. and various special committees,</u> as appropriate. The strategies will define the approaches needed to pursue the goals.

9. Develop implementation plans

<u>Special committees appropriate to each S.I.D. item</u> 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

<u>Each department</u> 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

<u>C.P.C.</u> 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

<u>Business Services</u> 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
<u>Each department</u> 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 11991-92 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

<u>C.P.C.</u> 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

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                          FISCAL              CALENDAR           FISCAL      FISCAL              CALENDAR           FISCAL      FISCAL
          TASK/           |88-89---->          |1989----->        88-89<---|---> 89-90           | 1990---->        89-90<---|---> 90-91
          RESPONSIBILITY  |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
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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. Counc.,|  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
    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  |----|----|----|----|----|----|----| o  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
    (SUPT./PRESIDENT)     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
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6.  FINALIZE AND DISSEM. S.I.D|----|----|----|----|----|----|****|----|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
    TO TASK GROUPS        |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
    (C.P.C.)              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
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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)           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
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                                              IMPLEMENTATION  TIMELINE
                                              1988-91 PLANNING CYCLE

**** PLANNING   #### BUDGETING

                        FISCAL                    CALENDAR        FISCAL        FISCAL              CALENDAR        FISCAL      FISCAL
        TASK/           |88-89--->               |1989----->      88-89<---|---> 89-90             | 1990--->       89-90<---|---> 90-91
        RESPONSIBILITY  |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
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9.  DEVELOP S.I.D. IMPLEMENT. |----|----|----|----|----|----|----|----|----|----|----|----|****|****|****|    |    |    |    |    |    |    |    |    |    |
    PLANS & RESPONSIBLE UNITS |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
    (Special Committees)      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
                             |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
10.  UPDATE 1989-90 RESOURCE  |----|----|----|----|####|####|####|----|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
     NEEDS                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
     (Departments)           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
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11.  PRIORITIZ. OF RESOURCES  |----|----|----|----|----|----|----|####|####|####|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
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12.  DEV. OF 1989-90 BUDGET   |----|----|----|----|----|----|----|----|####|####|####|####|####|####|    |    |    |    |    |    |    |    |    |    |    |
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13.  DEV. 1990-91 PLANS & RE- |----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|####|####|####|####|####|    |    |    |    |    |
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15.  DEV. OF 1990-91 BUDGET   |----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|####|####|####|####|####|####|####|####|
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SANTA BARBARA CITY COLLEGE

STATEMENT OF INSTITUTIONAL PRIORITIES
1987-88

BALANCED QUALITY EDUCATIONAL PROGRAM

To fulfill the commitment of the College's mission statement, emphasis must be placed on providing transfer, vocational, remedial, and continuing education programs. Furthermore, efforts must be made to strengthen the quality of our educational programs and interrelationship with student services programs. College programs should prepare students for success in academic and occupational endeavors as well as to prepare them to function as informed and self-fulfilled citizens in the community. The College's commitment will be to:

1.   Assure instructional programs reflect a broad-based general education experience;

2.   Assure programs are offered in a variety of formats, sequences and locations in recognition of the diversity of student and community needs;

3.   Assure sufficient offerings for limited non-English speaking and under-prepared students;

4.   Expand and enhance the occupational program to meet the needs of individuals and the community;

5.   Develop instructional programs which focus on the importance of the Pacific Rim in the economic, cultural and political future of California and the United States;

6.   Develop, maintain, and expand non-credit and community services programs that are flexible, diverse, stimulating, innovative and will serve the learning needs of all adults in the community, regardless of age, ability or economic, educational and cultural background;

7.   Explore new academic and support programs which enhance international understanding, internationalization of the curriculum, study abroad opportunities and a greater foreign student presence on campus;

8.   Maintain programs which contribute to the quality of life and civic literacy and increase awareness of our multi-cultural society;

9.   Assure departments provide for individualization of instruction through the use of tutorial and learning assistance services and the latest advances in educational technology;

10. Assure support for the development and implementation of programs for high achieving students;

11. Implement comprehensive program evaluation procedures.

RECRUITMENT

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 activities must include efforts to reach high school dropouts, adults employed in industrial and commercial settings tings, and adult, part-time students.

The population of minorities in the community has increased to approximately 22 percent. As this population trend is expected to continue, there is a need for new and expanded support services and increased recruitment efforts. These efforts will include a commitment to:

1.   Demonstrate through activities, attitudes and practices the College's commitment to open access;

2.   Recruit more students with the aim of meeting their educational/employment goals emphasizing transfer and occupational programs;

3.   Educate the community to postsecondary opportunities available to students of all backgrounds;

4.   Support and expand programs for those who are in need of postsecondary educational opportunities but are under-represented in the College's current population (e.g., EOPS, Career Center, programs for re-entry adults, HSPS, CARE, Minority Transition Program, Cal-SOAP, Transfer Center);

5.   Expand, in coordination with local postsecondary institutions, the recruit-ment programs aimed at minority students in the secondary schools with emphasis on identifying and encouraging potential transfer students among them;

6.   Continue active efforts to communicate to high achieving secondary school students that SBCC is an academically excellent first choice institution for completion of lower division studies;

7.   Inform young adults, particularly high school students and high school dropouts, about the importance of education in today's society and encourage age them to consider SBCC;

8.   Maintain College efforts to coordinate educational programs with major industries in the community, implement an associate degree initiative program with the support of local business and provide opportunities that will enable local adults to attain a baccalaureate degree.

MATRICULATION

Recent years have seen significant changes in enrollment patterns at SBCC. There are more minority students, part-time students, returning women, students seeking self-enrichment, occupational students, under-prepared students, disabled students, older students, and students with advanced education. 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. To achieve this objective, the College will:

1. Fund and implement the Matriculation program which will provide pre-enroll-ment, assessment, advisement, placement and follow-up activities for all matriculating students;

2. Ensure the full participation of instructional departments in matriculation activities;

3. Assure that necessary instructional and student services are provided to support the Matriculation Program;

4. Evaluate the implementation of all the components of the Matriculation program;

5. Facilitate with local high schools the coordination of programs, informa-tion and student assistance through the High School Articulation Council.

FACULTY ENRICHMENT AND STAFF DEVELOPMENT

Santa Barbara City College is an institution which has been recognized for the excellence of its educational programs. The essence of these excellent efforts is the College's faculty and staff. To assure that excellence is maintained, it is the institution's responsibility to provide the support for activities which enhance motivation, innovation and inspiration of the total college community. Those opportunities which encourage personal and professional growth must be maintained. In these efforts the College will:

1. Maintain a commitment to the activities of the Faculty Enrichment Committee with special emphasis on faculty grants for innovative instructional programs;

2. Reaffirm a commitment to faculty sabbaticals for more in-depth research, revitalization and program development;

3. Expand staff development and involvement opportunites for part-time lecturers;

4. Support the emeritus contract program;

5. Encourage and facilitate greater exchange opportunities for faculty;

6. Provide educational opportunities for instructors in all subject areas to deal with the anticipated changes in regional, local and college demography;

7. Provide opportunities for instructors in all subject areas to develop competence in meeting the needs of the under-prepared and disabled student.

8. Provide opportunities for faculty to retrain for changes in the instructional program;

9. Develop methods for providing incentives and rewards for outstanding service;

10. Maintain professional growth activities and staff training for classified staff and administrators.

PLANNING AND MANAGEMENT

All resources of the college--staff, equipment, and buildings--must be used in the most effective manner possible in order to achieve the goals and objectives outlined in the College Mission Statement. Conserving our resources implies finding ways to assure staff vitality and innovation by bringing in people with fresh ideas and approaches. It also means maintaining job satisfaction and compensation adequate to retain the College's high quality staff. It is necessary to define priorities and to find ways of providing the equipment and facilities needed to support a modern and diverse instructional program. In resource management the College will:

1. Implement methods for increasing productivity through efficient use of staff and facilities;

2. Reallocate existing resources in order to direct them to more effective programs and to those which are most responsive to the College's mission.

3. Work to achieve a balance of regular and part-time faculty, classified support personnel and administrative/management staff;

4. Enhance policies and procedures which reinforce participative governance and broadly based involvement in the College planning process;

5. Explore ways to provide staff support services which may be necessary in order for new staff to work and live in the Santa Barbara area.

ADVANCES IN TECHNOLOGY

At a very rapid pace our society is being permeated by a variety of new technological innovations and scientific breakthroughs. These phenomena are having a profound effect on people's personal lives and are dramatically changing the workplace. Major changes in working conditions are resulting from the infusion of technology. Initial job placement and the need for continued retraining and a shift in the general orientation toward work will require strong retraining programs. The College must stay abreast of these technological changes if it is to remain a viable institution. To face this challenge, the College must:

1. Consider the introduction of new programs or expansion of existing programs to retrain students in new technologies;

2. Expand the use of technology in instructional programs and administrative services;

3. Evaluate the effectiveness of technological programs in preparing students to perform in the work force;

4. Provide opportunity and encouragement for faculty and staff members to undergo retraining to keep abreast of new technologies;

5. Offer new courses specifically aimed at retraining and upgrading employees of local firms;

6. Enter into agreements with local industry and business to offer training programs related to technological applications.

RELATIONSHIPS WITH THE COMMUNITY

Santa Barbara City College is an integral part of the community it serves. Thus, it is especially important for the resources of the College to serve community needs, and for the community to be involved in the on-going development of the College. The College must create opportunities for such community involvement and must be constantly alert to ways in which the College's assets can be matched with developing community needs. A strong institutional sensitivity to these needs must include a dedication to:

1. Continue to make effective use of citizen advisory committees, especially in vocational and continuing education;

2. Maintain and enhance close and cooperative arrangements with feeder high schools to assure that information about Santa Barbara City College is readily available to all high school students who wish it, and that the transition from high school to college is facilitated to the maximum extent possible. In this regard, it is important to work closely with the Articulation Council;

3, Publicize widely the ways in which community contributions to the College can be made through the Foundation for Santa Barbara City College;

4. Encourage the presence of faculty and staff in the community, providing speakers to local agencies and encouraging active staff participation in community service activities;

5. Provide diverse opportunities for the members of the community to visit the campus through active, well-publicized arts and lectures, and sports and recreation programs;

6. Enhance the cultural richness of the College by providing high quality and accessible theatre and musical performances and art exhibitions;

7. Explore with community participation the development of a Speakers Associates Program to bring guest resource speakers to the College.

JR:jdm
Office of Academic Affairs (10/15/87)
POL:InstPri.87x
9/27/88

Board of Governors
California Community Colleges
August 18-19, 1988

1988-89 BASIC AGENDA For Action, Second Reading	**2**

Background

This item presents for Board action a proposed draft of the Board's annual policymaking document, the *Basic Agenda*, initially presented to the Board at its June 1988 meeting. The *Basic Agenda* presents:

- the major policy issues of the system that the Board and Chancellor intend to address during the coming year,

- the implications of each issue for the future, and

- proposed solutions that the Board and Chancellor recommend be undertaken this year, and in some cases, over several years.

This item was developed through the consultation process with extensive review by educators and policymakers on behalf of the community college system.

Analysis

This year's *Basic Agenda* is the sixth such policymaking document of the Board of Governors. As such, it reflects the priorities of the system, using five major categories within which public policy statements are presented: Educational Excellence, Student Access and Success, Human Resources, Finance, and Developing the System.

Within and across these categories are a number of significant policy issues that warrant special recognition in light of California's changing demography and the actions that community colleges will undertake to prepare for the turn of the century:

- *Strengthening the transfer function* to guarantee placement of each qualified student as a junior in a four-year public postsecondary institution upon completion of his/her community college program;

- *Promoting economic development* to link with business and industry in meeting the needs of the local communities served by the colleges;

- *Improving educational and fiscal accountability* in all parts of the system through appropriate process and outcomes measures to demonstrate the performance of community colleges;

- *Implementing a comprehensive affirmative action plan* that prepares the community colleges for a changing demography through faculty and staff replacement and the enrollment, retention, transfer and employment of underrepresented students;

- *Successful implementation of matriculation* by achieving the goals of student access and success; and

- *Enhancing the "image" of community colleges* through improved communications, public information, consultation, and the strengthening of the Chancellor's Office internal operations and relationships with the field.

Following the adoption of the Basic Agenda, this document will be published and distributed to all California community colleges and to appropriate postsecondary institutions and agencies within California and across the nation.

Recommended Action

The Chancellor recommends that the Board adopt the *1988-89 Basic Agenda* as presented.

Staff Presentation: *David Mertes*
                         Chancellor

                         Martha Kanter
                         Assistant Deputy Chancellor for Policy Development

                         Charles McIntyre, Director
                         Research and Analysis Unit

Preface

The central mission of the community colleges is to provide educational opportunities to all Californians "capable of profiting from the instruction offered." This mission was first set forth in the 1960 Master Plan for Higher Education, and reaffirmed most recently in the final report of the Commission for the Review of the Master Plan.

To provide those educational opportunities, California has over the years created the nation's largest system of public higher education, encompassing 71 districts and 106 colleges throughout the state and enrolling over a million students each year.

The challenge facing the community colleges in the 1980s and beyond is to maintain their commitment to providing broad educational opportunities to the citizens of a state that is experiencing rapid, and often disconcerting, changes in its political, economic, demographic, and social orientation.

To respond effectively and responsibly to these changes, and their associated problems, the community colleges must develop a new flexibility and fresh policy perspectives at both the statewide and local levels. And, these new directions must be charted within the context of academic and institutional traditions and structures, which by their very nature are resistant to change.

There are three aspects to the broad concept of educational opportunity as it has developed within the community college system: access, excellence, and success for our students.

Within this concept, access is not simply gaining admission to a community college. It also presumes access to an educational program that meets the student's needs, whether it is for occupational and vocational training, an associate degree in arts or science, preparation for transfer to a four-year institution, or mastery of basic skills and English as a Second Language. And, ultimately, it implies access to the economic and personal rewards that society provides those who have qualified themselves through education.

In turn, without a corresponding excellence in college programs and services, access becomes an unfulfilled promise to our students and to those who support us. Finally, if we do provide access to and excellence in our programs and services, but promising students fall short of success, we have yet to realize our goal of full educational opportunity. It is to the continuing pursuit of access, excellence, and success for our students and our community colleges that the *1988-89 Basic Agenda* is dedicated.
This, the sixth *Basic Agenda* of the Board of Governors, identifies twenty major issues of concern to the community colleges. The implications of each issue are examined and solutions are proposed for implementation during the coming year or, in some instances, over a period of years.

The policy issues were selected by the Board following extensive consultation with the seven standing Councils of the Chancellor, two statewide field meetings, and special survey research. As in past years, the issues have been grouped under five broad categories that cover the major areas of community college activities:

1.   **Educational Excellence**
     Transfer Education
     Vocational Education and Retraining
     Basic Skills and English as a Second Language
     Academic Standards and Quality

2.   **Student Access and Success**
     Defining and Integrating Student Services with Instruction
     The Underrepresented
     The Underprepared
     Single Parents Student Assessment
     Student Retention

3.   **Human Resources**
     Faculty and Staff Replacement
     Teaching Incentives
     Faculty and Staff Development

4.   **Finance**
     Fiscal Responsibility
     Adequate Funding
     Facilities and Equipment
     Predictable Funding
     Effective Funding

5.   **Developing the System**
     State/Local Delineation of Governance
     Communications
     Accountability
     Management Information

While useful for purposes of organizing the *Basic Agenda*, these five categories cannot adequately characterize the interdependent relationships between and among different areas. For example, the improved delivery of basic skills instruction, called for under "Educational Excellence," is directly related to two concerns under "Human Resources," efforts to recruit faculty sensitive to the needs of the underprepared and new majority students and providing incentives for improved instruction and learning. Similarly, the question of funding for basic skills instruction, whether new or existing, must be considered in the context of "Finance"

and the concerns for efficient use of fiscal resources and demonstrated fiscal responsibility.

An awareness and appreciation of these interdependent relationships is essential to the development of a *Basic Agenda* that, through its clarity and persuasiveness, will gain the understanding, confidence, and support of the many, diverse constituencies that comprise the California Community Colleges: students, faculty, administrators, and related organizations and agencies.

To that end, the *1988-89 Basic Agenda* sets forth major policy initiatives for the system, assesses the achievement of goals identified in previous *Agendas*, and highlights significant trends that are likely to emerge within the system in the coming decade.

1. Educational Excellence

In reaffirming the mission of the community colleges, the Commission for the Review of the Master Plan clarified the instructional functions that comprise that mission, placing them within the context of a unified and mutually supportive system of higher education.

The policy initiatives proposed here under Educational Excellence concern transfer education, vocational education and retraining, and instruction in basic skills and English as a Second Language. These functions, while central to the community college mission, are shaped by the changing needs of a changing society, as are the functions of the other segments of California's educational community. The range of the educational mission represented by these functions emphasizes the need to maintain both a balanced community college curriculum and an intersegmental perspective in policy planning.

In the discussion that follows, various policy initiatives are grouped under these functions. There is a fourth category, Academic Standards and Quality, which includes initiatives that encompass all three functions or that address intersegmental concerns. This aspect of policy reflects the Master Plan Commission's charge that, "The state and its educational institutions must share a commitment to educational quality." And, it also speaks to the Board of Governors' responsibility to assure the integrity of the community colleges' mission and the educational welfare of students.

Transfer Education: After nearly a decade of decline, the number of community college transfer students has begun to increase. The decline can be attributed in large measure to factors beyond the colleges' control: a decline in the number of high school graduates, a larger proportion of students underprepared for college, and more rigorous transfer admission requirements. In addition, a lack of articulation of

services and academic programs between the community colleges and the four-year institutions contributed to the barriers to transfer.

There has been a resurgence of interest in the transfer function at both the systemwide and campus levels among the segments, and in the Legislature as well - e.g., the funding of pilot Transfer Centers. This interest has been spurred by increasing enrollment pressures, and the associated costs of instruction, at the University and State University.

There is a renewed awareness on the part of community colleges of the need to identify potential transfer students and to improve the information and services available to them. Intersegmental efforts have been undertaken to improve the articulation process, as illustrated by the work of the Intersegmental Committee of the Academic Senates to develop mutually agreed-upon transfer curricula and policies. Establishment of the Intersegmental Coordinating Council, with its attendant interest "clusters," reflects a shared concern for greater communication and cooperation on matters affecting student transfer.

The goal of these efforts is twofold: (1) to better prepare students for transfer, and (2) to increase the number of transfer students - particularly those from minority groups, who enroll in large numbers in the community colleges but continue to be underrepresented within the University and State University student bodies.

- Implications

  With the advent of matriculation, the community colleges will be in a much better position to identify potential transfer students early on and to provide them with appropriate counseling and support services. Renewed interest in the transfer student has led to increased intersegmental communication and cooperation on articulation matters. These developments, together with continuing enrollment pressures, offer opportunities to establish policies and procedures that will effectively remove remaining barriers to transfer.

- Solutions

  The Board and Chancellor will continue to strengthen the community college transfer function by supporting efforts to better prepare students for transfer and the demands of upper division study, including better academic and career counseling, review and revision of the content of associate degree programs, and closer curriculum articulation in both academic and applied fields leading to the baccalaureate degree.

  The Board and Chancellor will undertake efforts to secure transfer for all students who complete community college transfer requirements and qualify for admission to the four-year segments.

The Board and the Chancellor will encourage community college participation in intersegmental efforts to improve articulation and student success, such as those of the Intersegmental Committee of the Academic Senates and the Intersegmental Coordinating Council.

Vocational Education and Retraining: California's community colleges are recognized for the comprehensiveness and quality of their vocational education and training programs. Increasingly, however, the colleges are faced with rapid technological advances that demand new levels of faculty expertise and sophistication and early replacement of costly equipment and facilities. Frequent revisions to course content must be made and established programs quickly adapted to new demands of the workplace, which often require the retraining of older workers whose job skills have become outmoded.

If the colleges are to respond effectively and in a timely manner to these demands they must develop the capacity for long range program planning and evaluation to assure that limited resources are directed to those fields of vocational education and training that offer the greatest promise of productive employment.

California's growing economic interdependence with other countries, particularly those of the Pacific Rim, underscores the importance of long-range planning and evaluation. It also represents an opportunity for community colleges to play a significant role in local regional planning and development.

- Implications

The rapidly increasing rate of technological change demands that community college preservice training programs be maintained at state-of-the-art levels, and that in-service training capabilities be sufficient and flexible enough to respond both to the needs of older, employed students and to the special requirements of local business and industry. This dual function requires the development of a strong liaison between the colleges and employers in the public and private sectors, as well as effective internal procedures for program planning and evaluation. The development of that college-community liaison also should lead to an active, recognized role for the colleges in economic planning and development in their service areas.

- Solutions

The Board and Chancellor will continue to strengthen the vocational education function by encouraging community colleges to seek the advice and assistance of business and industry in (a) modifying and developing education and retraining programs to respond quickly and effectively to the demands of the labor market, (b) providing expert staff instruction and skills training to respond to the demands of technological change, and (c) devising long-range planning and

evaluation strategies that will maintain the currency and vitality of vocational education and training.

The Board and Chancellor will seek the resources needed to encourage and enable colleges to participate in and contribute their academic and staff knowledge and expertise to local economic planning and development activities.

Basic Skills and English as a Second Language: During the past two decades, the community colleges have experienced an increasingly heavy demand for instruction in basic skills and English as a Second Language (ESL). In the early 1970s, the colleges responded to the needs of "nontraditional" students, in the late 1970s, to those of "underprepared" and immigrant students. By the early 1980s, most colleges had established programs of courses to assist promising students to develop the skills they lacked but needed to succeed in college. Colleges with local responsibility for noncredit adult education also expanded their ESL and basic skills programs to meet this need, as well as for other purposes.

Since 1983, the Board of Governors has provided statewide policy direction on ESL and basic skills to the colleges and in its final report, the Master Plan Commission recognized the "essential" nature of this instructional function as part of the community college mission. Although substantial progress has been achieved, much remains to be done to fully implement Board policy on ESL and basic skills and to develop a long-range policy that establishes and defines the role of the community colleges in resolving the continuing concerns about the underprepared student and adult literacy in California.

- Implications

Instruction in English as a Second Language is offered in all three segments of public higher education, as well as in the noncredit adult programs conducted by community colleges and high schools. In order to define appropriate intersegmental roles (and their interrelationships) and to improve the quality of ESL instruction, there is a need to determine the purposes for which and the ways in which ESL is taught.

Within the community college system, there is a need to determine proper academic and credit classifications for the various levels of ESL and basic skills instruction and to evaluate the fiscal, governance, educational, and societal implications of those classifications. There also is a need to articulate degree‾applicable/transferable ESL credit between community colleges and four-year institutions.

Solutions

The Board and Chancellor will pursue full implementation of the policies on academic standards, adopted in January, 1987, by (1) assuring that student assessment and placement practices are followed consistently and uniformly throughout the community college system; (2) addressing the issue of differentiation of credit for various ESL and basic skills courses through the Consultation Process and such other advisory bodies as may be appropriate; and (3) addressing special issues of ESL articulation by participation in the Intersegmental Coordinating Council and its Curriculum and Assessment Cluster.

The Board and Chancellor will evaluate existing policies and practices for ESL and basic skills instruction as the basis for formulating long-range policies in these areas for the 1990s, with particular emphasis on the continuing challenges posed by the underrepresented student and the literacy needs of adults in California.

Academic Standards and Quality: The goal of educational reform has guided many of the policy deliberations and decisions concerning the community colleges in recent years. It also has provided the impetus for pending major legislation that would affect all aspects of the colleges' functions.

Reforms in the area of academic policy have already been initiated by the Board. Funds for the design and evaluation of matriculation services were appropriated in the 1987-88 budget, and funds to initiate this activity on a systemwide basis are included in the budget for 1988-89. The Board has adopted and the colleges are implementing rigorous new Title 5 standards for courses that award degree-applicable or transfer credit and for the differentiation of such courses from those that award only nondegree credit. As noted earlier, the Academic Senate has joined with its University and State University counterparts to develop a common pattern of general education requirements and common statements of expected competencies to guide high school students in preparing for college work.

● Implications

Dynamic change is taking place within the community colleges, reflecting the impetus of educational reform. A renewed emphasis on transfer and articulation has focused attention on questions of course standards and prerequisites, program and instructional improvement, and course/credit differentiation, all within the context of academic standards and quality and appropriateness to the community college mission.

To enhance standards and quality, the community colleges must engage in academic and student-oriented research as the basis for program and

instructional improvement. To foster educational reform, the Chancellor's Office must adapt policies and procedures to reflect the rapid changes taking place within the colleges.

The growing ethnic and cultural diversity of California's population, which is mirrored in the community college student body, and the state's closer economic ties with other countries argue persuasively for an expanded international and multicultural perspective throughout the curriculum.

● Solutions

To ensure adherence to basic academic standards throughout the colleges, the_ Board and Chancellor will support (1) staff review and revisions of policies and procedures for state-level course and program approval and compliance with minimum academic standards, and (2) periodic review of established instructional categories and standards in the delivery of such nontraditional forms of instruction as study abroad, academic advisement to student athletes, and telecourses, among others.

The Board and Chancellor will enhance academic standards and quality by providing guidance and assistance to colleges in the validation and uses of assessment data to establish course standards and prerequisites, and by encouraging and, to the extent possible, supporting classroom-based and student-outcomes research as the basis for program and instructional improvement.

The Board and Chancellor will respond to the growing diversity of the community college student body, and of California itself, by developing and promulgating the concept of "global or multicultural awareness" as one that should infuse the experience of future students.

2.   Student Access and Success

An increasingly diverse student population presents a new challenge to California's community colleges in providing access, excellence, and success. This new clientele requires quality instruction and support services geared to the basic needs of all students: making good educational choices, being able to attend classes regularly, feeling they are part of the learning community, and being successful in their work. Further, a central goal of the community colleges is the retention of students to completion of their educational programs or goals. Because of the diversity of our student clientele, unique and targeted retention strategies for specific student groups are essential for student success. However, these services also must be provided within the context of the ethnic, cultural, linguistic, and skill characteristics that distinguish these students, if they are going to move from access to success. To achieve all of these goals, the Board and Chancellor must encourage coordination of student service and instructional faculty and staff efforts.

Defining and Integrating Student Services with Instruction: During the past quarter century, community colleges have expanded and diversified student services in response to changing demographic, instructional, and policy needs. At one time, services such as admissions, testing, counseling, and libraries were primarily locally funded and were provided to meet traditional student and instructional needs as defined at the local level. Today's community colleges provide a much wider array of student services in response to priorities defined at the national and state, as well as local, levels; coordinate multiple funding sources; and meet a variety of accountability and evaluation expectations.

For many educators, these changes have produced confusing contrasts. For example, while there are more student services, there is also more concern about adequate delivery. While there is more diversity among the services provided, there are more questions about their definition and role in realizing the community college mission. And, while the services have always been viewed as supporting student success in instructional pursuits, there is concern that service and instructional activities lack appropriate integration. There is a need to refocus and redefine the nature and role of student services in the community college setting.

- Implications

The absence of a shared and comprehensive policy which describes the role of student services in relation to instruction poses problems of consistency for state and local implementation of reform measures related to matriculation, management information systems, program-based funding, staffing, program standards, and fiscal accountability. Inconsistencies among districts in the way in which the purposes, scope, level, and cost of student services are defined may result in inappropriate funding and provision for such services in relation to student needs. This may, in turn, impede the most economical and effective achievement of the goals of student access and success.

- Solutions

The Board and Chancellor will study the definition and scope of student services in the community colleges and suggest methods for improving the integration of these services with instructional activities. These findings will be developed through the Consultation Process and will include recommendations as may be deemed appropriate for Board and local trustee action.

The Underrepresented: Demographic trends suggest that community college students more often will be: in need of ESL, from low-income backgrounds, the first in their families to attend college, and in need of basic skills instruction. This is likely even if reforms underway in elementary and secondary schools are generally successful.

Since 1981, the enrollment in community colleges has declined for all racial and ethnic groups. The decline is particularly severe for those who have been historically underrepresented. In 1981, community colleges served one in every twelve adult Californians; the colleges now enroll one in every seventeen adults. For some students (those taking recreation courses, for instance), this decline was the result of conscious policy. Other individuals or groups, however, may have been denied access inadvertently.

One in ten Californians is disabled and this number is expected to increase more rapidly than the general population. Two-fifths of these individuals have physical disabilities. Nearly half of the disabled are in the labor force. Many need special services in order to succeed in college programs that prepare them for work or transfer or vocational education programs.

Older Californians between the ages of 35 and 54 comprise the state's most rapidly growing age cohort. Consequently, the proportion of older students in community colleges is likely to increase over the next decade. Needs of the older student to accommodate job and children, flexible scheduling, child care, and convenient class locations differ from those of traditional younger students.

  ● Implications

  Community colleges need explicit solutions that engender access to the total college program. These solutions must include aggressive outreach and recruitment efforts, together with the special support services needed for underrepresented students to successfully undertake their programs once they have enrolled.

  ● Solutions

  The Board and Chancellor will review the current status of access for specific underrepresented student groups, identify problems, and suggest policy solutions to meet the educational needs of those who are underrepresented.

  The Board and Chancellor will assist colleges in setting local goals for increasing the representation of certain minority and disabled students and for expanding needed outreach programs, basic skills courses, and support services, including unique recruitment strategies for specific student groups.

The Underprepared: Adult illiteracy is a major and growing problem in the state. While estimates vary, depending on how illiteracy is defined, it appears that at least one in five California adults is functionally illiterate. And, if immigration patterns and trends in high school dropout rates continue, it is possible that, in general,

California adults will be less proficient in basic skills in the future than they have in the past.

Very often, individuals displaced from employment because of economic or technological change have difficulty in their attempts to retrain for another occupation because they lack basic language and computational skills.

Despite reform efforts, high school graduation rates in California continue to decline. And, trends in the basic skills of those graduating appear to be mixed. California tests show that high school seniors improved their writing, spelling, and mathematics scores from 1979 to 1985, but their reading scores declined slightly. During the same period, California seniors taking the Scholastic Aptitude Test increased their average mathematics scores slightly, but their verbal scores declined slightly.

- Implications

Economic and demographic trends, together with the open admissions policy of California's Community Colleges - admission of all adults who can profit from instruction - suggests that community colleges will enroll increasing numbers of high school graduates who have not acquired the skills necessary for collegiate work, young adults who dropped out of high school before acquiring such skills, and older adults who lack the basic skills they need to undertake college work preparing them for jobs or for making other positive contributions to the community.

- Solutions

To help students meet strengthened academic standards, the Board and Chancellor will continue work with colleges to implement the "matriculation" program and to improve the funding and delivery of basic skills instruction and the student support services necessary for students to succeed in the classroom. In addition, the Board will reexamine policies on student progress and probation and develop policy on the community colleges' role, particularly with respect to secondary and adult schools, in the overall effort to improve the literacy and productivity of adult Californians.

Single Parents: In the past three decades, the traditional family unit of father, mother and two or more school-age children has declined from 60 percent to 7 percent of all households. And, more individuals are marrying later or not at all.

The rate of teenage pregnancy is high and increasing. About two-fifths of girls turning fourteen in 1987 were expected to become pregnant during their teenage years.

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decisions about their academic program and, once aggregated, this information can serve as one means for evaluating the quality of programs and, ultimately, the college.

- Implications

Meaningful assessment, advisement, placement, and follow-up of students are essential components of a productive community college program. Of all institutions of postsecondary education, community colleges face the greatest challenge in assessing students because of the colleges' wide diversity of students, functions, and programs.

- Solutions

The Board and Chancellor will continue their efforts to help colleges implement and institutionalize the key features of "matriculation": orientation, assessment, advisement, counseling, placement, and follow-up. In addition, the Board will develop an overall policy on accountability mechanisms appropriate for student assessment, placement, and evaluation. The Board and Chancellor will also acknowledge that assessment and follow-up require improved intersegmental planning and will work with the other segments to assure student access and success through assessment and follow-up activities.

Student Retention: The community college student body is changing constantly. Each fall, 20 percent of all students are enrolled for the first time, 50 percent are continuing from the prior spring, and the remaining 30 percent are either returning after "stopping out" or transferring from another college. Some of these students will remain until they have achieved their educational goals, taking anywhere from a single term to several years. Others will withdraw for personal, financial, or academic reasons, many to return at a later date.

Each term, course enrollments typically drop by 12 percent between the fourth and the eleventh week, and recent reports indicate that additional students drop out after the deadline to withdraw without penalty. However, no definitive data are available on student persistence over the course of an entire academic term. Studies do show that students drop courses because of job conflicts, dissatisfaction with the course or instructor lack of preparation, or lack of motivation, among other reasons.

Four out of every twelve community college students report they plan to transfer, three take the courses required to do so, and two ultimately do transfer to four-year institutions, although they typically take longer than the traditional two years to complete their lower division work. One study found that three years after they had first enrolled, one-third of self-identified transfer students had done so, one-half were still attending community college, and the remaining one-sixth had dropped out. One out of every two community college students has a v ational objective.

● Implications

Community college critics often assert that student retention is low. If so, it
may be attributable in part to the circumstances of these students: They are
often from low-income backgrounds, with inadequate high-school preparation;
have dependents or other family obligations; and are uncertain or unclear
about their educational and/or career goals.

But, precise information on student goals and student retention is lacking.
More accurate and comprehensive longitudinal data on student persistence and
retention is needed to enable colleges to effectively improve curriculum,
develop more effective ways of instruction, and identify the support services
that contribute to student success.

● Solutions

*The Board and Chancellor will continue their efforts to advance the
Management Information System and to help colleges implement matriculation
so that data on student performance can be collected and analyzed. The impact
of both classroom and outside factors needs to be interpreted, and specific
strategies for improving student persistence and retention need to be identified,
developed, and implemented. The Board and Chancellor will initiate special
projects designated to improve student retention and success, particularly
through environments which facilitate student success and involve all students
actively in the learning process.*

3.   Human Resources

The Board and Chancellor have a long-standing commitment to affirmative action
and will continue to work to correct the ethnic imbalance that exists among faculty,
staff, and students and to infuse affirmative action goals into all aspects of the
community colleges. The approaching need to replace community college faculty
and staff presents a challenge to compete with other institutions and business for
qualified individuals. Related improvements in the operation of community colleges
will rely in part on improved teaching incentives and staff development programs.
Strengthening affirmative action efforts requires a longitudinal, concerted
commitment of all segments of public postsecondary education, and especially the
community colleges.

Faculty and Staff Replacement: The average age of community college faculty is
nearly 50 and increasing. During the 1960s and early 1970s the colleges experienced
a rapid growth in enrollment and an associated increase in hiring, followed by little
net change in staffing since that time. One-fourth, or nearly 4,000, of all full-time

faculty are eligible to retire and are likely to do so within the next five years. During the next decade, as a result of both retirement and enrollment growth, 9,800 full-time faculty will be needed. While part-time faculty are five years younger, on the average, than their full-time counterparts, many of them who teach regularly will be retiring also. Again, projections for the next decade total 8,500 new part-time faculty.

Since other educational institutions also will face comparable faculty retirements, there may be a scarcity of qualified replacements in many disciplines, particularly those in which starting community college salaries may not be competitive with those in other institutions and businesses. Many of our older community colleges are experiencing large numbers of faculty retirements and will need to hire new staff during this decade. For others, the height of this activity will not occur until the 1990s.

- Implications

The need to replace retiring faculty presents community colleges with an opportunity to begin correcting the ethnic imbalance that exists among faculty (15% minority) and students (36% minority). On the one hand, replacement of faculty in low-demand curricula should enable colleges to redirect resources to high-demand programs. On the other hand, obtaining qualified faculty, particularly in certain growth areas like business and computer science, will be difficult.

- Solutions

The Board and Chancellor will continue their annual review of progress in faculty and staff affirmative action and develop linkages between qualified individuals and available jobs. The Board and Chancellor will develop a faculty and staff replacement plan to address the problem of faculty recruitment, incorporating projections of future retirements, determining the potential supply of qualified individuals for faculty positions, analyzing starting salary requirements, and implementing affirmative action goals. Additionally, the role of preservice training in developing an effective affirmative action employment pool must be strengthened in concert with the teacher training departments in California's public and private graduate and postgraduate programs.

The Board and Chancellor will work closely with representatives of the University of California and California State University and the independent universities to expand and improve the preservice training of potential community college faculty in general education and occupational areas. Articulation agreements between the community colleges and four-year institutions will be encouraged to prepare current undergraduate and graduate students to become future faculty and staff members in community colleges.

The community college system will renew its commitment to affirmative action programs, setting and working toward goals that are designed to increase the numbers of underrepresented persons on staff. This process will include a comprehensive evaluation of progress to date. An aggressive recruitment plan for qualified underrepresented minority and disabled faculty and staff will be undertaken.

Teaching Incentives: Promotion and increased compensation under current salary schedules are not typically related to performance. Probationary faculty must be evaluated every year and gain tenure in their third year if they have received positive ratings on their performance. Tenured faculty are evaluated once every two years, though 7 of 71 districts do this more frequently. Evaluation of part-time faculty is up to local districts or departments.

Faculty teaching loads (just over 16 class hours per week) are higher than those in four-year collegiate institutions and the California Community Colleges' student:faculty ratio of 30:1 is larger than that reported for community colleges elsewhere in the country - 19:1. Moreover, unlike assignments in most institutions of postsecondary education, community college faculty assignments do not include provision for the departmental research that leads to improved teaching methods.

A large number of faculty hold outside jobs. Two of every five full-time faculty and nearly all part-time faculty hold other jobs off campus. One-third of the full-time faculty also carry overload assignments. A recent study of part-time faculty, conducted by the Chancellor's Office and presented to the Board, concluded there were no comparable or consistent data to address the issue of faculty quality.

- Implications

It is not clear that existing policies for compensation, evaluation, and recognition of faculty provide adequate incentives for improved teaching.

- Solutions

The Board and Chancellor will review faculty incentives and propose ways in which these may be improved, including provisions for classroom-based, departmental and institutional research and recognition of superior teaching.

Faculty and Staff Development: During the 1960s, with significant enrollment increases and hiring, the community colleges focused their concern upon the preservice training of faculty who came from business or from research work in graduate school and who, therefore, had little background in pedagogy. Over the past decade, with little hiring of new full-time faculty, the colleges have shifted concern to in-service staff development programs.

Currently, few resources are allocated to staff development. This is particularly true in the case of part-time faculty who typically are hired for their subject matter expertise, rather than for their knowledge of instructional methods. Even where development activities occur, they are not usually part of a campuswide plan, are voluntary, and are not tied (as they should be) to needs identified in performance evaluations. Some districts are not financially able to fund all the sabbatical leaves to which faculty are entitled.

In similar ways, the need for staff development extends to administrative and other support staff in the community colleges.

- Implications

  Besides upgrading teaching techniques, including use of the latest technologies, faculty and staff development should focus on how to work with students from different cultural and language backgrounds; how to participate effectively in work on assessment, advisement, and follow-up; how to implement affirmative action policies; and how to keep current with the changing technology in the skills that need to be taught (in vocational programs).

- Solutions

  The Board and Chancellor will work with the Academic Senate and other community college groups to develop a state plan and policies for the upgrading and funding of colleges' staff development programs. Such a plan will recognize the affirmative action implications of California's changing demography, address the new demands on faculty and staff brought about by technological and economic changes in the state, stress the gender and cultural sensitivity required as faculty assume more predominant roles in faculty selection, retention and tenure decisions, and promote the need for staff development in advisement, outcomes assessment and other matriculation-related functions.

4.   Finance

Community colleges need to be accountable for managing their existing fiscal resources. In addition, the specific consequences of recent declines in community college purchasing power need to be documented. Particular attention must be paid to facilities and equipment. Funding mechanisms need to be more predictable and to provide positive fiscal incentives for effective and responsible college operations.

Fiscal Responsahility: Each year, California's 106 community colleges will educate over one million students at a cost of more than $2 billion. These colleges provide

our citizens with opportunities for postsecondary education that are unprecedented in the history of the United States. (California enrolls one-fourth of the nation's community college students.) However, the broad scope of these opportunities means that the colleges must allocate relatively scarce public tax dollars in the most efficient manner possible.

Within certain limits such as the 50 Percent Law (half of student expenditures must be spent for faculty salaries), district trustees decide how their resources will be allocated. But, they do not determine the total size of their budgets. That determination is made by the Legislature and the Governor based on the budget change proposals adopted by the Board of Governors each year. Local trustees do not have the ability to raise tax revenues to support program commitments. Nor do existing fiscal structures provide incentives for colleges to see that students attain their educational goals. Currently, the Board of Governors has a limited role in making fiscal decisions about the allocation of funds among districts.

● Implications

No single agent is responsible for assuring the state a reasonable return on its investment in student learning at community colleges. Even so, it appears that

college resources can be allocated and used more effectively if authority for fiscal decisions is delegated from the Legislature to the Board of Governors and, in turn, from the Board to local districts. This improvement, however, must be accompanied by appropriate mechanisms for fiscal accountability and by the development of fiscal incentives for better performance.

● Solutions

The Board and Chancellor will endeavor to strengthen their role in fiscal decisionmaking for the community colleges. This role will encompass new rules for setting fiscal priorities, use of fiscal incentives, and emphasis on fiscal accountability. A new accountability structure will feature quarterly and annual reporting that enables the Board and districts to assess their financial condition and use of resources.

Adequate Funding: In recent years, the authorized index for measuring college costs due to inflation and for increasing revenues has not been observed consistently. Nor has all enrollment growth been fully funded. Together with the cutbacks due to Proposition 13, these policies have resulted in a decline since 1977-78 of: (a) 30 percent in real (inflation-adjusted) total funding, (b) 10 percent in the average daily attendance (ADA) of students, and (c) 63 percent in real net ending budget balances.

The funding pattern is one reason for a decline, since 1981, in the number and proportion of California adults attending community colleges. Some of this decline appears to have been inadvertent, rather than the result of conscious policy. The

impact of this funding pattern on the quality of community college education provided to those who enroll is not clear. Apparently, the number of classes has been reduced and the size of many classes increased. Student and other support services like libraries also appear to have been reduced. As noted below, the need to fund deferred maintenance and to repair and replace equipment is increasing. The consequences of recent funding for specific programs and services have not been fully documented, however.

- Implications

Funding for community colleges during recent years has not kept pace with inflation or with enrollment growth. This has had a number of consequences for the quantity and quality of instruction and support services that as yet have not been fully documented.

- Solutions

The Board and Chancellor will take action to seek needed funding for community colleges. Additionally, the Board and Chancellor will conduct a review of out-of-state/out-of-country fees, and an evaluation of the self-sufficiency of fee-based courses.

Facilities and Equipment: The 106 California community colleges conduct their activities at campuses and centers where facilities house a total of over 31 million usable square feet valued at nearly $4 billion. Because of new technological advances and the refocusing of educational priorities, colleges have changing needs for equipment and facilities. In many districts, necessary maintenance of the colleges' physical plant has been and is being deferred.

For equipment, over two-fifths of the lecture, laboratory, and supporting space are in facilities over twenty years old. With relatively little new space added, two-fifths of college facilities will be over thirty years old by 1995. Without appropriate maintenance, alterations, or replacement, such facilities will continue to decline and, in some cases, present a hazard.

A 1985 Chancellor's Office study of equipment used by community colleges in occupational instruction showed that: 67 percent was "somewhat or seriously out-of-date," 29 percent was "almost up-to-date," and that only 4 percent was considered to be "state-of-the-art." These findings let to recent improvements in the funding of equipment repair and replacement.

● Implications

The need to fund deferred maintenance and equipment repair and replacement continues to increase. Expected changes in the college curriculum and in educational technology will compound this problem, further increasing the future need for remodeling, alterations, and equipment replacement. These needs should be fully documented and up-to-date guidelines for corrective measures developed.

● Solutions

The Board and Chancellor will recognize local needs for funding deferred maintenance and equipment repair and replacement in making its funding requests to the Legislature.

Predictable Funding: When districts adopt their annual operating budgets in September, they generally know the level of their special funding (EOPS, DSPS, and VEA). However, they are less certain of their total general state apportionment, which represents nine-tenths of their General Fund revenue, since the latter is impacted by current enrollment. This problem must be solved if districts are to plan their budgets and allocate their resources with any certainty in the short term.

Long-term fiscal planning is even more difficult than short-term planning because of uncertain state funding and the problem of long-term enrollment forecasting. The Department of Finance's long-term enrollment forecasting techniques for community colleges include the bias from prior budget fluctuations that influenced the actual level of college enrollments, but exclude the impact of future economic fluctuations. Consequently, forecasts often prove to be substantially different from actual enrollments.

● Implications

In order to properly plan and manage their resources, community colleges need more predictable year-to-year funding, state review processes that enable advanced planning, and improved enrollment forecasting methods.

● Solutions

The Board and Chancellor will examine current funding techniques in an effort to make them more predictable. In addition, evaluation of the Comprehensive Planning Pilot Project will be completed and work continued on ways to improve the coordination of programmatic and fiscal planning. Finally, a study of community college enrollment forecasting will be undertaken so as to develop more useful models than currently exist.

Effective Funding: A single funding rate per average daily attendance (ADA) for all credit instruction ignores the substantial differences that exist among instructional programs; for example, between (a) small class programs that require large quantities of equipment and (b) large lectures in certain of the social sciences that do not include laboratories. This restricts colleges from offering courses that are higher-than-average cost, even though they may be in the public interest.

A serious consequence of current formulas is that they have "locked in" differences in college funding that resulted from 1960s and 1970s differences in revenue-raising capabilities of different districts - differences that had little or nothing to do with program costs and that were never completely "equalized." Moreover, this "locking-in" phenomenon has penalized effective college operations in some districts with permanently low fiscal support. Finally, it is possible that some community college programs, offered purely in the private interest, receive full or partial public subsidy.

- Implications

While the implementation of "program-based" funding will solve some current problems, further work is needed to address (a) inappropriate incentives caused by single-rate funding of credit instruction, (b) the adequacy of funding for some noncredit instruction, (c) overall funding inequities among districts, and (d) the lack of mechanisms necessary for fiscal accountability.

- Solutions

The Board and Chancellor will complete its study of finance reform techniques examining new ways to allocate funds to community college districts so as to (a) address and solve remaining problems that cause the under- or over-support of programs and districts, and (b) develop funding incentives that have a positive impact on community college resource allocation and utilization.

5.   Developing the System

Community college interests need to be communicated to policy makers in a more focused way through consultation and accountability structures that provide a balance of system advocacy and responsibility. All of this work requires better information. In addition, community colleges need to assume their place as an equal partner with the University of California and the California State University in California public postsecondary education.

State/Local Delineation of Governance: The Commission for Review of the Master Plan for Higher Education has completed its work and has recommended that the

Board of Governors be expanded and strengthened, largely through delegation of existing legislative authority. This would mean shifting many controls from legislatively adopted *Education Code* statutes to Board adopted *Administrative Code* regulations. To date, little of this delegation has found its way into reform legislation.

To illustrate, virtually all changes to community college finance require changes to the *Education Code* and, therefore, legislative deliberation. Heavy legislative calendars mean that complex and/or urgent changes do not receive sufficient review nor are they made on a timely basis. Decentralizing much of this work to the Board, within broad legislative directives, could improve this process and possibly enable the Board to delegate decisions to local districts in a way that would improve the local allocation of resources.

A review of the *Education Code*, proposed by the Board in its 1986 *Basic Agenda*, has reached the legislative stage. Under this review, staff have examined the 2,200 sections of the *Education Code* concerning community colleges to determine what changes are needed to implement generally agreed-upon delineations of governing responsibilities, particularly those contained in the Board's May 1987 proposal on this topic. Aside from certain substantive issues, care must be taken to provide for a smooth transition of authority and to eliminate sections not required under a permissive code (where districts may enter into any activity that is not specifically prohibited).

- Implications

  Legislation for community colleges needs to include consideration of areas of authority that might be shifted in a productive way from the Legislature to the Board of Governors and/or district governing boards. Additional delineation of functions between the Board of Governors and district boards of trustees could improve the overall management and operation of community colleges.

- Solutions

  Through the Consultation Process, the Board and Chancellor will continue to support governance measures that can be incorporated usefully into legislation. Legislation to implement the review of the Education Code will be introduced in 1989.

Communications: Effective communication of information in a system as large and as diverse as that of California's community colleges presents almost insurmountable problems. Involvement of other federal and state agencies like the California Postsecondary Education Commission and the Legislature - in addition to the Board of Governors - in decisions about the operation of the colleges further complicates this picture. From the Board's perspective, there must be a trust and

mutual understanding brought about by effective communication with both state and federal agencies, on the one hand, and with community college districts, on the other.

Efforts at more effective communication can be undertaken at a variety of levels - ranging from individual contacts between members of the Board and district Trustees or the Chancellor and district Superintendents, to more formalized, integrated review procedures, to more technically sophisticated communications by telephone or satellite, to more active coordination of information with the University of California, California State University, and elementary and secondary schools. Basic to all such efforts, however, is a process in which those involved in implementing plans and policies are consulted about the character of those plans and policies.

A process of consultation was adopted by the Board in March 1988 whereby overall policy is implemented by a standing order in which the following councils are established: Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, Chief Business Officers, Academic Senate, Student Body Governments, and Community College Organizations. The membership and specific functions of these councils are to be established in a series of executive orders by the Chancellor.

- Implications

The Consultation Process will work only with the good-faith effort and cooperation of all those involved. The timely processing of information through this large structure should be enhanced by modern communications techniques. Further, effort should be directed to creating a better understanding of and appreciation for the contributions of California's community colleges to the citizens of the state through the development of a comprehensive public information program.

- Solutions

The Board and Chancellor will continue to implement the Consultation Process and review ways in which the necessarily complex communications required for this system may be made more efficient. The development of a comprehensive public information system will be undertaken to improve communication among community colleges, the Chancellor's Office and the public at large, especially to improve the "image" of the California Community Colleges. Further, an in-depth review of the system's telecommunications needs will be completed within the context of voice, text, graphics, video, and data transmission among all parts of the system. Expanded use of the satellite telecommunications network and further work on the Community College Press will also be encouraged by the Board. Efforts also will be undertaken to improve legislative advocacy at both the state and federal levels, emphasizing the setting of priorities, a focus on community college advocacy, and an improved

consultation process with local colleges. Finally, the Board and Chancellor will work more closely with other segments of California education.

Accountability: As with other reform efforts throughout the country, legislative interest in California has resulted in specific work on measuring the performance of higher education. Work on community college reform also encompasses this concern and, at the request of the Legislature, the National Center for Higher Education Management Systems (NCHEMS) has proposed a framework for accountability reporting by the colleges that is to be implemented by the Chancellor.

Numerous mechanisms are available to help the Board of Governors and Chancellor's Office evaluate the performance of community colleges. Included among these are:

- Review of colleges' program evaluation work
- Evaluation of Disabled Students Programs and Services
- Operational Program Review of Extended Opportunity Programs and Services
- Evaluation of vocational education programs
- Student Services Program Review
- Annual Accountability Reports designed by NCHEMS
- Evaluation of results of Matriculation
- Work by Learning Assessment and Retention Consortium (LARC)
- Comprehensive Planning Process
- Accreditation
- Chancellor's Office Management Information System (MIS)
- Evaluation of districts' fiscal condition under AB 2910 (1986)
- Evaluation of Statewide Priorities
- Fiscal Audits

These tools overlap in some cases, resulting in duplication of effort. They do not enable the Board and the Chancellor's Office to draw definitive conclusions about community college performance in areas felt to be of statewide interest. Few of these tools are designed to measure the outcomes of work by the colleges. For instance, policies and practices for evaluating the programs in colleges are inconsistent, nonexistent in some cases, and unrelated to accreditation in most cases. The content of program evaluations varies substantially from college to college. Some colleges measure program outcomes and employ peer review, others do not. There is a need to integrate planning and evaluation.

● Implications

Contributions of available evaluation tools need to be specified and coordinated if the Board is to help community colleges be accountable for their work to the public. Moreover, if these evaluation tools are to be useful, they must lead to analyses that aid the planning and improvement of college programs.

● Solutions

The Board and Chancellor will develop policy on appropriate community college accountability mechanisms based upon the work of the Task Force on Accountability Reform. This policy will delineate procedures for evaluating the performance of community colleges in meeting the tripartite mission of the system, examining the efficacy of academic, vocational, basic skills and adult noncredit programs, and methods for ensuring fiscal accountability.

Management Information: The development of management information for the Chancellor's Office and the Board has been confined largely to ad hoc or specific-interest reports or to the collection of automated data relating to work of staff, conduct of courses and programs, enrollment of students, and development of facilities, and district finance. There has been duplication of effort in the collection of this information from districts and no information concerning student outcomes or longitudinal tracking. Moreover, efforts to interrelate these data have proved unsuccessful and they are not always accessible when needed. The Board has endorsed the development of a comprehensive, integrated Management Information System for the California Community Colleges. Funding was secured in the 1987-88 Budget Act to pilot test the reporting of new student and course information and to evaluate local implementation costs for statewide reporting. First year pilot project efforts have been completed successfully, and statewide implementation costs have been estimated to be ten million dollars.

● Implications

The statewide community colleges MIS needs to be funded adequately. This system should emphasize the collection of accurate data on a timely basis so that applications can be developed that will support on-going needs in planning and program review and specific ad hoc needs such as for the evaluation of matriculation. Especially important is the dissemination of MIS data to and from the field to assist in local and state planning and review efforts.

● Solutions

The Board and Chancellor will continue efforts to obtain adequate funding for statewide implementation of MIS student and course information and to evaluate pilot testing of the staff, student service utilization, and course inventory components of the MIS system.

SANTA BARBARA CITY COLLEGE

COLLEGE PLANNNG COUNCIL
May 31, 1988

M I N U T E S

PRESENT: J. Romo, Chair, M. Bobgan, J. Diaz, L. Fairly, P. Freeman, T. Garey,
          C. Hanson, E. Hodes, D. Oroz, D. Ringer
GUESTS: E. Cohen, J. Friedlander, K. Hanna

APPROVAL OF MINUTES: May 18, 1988

   M/S/C   Bobgan/Hodes

            To approve the Minutes of April 18 contingent upon review by
            C. Hanson, L. Fairly, and E. Bassey.*

            Ayes: 4   Noes: 0   Abst.: 3

INSTITUTIONAL RECOMMENDATIONS, LOTTERY, 1988-89 .

Dr. Hanson distributed copies of the college-wide ranked recommendations for
Lottery, 1988-89, compiled by the Vice Presidents, the Business Manager and
a representative from the President's Office. He indicated to the Council that
the recommendation by the Division Chair Council to allocate $100,000 for the
Library/Learning Resource Center (the highest ranked DCC item) was not included
because an equal amount from the 87-88 lottery will be allocated for the
equipment.   Members also noted that the recommendation from DCC (Priority 1,
Unranked) for a Reading Study Skills Center lab instructor for $7,344 was not
included. The Chair and Dr. Hanson agreed that the latter item was
inadvertently omitted. Members then took the following action:

   M/S/C   To insert into the recommendations the Reading Study Skills
            Center Lab Instructor position for $7,344 as #20, ranked #20.

            Ayes: 8   Noes: 0   Abst.: 1

It was agreed that the Continuing Education 21% allocation of $42,000 should
be included as an unranked item because it is a separate and earmarked
allocation. Dr. Hanson stated he would amend the original listing to reflect
the change.

The DCC representatives to the Council expressed their dissatisfaction with
several specific points: that members were not given a chance to see the CPC
recommendations prior to the meeting; that the Council pre-empted the Division
Chair Council Priority I recommendation for $100,000 for library equipment and
its complementary motion to allocate a portion of future lottery monies to meet
long-term needs. Members also raised questions regarding the Vice Presidents'
recommendations to support funding to a level of $220,000.

*Dr. Hanson made two corrections: (1) TENTATIVE BUDGET REPORT: The
unanticipated shortfall in state revenue should be 1 billion dollars, not one
to two billion dollars and the 1988-89 COLA figure is 4.79, rather than 4.7.

Dr. Hanson responded that on the dollars allocation question, the ranking committee items on the basis of what was needed to support programs, and not necessarily with a dollar limit in mind. During the lengthy discussion, members pointed out that the motion to allocate $100,000 was made knowing that an additional $100,000 would be allocated from the 1987-88 Lottery; that there is a perception the administration is gradually paring down the Library/LRC equipment list of needs and that it was the intent of the Division Chair Council to follow the precedent for long-range financial planning (e.g, setting aside funds for the parking structure) by recommending a similar process to fund library equipment. The Chair responded that the committee made its recommendations to defer the library equipment request because there was still a possibility that funding could be obtained from alternative sources such as new equipment funds, second round lottery rankings, external grants and foundations.

With regard to the issue of paring down the equipment list, the Chair responded that the eliminated items will be ranked and reinstated as funds become available. It was emphasized that the Library/LRC project is not finalized, and that certain items (e.g. computer hardware systems and carrel stations) need to be reviewed by college committees or staff. In summary, the ranking committee felt the best course of action is to fund those items which are needed this year, on the probable assumption that alternate sources of funding would be available.

A motion was then made to amend the lottery allocations.

    M/S/D   Garey/Freeman

                To include the Box Office Manager and the Theatre Project Manager as Ranked items #26 and #27 respectively.

The Chair explained these two positions have been supported from earned income on a consultant basis; however recent restrictions on the use of trust account funds to pay for services provided will now make it necessary to seek alternative sources of funding and for payment through the College payroll procedures. It was pointed out that it is not appropriate to use lottery funds for on-going positions nor to fund permanent positions which haven't been formally approved by the College Planning Council.

                Ayes: 3   Noes: 4   Abst.: 2

    M/S/C   Bobgan/Diaz

                To approve the College Planning Council Recommendations for Lottery, 1988-89 with these amendments: To insert as Ranked Item #20, the Reading Study Skills Lab Instructor for $7,344 and to include the Continuing Education 21% allocation of $42,000 as an Unranked item.

                Ayes: 5   Noes: 3   Abst.: 1

Mr. Ringer stated that he would recommend that the DCC formulate a statement expressing its dissatisfaction with the CPC recommendations for 1988-89 lottery allocations.

The meeting was adjourned at 4:56.

jdm

cc: Dr. MacDougall
     Deans
     Division/Department Chairs
     Mr. Miller
     Dr. Ullom
     Mr. Pickering
     Mr. Guillen