

SANTA BARBARA CITY COLLEGE

UPDATE ON INSTITUTIONAL RESEARCH OBJECTIVES

1. Long and Short-Range Enrollment Projections

Change Resource Needs from 3 weeks, 150 hours to 5 weeks, 200 hours. Although data have been collected, some elements are missing. Burt Miller will meet with Grady Kimbrell, high school district research and statistics office, to obtain the missing data. The information Burt Miller presently has includes first-time freshmen, transfer students, and continuing students.

First-time students are divided into age categories (18-19, 20-21, and 22+) and high school of attendance (local, county, or state). The data go back 8 or 9 years, with some missing elements. The 1980 census provides the number in each age group. Information about high school graduation rates from 1975-85 and projections for 1986-95 will be included. It is anticipated that this project will be completed by 12/85.

2. Evaluation of Matriculation

The Dean for Matriculation should be responsible for coordinating Number 2. Specific projects include:

- a. Continuous updating of data on performance and attrition in courses subject to placement through assessment.
(Cohen)
- b. On-going analysis of pre-test/post gains in reading courses.
(Cohen & Tennen)
- c. Continuous effort to validate assessment as a predictor of performance.
(Cohen)
- d. More extensive tracking of students from remedial courses into college courses in Math, English, and ultimately into courses in other departments. A study of transfer students will be conducted again this year. This project depends upon the full implementation of software releases now available for on-line transcribing and development of additional software to computerize the tracking process.
(Cohen, Hancock College, Assessment Team)
- e. Determination of reading/computation skill levels needed in courses throughout the curriculum.
(Cohen, Elmore, Brady)
- f. Research to determine the effects of more intensive counseling on retention, performance, and goal achievement.
(Not realistic 1985-86)

- g. Analysis of enrollment and performance patterns of students who are exempted from the matriculation process. This study will look at the reasons for the exemption.
- h. Evaluation of the effectiveness of matriculation in identifying and meeting the needs of students with special support requirements
(Not realistic 1985-86)
- i. Evaluation of skills other than Math and English as predictors of success.
(Not realistic 1985-86)
- j. Validation of test instruments and determination of appropriate "cut scores" for placement.
(Elmore, Brady)

Resource Needs: Computer programmer; statistics clerk and/or data entry person or half-time research assistant.

3. Analysis of Student Characteristics Data

Jane Craven, with Burt Miller as a resource person, will prepare the student characteristics data and graphs each semester. Both the Institutional Research Committee and student services team will brainstorm to interpret data and its implications for the institution. Data will be presented graphically. Burt Miller and John Morrison will analyze the feasibility and cost of converting the NCHEMS report to the HP 3000.

4. Learner Outcomes

Burt Miller will coordinate this project.

Steps to the evaluation of learner outcomes include:

- a. CAC will be responsible for defining what learner outcomes should be.
- b. The Research Committee will identify measures and criteria.
- c. A consultant from FIPSE will be available to help design the methodology of the study.
- d. Tasks will be assigned to committee members to carry out the evaluation.
- e. Data will be analyzed by the research office.

A report on a, b, and c will be ready 7/86.

5. Evaluation of Remedial Programs

Elaine Cohen will work with Hancock College to evaluate remedial

programs. The programming will be assigned to Anita Abo Schaeer. Frequent reports of progress will be made.

6. Evaluation of New Programs

The Research Committee will meet with the administrators responsible to define the process and determine reporting dates.

New Program	Responsible for Evaluation
(1) High School Articulation	R. Wotruba w/D. Mackie
(2) Referred Students	R. Wotruba w/D. Edwards & L. Hoyle
(3) Honors	E. Cohen w/Honors Committee
(4) Minority Transition	R. Wotruba w/O. Romero & L. Hoyle/D. Anderson
(5) UCSB/SBCC Transition	D. Anderson w/L. Hoyle
(6) Transfer Center	D. Anderson w/L. Hoyle
(7) MCIS	J. Romo w/R. Adler, P. Freeman, P. Haslund, G. Smith
(8) International Education	J. Romo
(9) Word Processing Lab, English	J. Romo w/R. Adams
(10) Accounting Lab	M. Elkins/M. Taylor
(11) CADD & GP-5	M. Eejima, J. Morrisohn & M. Elkins
(12) Japanese & Chinese	E. Cohen w/ M. Hohenberg
(13) Fitness Lab	D. Sloane & R. Fairly w/ W. Rehm
(14) BOE Word Processing	M. Elkins/M. Gressel

7. Evaluation of Instructional Programs

Integrate evaluation of instructional programs with the Three-Year Planning process. John Romo will coordinate this project with the deans.

Models for evaluation by discipline should include:

- (1) student and faculty surveys
- (2) grade distributions
- (3) attrition reports
- (4) WSCH/FTE
- (5) Cost/WSCH/dept.

These should be compared with state statistics, trends by discipline, and colleges of comparable size.

John Romo will review the reports that are available and determine resource needs. This depends on receiving a catalog of reports available on the Santa Rosa System from CCCA. Information for the deans must be available by 12/85.

8. Part-time Faculty Study

Burt Miller and Elaine Cohen will coordinate this project.

Burt Miller has obtained information on existing research about part-time faculty from the Chancellor's Office. Some specific information can be drawn from Pertaine files. Other information should include:

- (1) professional goals
- (2) other jobs or responsibilities
- (3) feelings about the college
- (4) years of teaching at SBCC

9. Student Services Program Review

At this time none of the Student Services Program Review will be implemented. However, the new Dean for Matriculation will be asked to review the counseling portion and determine if any of the objectives should be considered.

10. Course Classifications/Course Participation Patterns

- (1) Burt will sort by classification code.
- (2) The committee and department chairpersons will sort by level and content.
- (3) CAC will be asked to analyze the report and answer the question, "Is this the balance we need?" Estimated time: 7/86.

11. Determine why students who (1) apply don't enroll, (2) attend one semester and don't return, or (3) enroll but withdraw before the first census.

The committee will design the survey and identify the students. Someone will be needed to carry out the study.

A half-time research assistant with a background in statistics and data entry ability might do studies 11 and 12 and the matriculation evaluation.

12. Study of closed classes at registration and availability of day and evening classes, especially in English and Math. (Cohen, Elmore, Romo, Gilleran, Tennen)

There are still some reports we need:

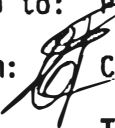
- (1) Attrition Report
- (2) NCHEMS Report
- (3) Ad Hoc Reporting Capability

EC/mjm
September 6, 1985
Research

WSCH/2/3

23 August 1985

RM 9-85

Memo to: Peter MacDougall, Superintendent-President
From:  C. Julie Esch, Planning and Research
Re: Three Year WSCH Trends by Department, 1982 - 1985

Attached is a list of WSCH by Department from 1982 to 1985. The data is broken down by Fall, Spring, and Academic Year with both Division and Grand totals given.

cc: P. Huglin

THREE YEAR WSCH TREND BY DEPARTMENT AND DIVISION

Division and Department	82-83	83-84	84-85
I. Applied Science and Technology			
Administration of Justice	1,092	1,330	1,063
<u>Automotive Services</u>	2,707	2,607	2,062
Computer Maintenance	-		2,880
Cosmetology	2,710	3,080	5,369
Drafting	5,968	5,073	1,970
Early Childhood Education	2,182	1,594	
<u>Electronics</u>	3,669	4,117	3,609
<u>Graphics/Photography/Lithography</u>	4,364	3,563	3,455
<u>Hotel/Restaurant/Management</u>	9,360	10,240	
Interior Design	716	406	509
Landscape Horticulture	1,421	1,427	1,152
<u>Machine Shop/Welding</u>	2,079	2,015	1,740
<u>Marine Technology</u>	2,734	2,565	2,002
Fire/Water Science	264	276	339
Division Total	39,266	38,293	35,150
II. Business			
<u>Business Administration</u>	10,330	8,638	7,966
<u>Business Office Education</u>	5,753	3,573	4,190
Finance/Insurance/Real Estate	2,812	3,743	3,615
<u>Marketing/Management/Supervision</u>	3,753	3,229	2
Division Total	22,648	19,183	18,752
III. English			
English	13,274	14,236	13,477
ESL	--	--	
Essential Skills	9,947	10,738	11,821
Journalism	807	812	1,078
Division Total	24,028	25,787	26,376
IV. Fine Arts & Communication			
Art	12,569	11,999	12,340
<u>Music</u>	8,167	7,221	6,496
Speech	3,674	3,569	3,747
<u>Theatre Arts</u>	4,007	4,014	3,707
Division Total	28,417	26,803	26,290

Division and Department	82-83	83-84	84-85
V. Health Technologies			
<u>Associate Degree Nursing (ADN)</u>	5,081	3,025	3,074
<u>Licensed Vocational Nursing (LVN)</u>	1,213	1,569	1,447✓
<u>Radiologic Technology</u>	1,680	2,108	1,939✓
<u>Emergency Medical Technician Course</u>	744	730	677
<u>Health Technology</u>	195	135	201
Division Total	8,913	7,567	7,338
VI. Physical Education			
<u>Athletics</u>	2,363	2,603	
<u>Health Ed./Physical Ed./Recreation</u>	14,385	13,327	17,032
Division Total	16,748	15,930	17,032
VII. Sciences			
<u>Biological Sciences</u>	14,055	12,997	11,846
<u>Chemistry</u>	6,503	6,417	5,527
<u>Earth Science</u>	9,761	7,971	7,276
<u>Physics/Engineering/Aeronautics</u>	5,087	5,108	4,898
Division Total	35,406	32,493	29,547
VIII. Math/Computer Science			
<u>Computer Science</u>	13,422	13,302	9,736
<u>Mathematics</u>	16,177	14,600	15,826
Division Total	29,599	27,902	25,562
IX. Social Science/Foreign Language			
<u>American Ethnic Studies</u>	2,051	1,754	1,140
<u>French</u>	1,745	1,698	2,001
<u>German/Italian</u>	1,539	1,328	1,841
<u>Spanish</u>	4,289	4,612	4,269
<u>Economics/Geography</u>	2,445	2,445	2,478
<u>History</u>	6,363	5,921	5,259
<u>Philosophy</u>	3,105	2,346	2,951
<u>Political Science</u>	3,715	3,850	3,346
<u>Psychology</u>	4,270	3,833	3,561
<u>Sociology/Anthropology</u>	4,058	4,050	3,380
Division Total	33,580	31,837	30,226
X. Instructional Support Group			
<u>Counseling</u>	1,134	817	782
Division Total	1,134	817	782
Grand Total	239,739	226,611	217,055

THREE YEAR WSCH TREND BY DEPARTMENT AND DIVISION

Division and Department	Fall 1982	Spring 1983	Total
I. Applied Science and Technology			
Administration of Justice	595	497	1,092
Automotive Services	1,277	1,430	2,707
Computer Maintenance	--	--	
Cosmetology	1,620	1,090	2,710
Drafting	3,183	2,785	5,968
Early Childhood Education	1,247	935	2,182
Electronics	2,028	1,641	3,669
Graphics/Photography/Lithography	2,175	2,189	4,364
Hotel/Restaurant/Management	4,720	4,640	9,360
Interior Design	332	384	716
Landscape Horticulture	662	759	1,421
Machine Shop/Welding	1,112	967	2,079
Marine Technology	1,253	1,481	2,734
Fire/Water Science	135	129	264
Division Total	20,339	18,927	39,266
II. Business			
Business Administration	5,401	4,929	10,330
Business Office Education	2,572	3,181	5,753
Finance/Insurance/Real Estate	1,417	1,395	2,812
Marketing/Management/Supervision	1,849	1,904	3,753
Division Total	11,239	11,409	22,648
III. English			
English	7,332	5,942	13,274
ESL			
Essential Skills	5,154	4,793	9,947
Journalism	408	399	807
Division Total	12,894	11,134	24,028
IV. Fine Arts & Communication			
Art	6,260	6,309	12,569
Music	4,218	3,949	8,167
Speech	1,794	1,880	3,674
Theatre Arts	1,896	2,111	4,007
Division Total	14,168	14,249	28,417

Division and Department	Fall 1982	Spring 1983	Total
V. Health Technologies			
Associate Degree Nursing (ADN)	2,834	2,247	5,081
Licensed Vocational Nursing (LVN)	584	629	1,213
Radiologic Technology	948	732	1,680
Emergency Medical Technician Course	284	460	744
Health Technology	195	--	195
Division Total	4,845	4,068	8,913
VI. Physical Education			
Athletics	1,150	1,213	2,363
Health Ed./Physical Ed./Recreation	7,525	6,860	14,385
Division Total	8,675	8,073	16,748
VII. Sciences			
Biological Sciences	7,419	6,636	14,055
Chemistry	3,222	3,281	6,503
Earth Science	4,935	4,826	9,761
Physics/Engineering/Aeronautics	2,552	2,535	5,087
Division Total	18,128	17,278	35,406
VIII. Math/Computer Science			
Computer Science	6,657	6,765	13,422
Mathematics	8,429	7,748	16,177
Division Total	15,086	14,513	29,599
IX. Social Science/Foreign Language			
American Ethnic Studies	991	1,060	2,051
French	1,175	570	1,745
German/Italian	994	545	1,539
Spanish	2,143	2,146	4,289
Economics/Geography	1,265	1,180	2,445
History	3,555	2,808	6,363
Philosophy	1,449	1,656	3,105
Political Science	2,038	1,677	3,715
Psychology	2,135	2,135	4,270
Sociology/Anthropology	2,120	1,938	4,058
Division Total	17,865	15,715	33,580
X. Instructional Support Group			
Counseling	581	553	1,134
Division Total	581	553	1,134
Grand Total	123,820	115,919	239,739

THREE YEAR WSCH TREND BY DEPARTMENT AND DIVISION

Division and Department	Fall 1983	Spring 1984	Total
I. Applied Science and Technology			
Administration of Justice	632	698	1,330
Automotive Services	1,362	1,245	2,607
Computer Maintenance			
Cosmetology	1,590	1,490	3,080
Drafting	2,896	2,177	5,073
Early Childhood Education	883	711	1,594
Electronics	2,087	2,030	4,117
Graphics/Photography/Lithography	1,811	1,752	3,563
Hotel/Restaurant/Management	5,400	4,840	10,240
Interior Design	222	184	406
Landscape Horticulture	859	568	1,427
Machine Shop/Welding	1,162	853	2,015
Marine Technology	1,128	1,437	2,565
Fire/Water Science	114	162	276
Division Total	20,146	18,147	38,293
II. Business			
Business Administration	4,567	4,071	8,638
Business Office Education	1,814	1,759	3,573
Finance/Insurance/Real Estate	1,942	1,801	3,743
Marketing/Management/Supervision	1,806	1,423	3,229
Division Total	10,129	9,054	19,183
III. English			
English	7,044	7,192	14,236
ESL			
Essential Skills	5,566	5,172	10,738
Journalism	374	438	812
Division Total	12,984	12,802	25,786
IV. Fine Arts & Communication			
Art	5,975	6,024	11,999
Music	3,785	3,436	7,221
Speech	1,701	1,868	3,569
Theatre Arts	1,975	2,039	4,014
Division Total	13,436	13,367	26,803

Division and Department	Fall 1983	Spring 1984	Total
V. Health Technologies			
Associate Degree Nursing (ADN)	1,493	1,532	3,025
Licensed Vocational Nursing (LVN)	847	722	1,569
Radiologic Technology	1,121	987	2,108
Emergency Medical Technician Course	268	462	730
Health Technology	135	--	135
Division Total	3,864	3,703	7,567
VI. Physical Education			
Athletics	1,269	1,334	2,603
Health Ed./Physical Ed./Recreation	6,502	6,825	13,327
Division Total	7,771	8,159	15,930
VII. Sciences			
Biological Sciences	6,636	6,361	12,997
Chemistry	3,345	3,072	6,417
Earth Science	4,390	3,581	7,971
Physics/Engineering/Aeronautics	2,647	2,461	5,108
Division Total	17,018	15,475	32,493
VIII. Math/Computer Science			
Computer Science	6,734	6,568	13,302
Mathematics	7,676	6,924	14,600
Division Total	14,410	13,492	27,902
IX. Social Science/Foreign Language			
American Ethnic Studies	1,012	742	1,754
French	1,280	418	1,698
German/Italian	900	428	1,328
Spanish	2,436	2,176	4,612
Economics/Geography	1,281	1,164	2,445
History	3,210	2,711	5,921
Philosophy	1,293	1,053	2,346
Political Science	1,843	2,007	3,850
Psychology	1,986	1,847	3,833
Sociology/Anthropology	2,311	1,739	4,050
Division Total	17,552	14,285	31,837
X. Instructional Support Group			
Counseling	368	449	817
Division Total	368	449	817
Grand Total	117,678	108,933	226,611

THREE YEAR WSCH TREND BY DEPARTMENT AND DIVISION

Division and Department	Fall 1984	Spring 1985	Total
I. Applied Science and Technology			
Administration of Justice	589	474	1,063
Automotive Services	925	1,137	2,062
Computer Maintenance			
Cosmetology	1,440	1,440	2,880
Drafting	2,889	2,480	5,369
Early Childhood Education	1,053	917	1,970
Electronics	1,952	1,657	3,609
Graphics/Photography/Lithography	1,633	1,822	3,455
Hotel/Restaurant/Management	4,400	4,600	9,000
Interior Design	315	194	509
Landscape Horticulture	652	500	1,152
Machine Shop/Welding	856	884	1,740
Marine Technology	871	1,131	2,002
Fire/Water Science	141	198	339
Division Total	17,716	17,434	35,150
II. Business			
Business Administration	4,095	3,871	7,966
Business Office Education	1,642	2,548	4,190
Finance/Insurance/Real Estate	1,819	1,796	3,615
Marketing/Management/Supervision	1,368	1,613	2,981
Division Total	8,924	9,828	18,752
III. English			
English	7,200	6,277	13,477
ESL			
Essential Skills	6,029	5,792	11,821
Journalism	487	591	1,078
Division Total	13,716	12,660	26,376
IV. Fine Arts & Communication			
Art	6,009	6,331	12,340
Music	3,194	3,302	6,496
Speech	1,803	1,944	3,747
Theatre Arts	2,261	1,446	3,707
Division Total	13,267	13,023	26,290

Division and Department	Fall 1984	Spring 1985	Total
V. Health Technologies			
Associate Degree Nursing (ADN)	1,440	1,634	3,074
Licensed Vocational Nursing (LVN)	649	798	1,447
Radiologic Technology	1,067	872	1,939
Emergency Medical Technician Course	210	467	677
Health Technology	144	57	201
Division Total	3,510	3,828	7,338
VI. Physical Education *			
Athletics			
Health Ed./Physical Ed./Recreation	8,418	8,614	17,032
Division Total	8,418	8,614	17,032
VII. Sciences			
Biological Sciences	6,312	5,534	11,846
Chemistry	2,974	2,553	5,527
Earth Science	3,413	3,863	7,276
Physics/Engineering/Aeronautics	2,332	2,566	4,898
Division Total	15,031	14,516	29,547
VIII. Math/Computer Science			
Computer Science	4,884	4,852	9,736
Mathematics	8,189	7,637	15,826
Division Total	13,073	12,489	25,562
IX. Social Science/Foreign Language			
American Ethnic Studies	660	480	1,140
French	1,311	690	2,001
German/Italian	1,146	695	1,841
Spanish	2,417	1,852	4,269
Economics/Geography	1,236	1,242	2,478
History	2,697	2,562	5,259
Philosophy	1,566	1,385	2,951
Political Science	1,883	1,463	3,346
Psychology	1,821	1,740	3,561
Sociology/Anthropology	1,756	1,624	3,380
Division Total	16,493	13,733	30,226
X. Instructional Support Group			
Counseling	439	343	782
Division Total	439	343	782
Grand Total	110,587	106,468	217,055

Point of View.

By Thomas H. Kean

10/1/85 CPC
Attachment #3

What States Should Do (and Not Do) to Improve Undergraduate Education

Political leaders can encourage reform, but the quality of education depends on how willingly campuses respond

OUR COLLEGES and universities are the next targets of education reform. Many of them have ample reason to feel like targets. Several reports critical of undergraduate education have appeared in the last year, and more are in press. We will soon have no shortage of information about academe's deficiencies or of ideas to correct them.

This nation should be as deeply concerned about the quality of undergraduate education as it has been, over the last few years, about the quality of public-school education. The often-stated view that we have the best higher-education system in the world is beside the point. The system is no longer sufficient, not because its quality has declined, but because our need for it has expanded so dramatically. From the perspective of where we should be as a nation, a higher-education system doing more of the same is not enough. What is at stake is not only economic renewal but also the capacity for true resurgence in all dimensions of our personal, civic, and cultural life.

States now provide close to half of the support for higher education, through financing for colleges and universities and student aid—some \$30-billion a year. Governors and state legislators will be under growing public pressure to address the problems raised in the national reports. Unfortunately, most recommendations for improving higher education focus only on what colleges themselves should do. There is little guidance on what states should (or perhaps should not) do.

State leaders have learned much about school reform in the last two years. There is a danger, however, that if they approach higher-education reform in the same way they approached elementary- and secondary-school reform, their efforts will fail. Higher-education institutions and systems require unique kinds of policy.

Spurred to action by reports such as *A Nation at Risk* and *Action for Excellence*, governors, legislators, commissioners, and state boards have redefined structural elements of schooling. States have developed new policies on teachers' salaries, graduation standards, curriculum requirements, and teacher training and certification requirements. Reflecting the strong state role in supervision and control of public education, many of the reforms have been initiated and implemented from the top. Only now are states looking for ways to stimulate reform from the classroom and school, by enlisting the leadership of teachers and principals.

Historically, states have accorded great independence to their public colleges and universities, especially for what the late Supreme Court Justices Frankfurter and Harlan defined as "the four essential freedoms of a university": to determine who may teach, what may be taught, how it may be taught, and who may be admitted to study. In recent years, states have become more deeply involved in higher-education affairs. They have reacted, in part, to demands for public accountability,

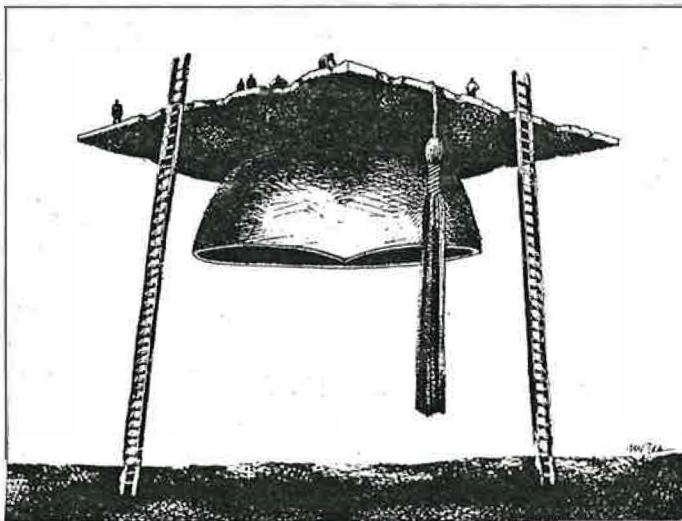


ILLUSTRATION FOR THE CHRONICLE BY MICHAEL GIBBY

the need for more rational allocation of limited public resources, and, at times, the unresponsiveness of higher education to public needs. But how much is too much? Does it make sense to try to reform higher education from the top?

Improvement in higher education takes place, in my view, within individual colleges. Positive change comes about when boards of trustees and presidents provide effective leadership, and when administrators and faculty members collaborate to conceive and manage the change. What is needed is an organizational climate in which people are inspired to work hard to make the institution better. Improvement requires boards of trustees composed of independent men and women who understand policy and are committed to the betterment of the whole, rather than to the pursuit of personal and political interests; presidents who can distinguish between inspirational leadership and chauvinistic pursuit of institutional self-interest; and faculty members who are committed to institutional goals transcending the parochial concerns of their disciplines or departments. Excellence in higher education requires excellent institutional leadership.

In many cases, state policies do not contribute toward improvement in higher education, and, if we are not careful, the situation will get worse rather than better in the coming months. Faced with tight budgets and demands for accountability, state bureaucracies tend to tighten detailed procedural controls, which stifle initiative, sap the energies of institutional leaders, and restrict essential management flexibility. State civil-service requirements are sometimes applied to colleges in a manner little different from the way they are applied to corrections departments. Detailed state reviews of programs do not motivate faculty members to assess and reform programs themselves; rather, they tend to relieve them of this critical responsibility. State actions such as these are self-defeating. They deaden

the motivation of institutions to improve, lead to more costly centralized staffing burdens for state government, and shift public accountability away from where it belongs: on the boards, presidents, and faculties of the institutions themselves.

The key to excellence in undergraduate education is to find an appropriate balance between state leadership and support on one hand and institutional autonomy on the other.

THERE ARE a number of things state leaders can do to establish that balance and foster positive change. First, they should listen to the leaders within the higher-education community—trustees, presidents, faculty members, and students—as they speak of their own goals. They should seize upon those goals, extend them, and turn them into challenges. Then they should join with those bold enough to take up the challenge in a search for financial resources.

Second, they should tell the public at every opportunity of the stake it has in meeting those challenges. They should also focus public attention on the responsibility of college and university trustees, presidents, and faculty members—it is for them to aspire to excellence and to initiate programs that are likely to achieve it.

Third, they should shift the tone of state relationships with higher education away from control and toward empowerment. They can start by looking at the real consequences of state budgetary, personnel, purchasing, and other procedural controls. Let's replace obstacles with incentives. Several states are experimenting with incentive funds that reward innovation and responsible risk-taking.

Fourth, they should press institutional leaders to define appropriate ways to assess their progress. And keep pressing. Then it is their responsibility to help those leaders build broad public confidence in the measures used.

Finally, they should recognize that they cannot legislate better undergraduate education. State leaders can support an environment that encourages and rewards institutional renewal, but the quality of undergraduate education depends upon a willing response from the campus. There is ample evidence all around us that the response will be there and that it will be powerful.

As governor, and now as chairman of the Education Commission of the States, I have been exploring these issues with state leaders for nearly a year. I have heard from many able and thoughtful people willing to act on these issues. I'm going to work with the state policy leadership and with the higher-education community to find ways that states can inspire rather than stifle the renewal of their colleges and universities.

Thomas H. Kean is governor of New Jersey and chairman of the Education Commission of the States.

SANTA BARBARA CITY COLLEGE

APPROACH TO PLANNING

1985-92

September 9, 1985

1. General

Academic year 1985-86 will be the fourth consecutive year that the College has developed a long-range plan. The planning effort has progressed from one where budget development was almost independent of planning to one where the budget is now directly driven by the departmental plans. The process has also been streamlined to reduce the time and effort required each year.

There is room for improvement. The process can continue to be refined to make it both more useful and less burdensome. For example, the evaluation component will be greatly improved and integrated with planning in 1985-86. Also, planning must be responsive to current trends in enrollment, student demographics and job markets.

2. Relationship to Statewide Planning

SBCB will be participating in the Chancellor's Task Force on Comprehensive Planning in 1985-86, and this will have some effect on our planning process. Specifically, the Comprehensive Planning Project will allow individual plans (e.g., EOPS, HSPS, etc.) now submitted to the Chancellor's Office each year to be incorporated into the district comprehensive plan. References will be made to source materials on file. The state plan must cover a five-year cycle. The second year of the cycle will be in sufficient detail to identify needs for which the Legislature will be asked to appropriate special funding. Years three-five will be general.

3. The Planning Cycle

Planning will cover a five-year period; however, recognizing the difficulty of foreseeing what will take place four or five years in the future, the current practice of developing three-year plans will continue and a fourth and fifth year will be included only if a department has significant plans which extend further into the future. The first year (1986-87) will be in sufficient detail to support new budget requests for personnel, equipment, supplies, printing and duplicating or other expenditure categories. Planning for the second year will be in sufficient detail to permit the Chancellor's Office to seek funding support from the Legislature and Governor. For the third through fifth years, a general description of anticipated program changes and resource requirements is sufficient.

4. Planning efforts at the Cost Center level should be responsive to the Mission Statement and the updated Statement of Institutional Directions. (S.I.D.)

The Mission and the S.I.D. provide the "institutional perspective" within which planning and budgeting will take place. However, this is not intended to be restrictive, i.e., any department addressing unique conditions should feel free to include related plans and resource requirements.

5. Plans should include a review of progress on prior planning goals and an update of current program status.
6. An evaluation section will be included, which will be appropriate to the type of cost center.

For example, Instructional centers will follow the format outlined by Vice President Huglin.

7. Planning materials will be distributed to cost centers through the senior administrator of each administrative unit (VP's, Business Manager, Personnel Director, and B. Miller on behalf of the Superintendent).
8. Plans will be returned, through appropriate review channels, to the senior administrator.
9. The senior administrator will be responsible for integrating the plans for his/her unit and providing a brief summary of the salient points and identifying resource needs, in accordance with the format provided.

The summary should include major objectives for the unit (Instruction, Continuing Education, etc.) and will list personnel, facility and equipment needs for 1986-87, 1987-88 and 1989-90. Summaries should omit such activities as "...consider the addition of a course in..." or "...possible revision of course numbering...". Summaries should include activities that are actually intended or planned to take place.

10. Summaries will be integrated by B. Miller into an overall institutional five-year plan.

The institutional summary plan will be suitable for distribution to the Board and for inclusion in the district five-year submittal to the Chancellor's Office, and will serve as a reference point for CPC budget deliberations and recommendations.

11. The College summary will be submitted to CPC for review and recommendation of priorities among units in the development of the 1985-86 district budget.

12. The packet proposed to go to the cost centers is attached. Included are:

- a. Sample Cover Memo
- b. Description of forms
- c. Forms A through D
- d. Planning/Budget Calendar, 1986-87 Budget Year
- e. Copy of last year's plan as submitted by department (1985-88)
- f. Copy of current year's budget (1985-86)
- g. Mission Statement
- h. Statement of Institutional Directions as amended by CPC

13. Departments which must normally submit annual plans to the Chancellor's Office will incorporate information in their plans to satisfy the CCC needs (which will be disseminated to you as soon as available). This will supplant the usual submittals.

SUMMARY OF WSCH VARIATIONS FROM 1982 TO PRESENT

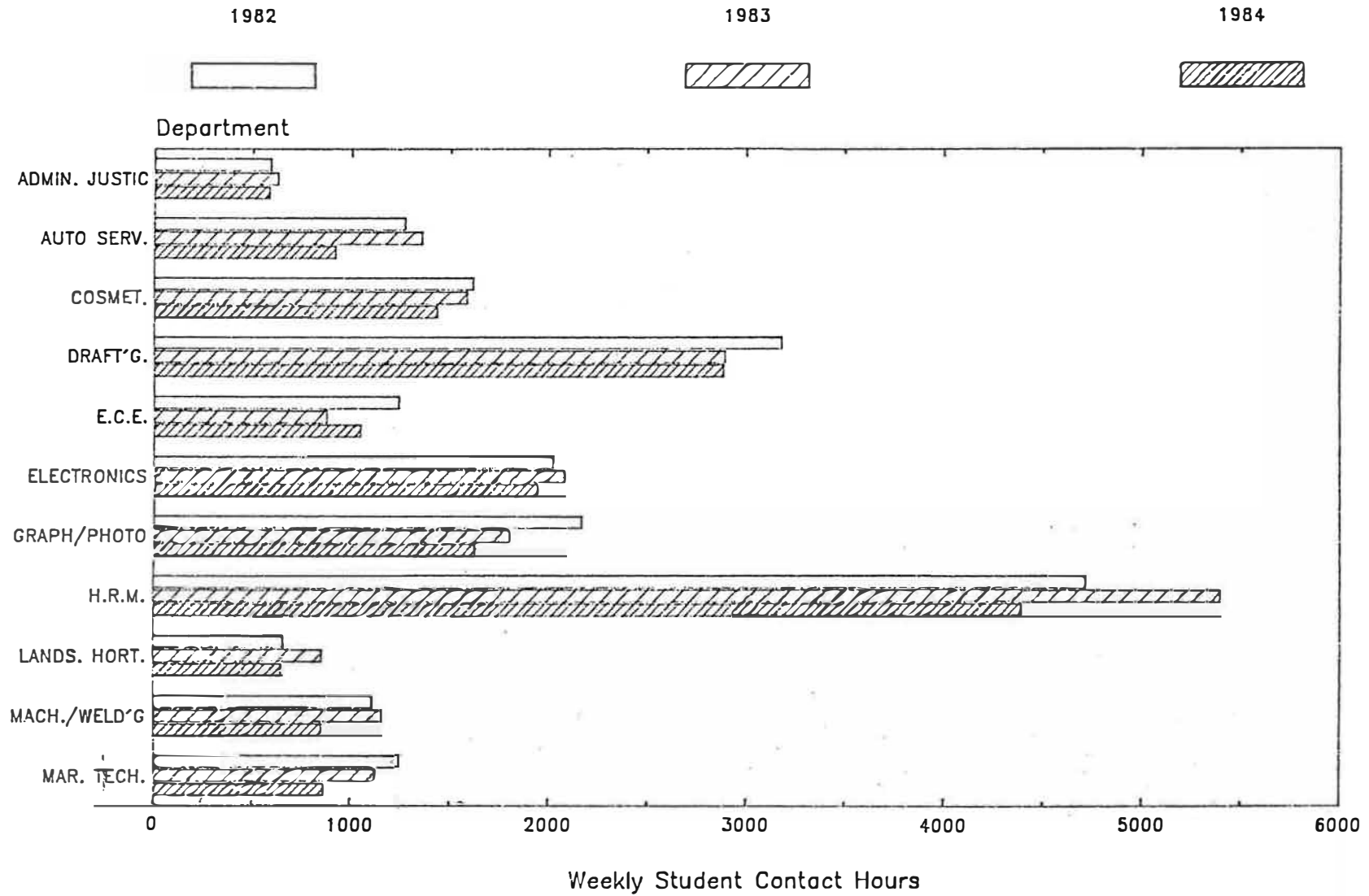
1982-84

1984-85

- | | |
|--|--|
| <p>I. Appl. Sci. & Techn.
Significant declines in all disciplines except AJ, LH, and Electronics.</p> | <p>Increase in all disciplines except AJ, Drafting, LH. Sharp increase in HRM and sharp drop in drafting.</p> |
| <p>II. Business Education
Steady decline in Bus.Ad.(30%), BOE (30%) and MMS (20%)</p> | <p>Continued drop in BOE (10%). Increase in MMS (25%).</p> |
| <p>III. English
Steady increase in ESL/EssSk.</p> | <p>Slight increase in English. Substantial increase (35%) in ESL/EssSkills.</p> |
| <p>IV. Fine Arts/Communication
Slight drop in Art, steady drop in Music, slight increase in TA</p> | <p>Slight increase in Art, Communications. Continued drop in Music (very slight), some loss in TA.</p> |
| <p>V. Health Technology
Major drop in ADN. Slight drop in EMT.</p> | <p>Some recovery in ADN. Continued drop in EMT. Loss in RT and LVN</p> |
| <p>VI. PE/Recreation
Variable, but overall increase of about 10%.</p> | <p>Slight increase</p> |
| <p>VII. Sciences
Steady decline in Biology, Earth. Some drop in Chemistry and Physics also.</p> | <p>Cont'd. decline in Biol., Chem. and Physics. Some increase in Earth, and sharp increase in Engineering.</p> |
| <p>VIII. Math/Computer Science
Slight decline in Math. Sharp drop in Computer Science (30%)</p> | <p>Some increase in Math. Continued drop (5%) in Computer Science</p> |
| <p>XI. Social Sciences
Sharp drop (30%) in Am. Ethnic, steady, rapid drop in History, slow decline in Psychology. Some loss also in Pol. Science and Sociology</p> | <p>General slight increases except in Am. Ethnic, Econ, and Sociology.</p> |
| <p>X. Foreign Languages
General increase in all departments.</p> | <p>Slight drop in all staples, except Italian. Offsetting increase in Oriental Languages</p> |

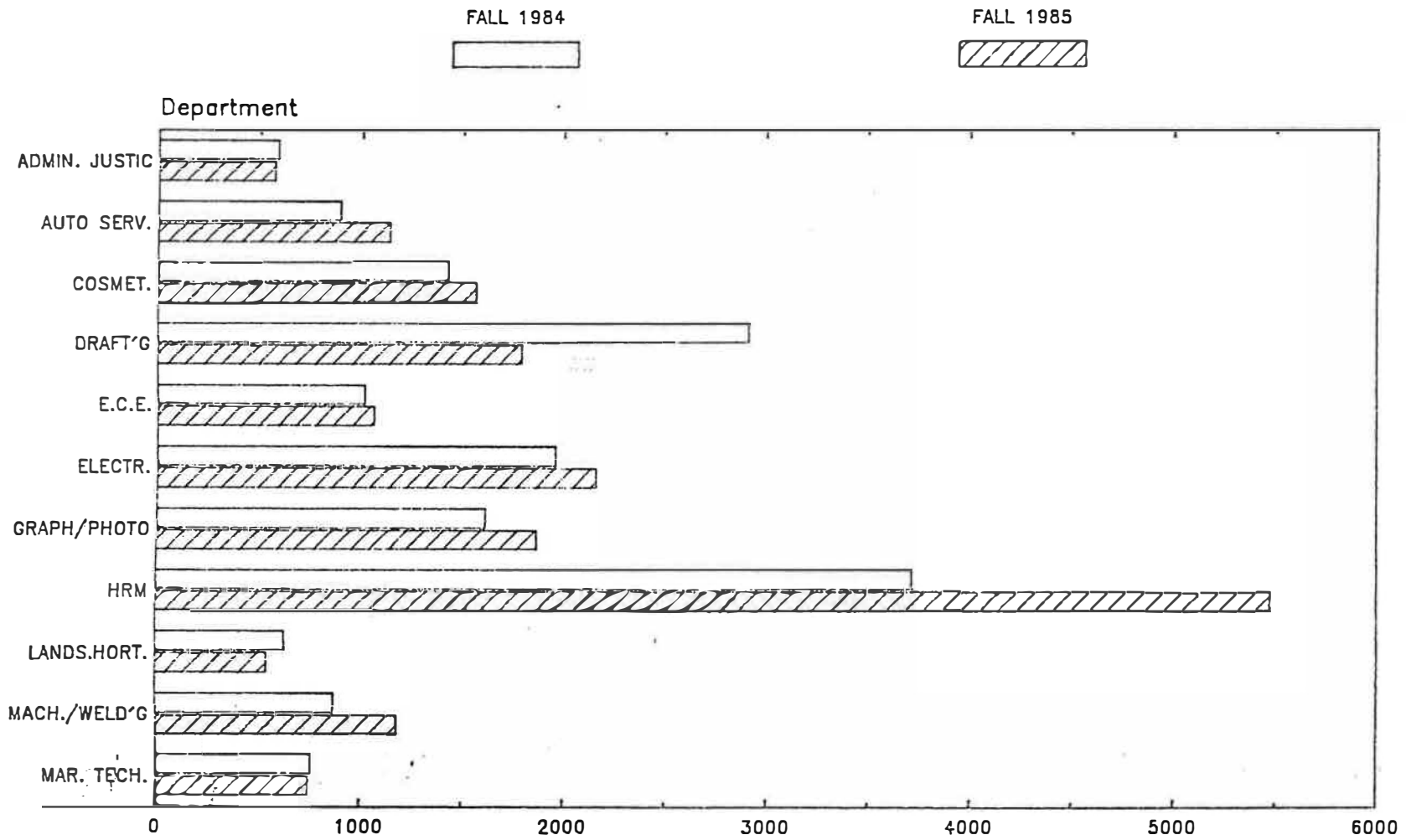
FALL FIRST CENSUS WSCH - 1982 TO 1984

Applied Science and Technology



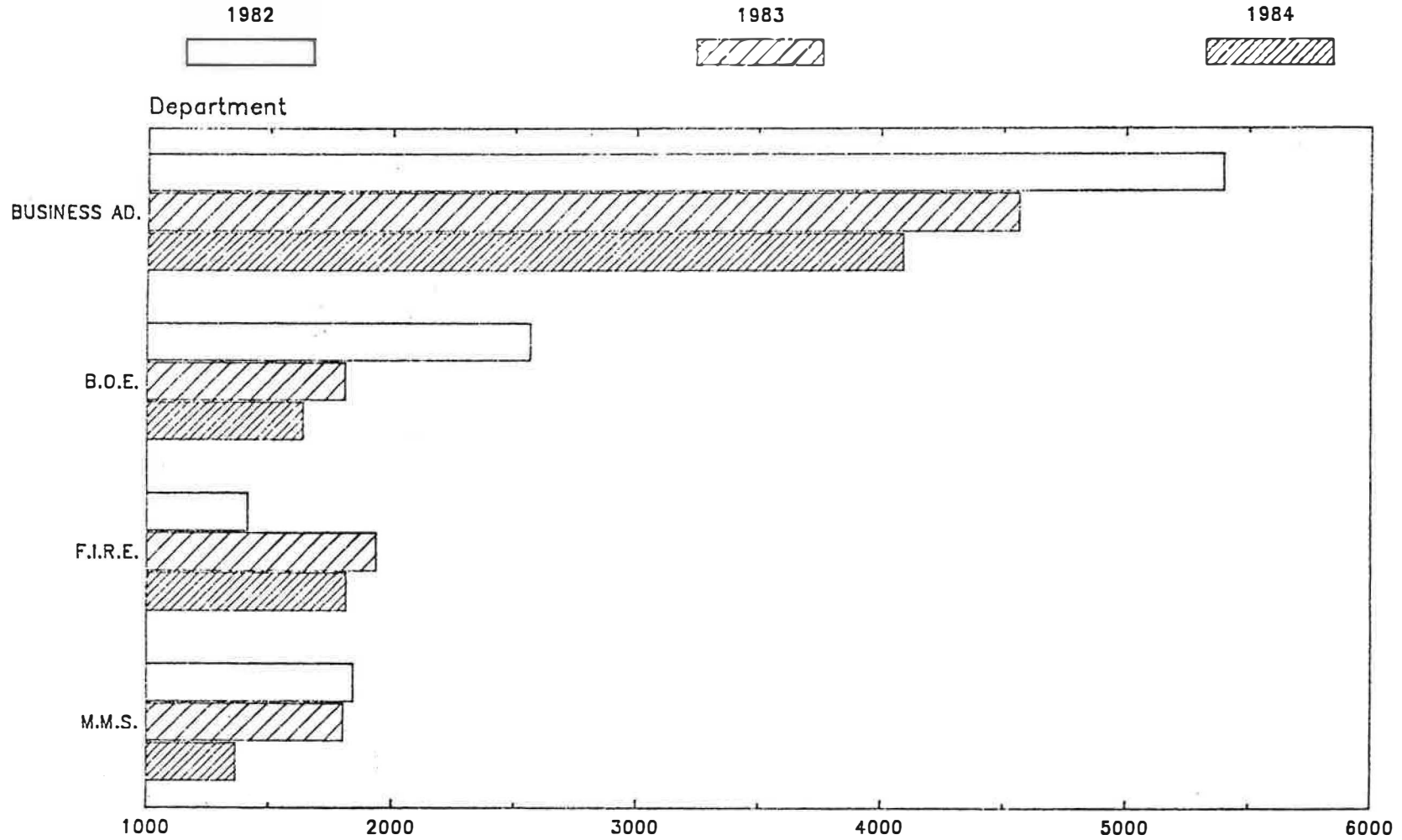
WSCH AT END OF WEEK THREE

Appl. Science and Technology



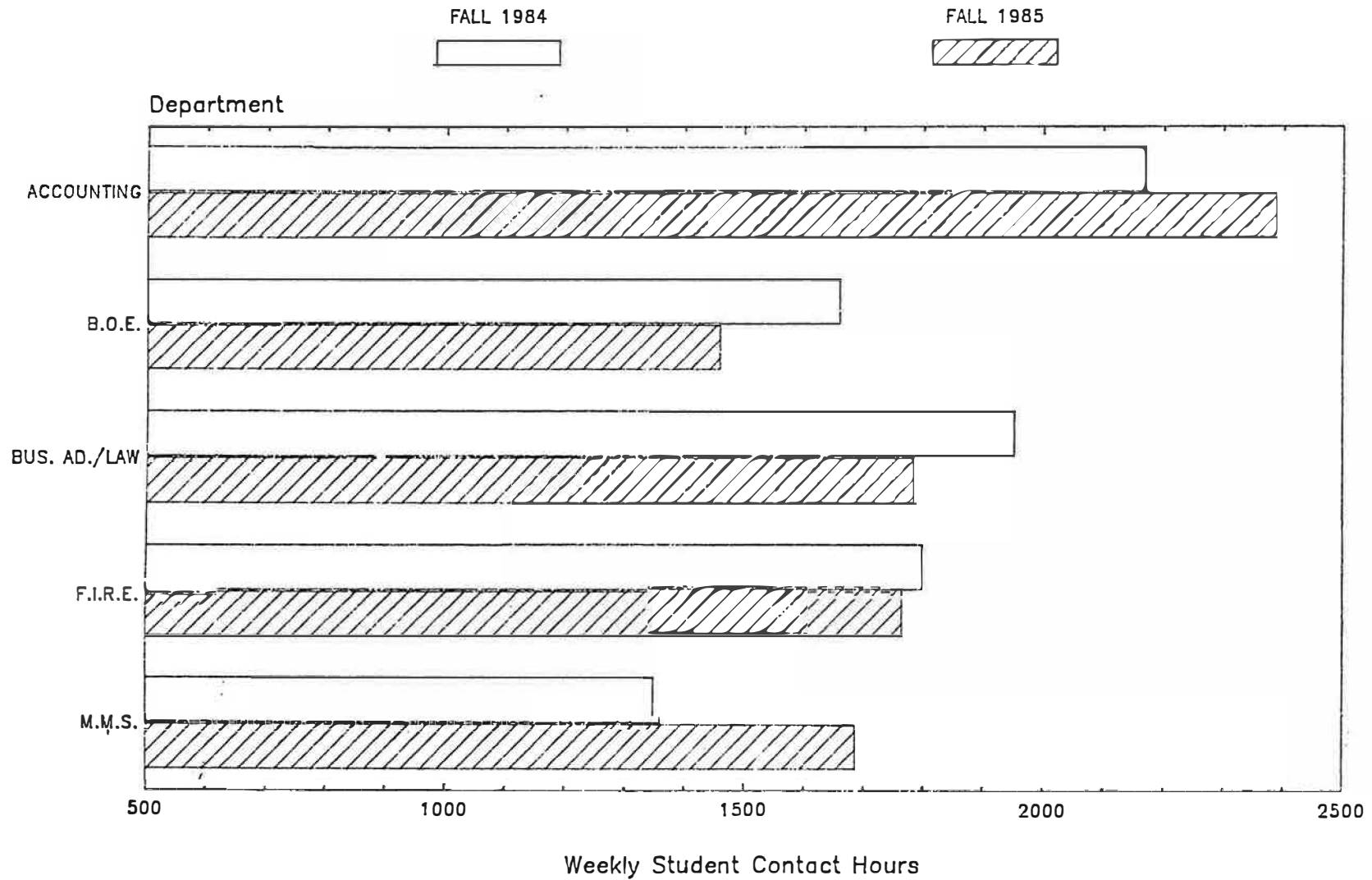
FALL FIRST CENSUS WSCH - 1982 TO 1984

Business Education



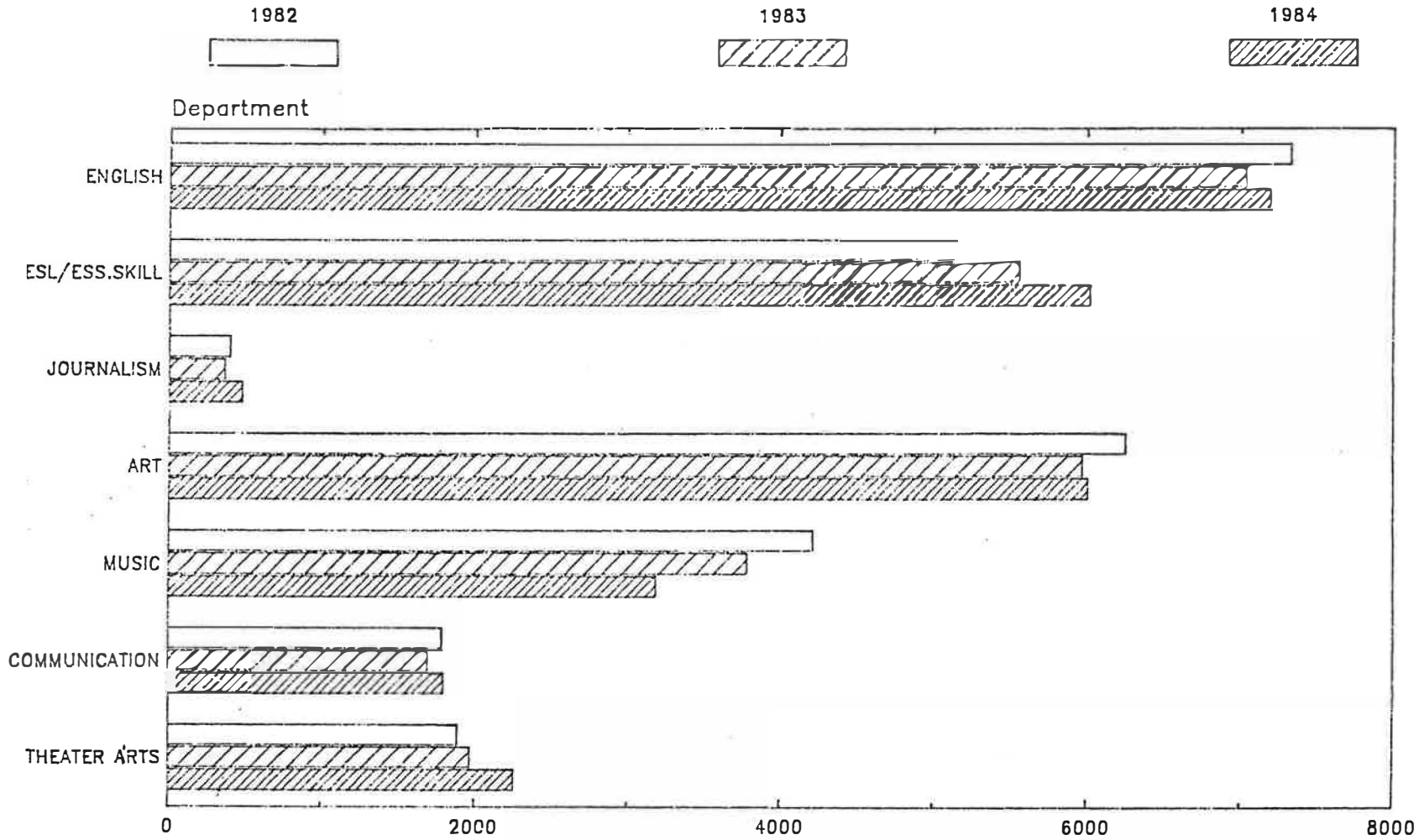
WSCH AT END OF WEEK THREE

Business Education



FALL FIRST CENSUS WSCH - 1982 TO 1984

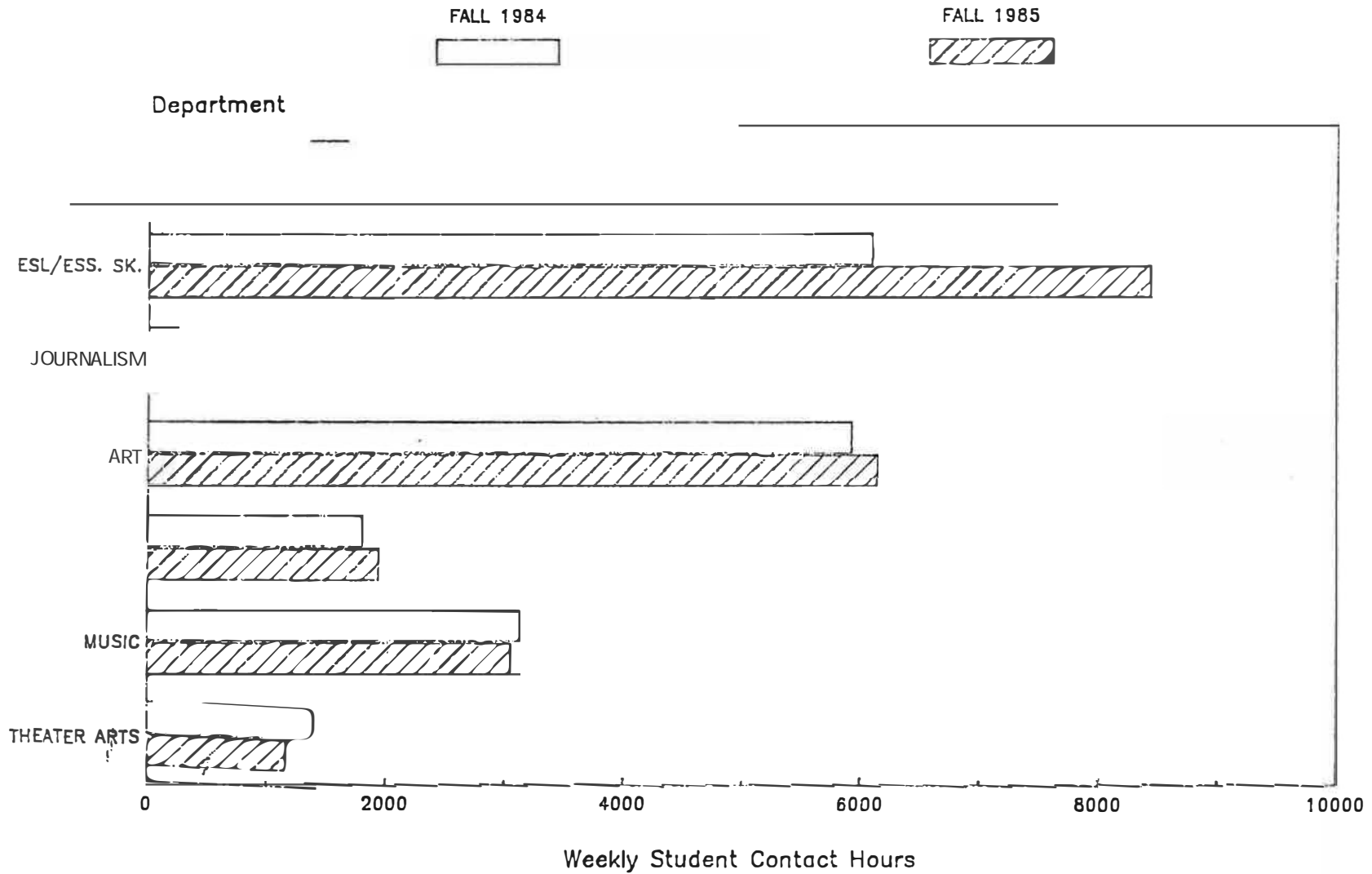
English & Fine Arts/Communication



Weekly Student Contact Hours

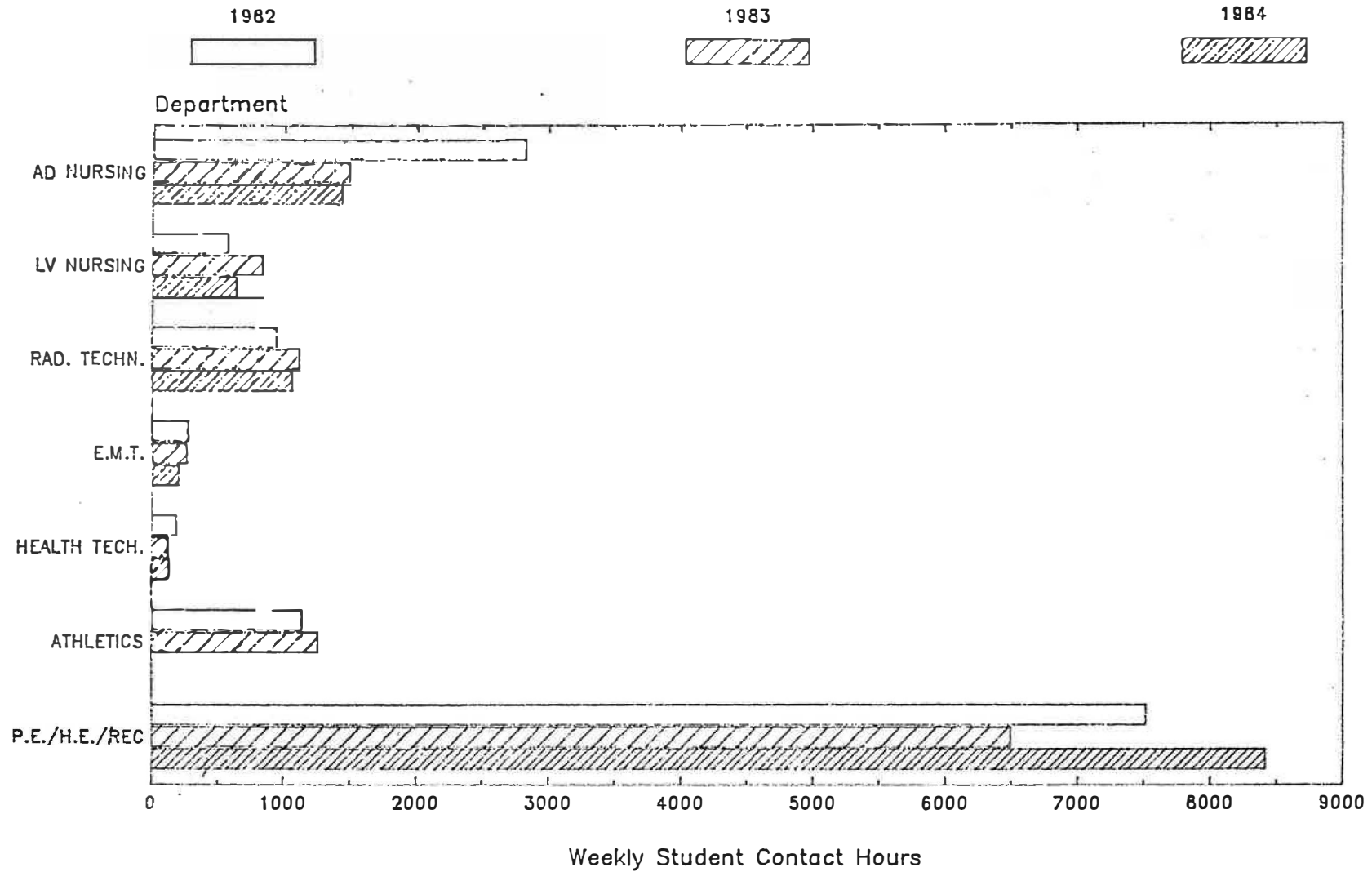
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WSCH AT END OF WEEK THREE
English & Fine Arts/Communication

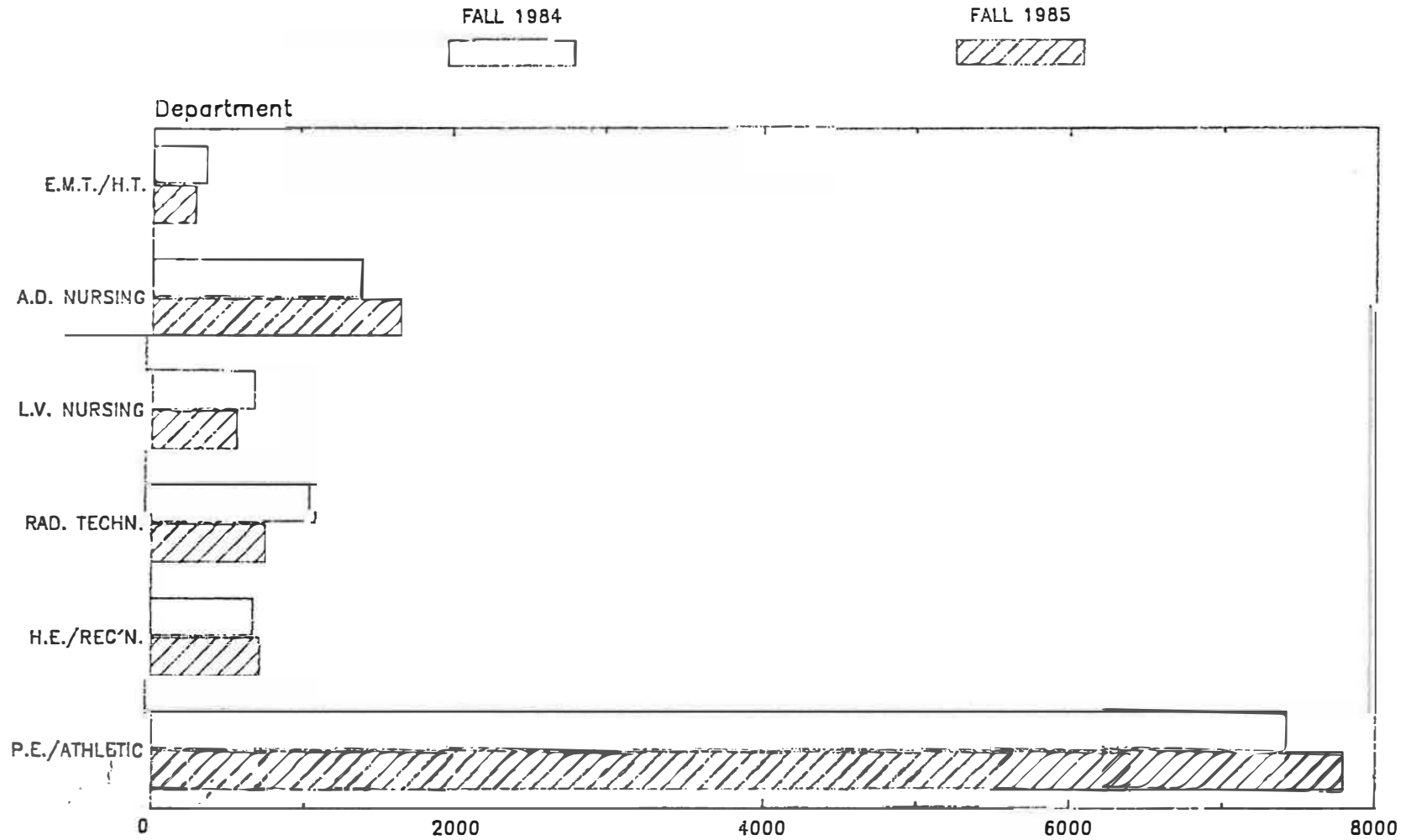


FALL FIRST CENSUS WSCH - 1982 TO 1984

Health Technologies & Athletics/P.E./Rec'n

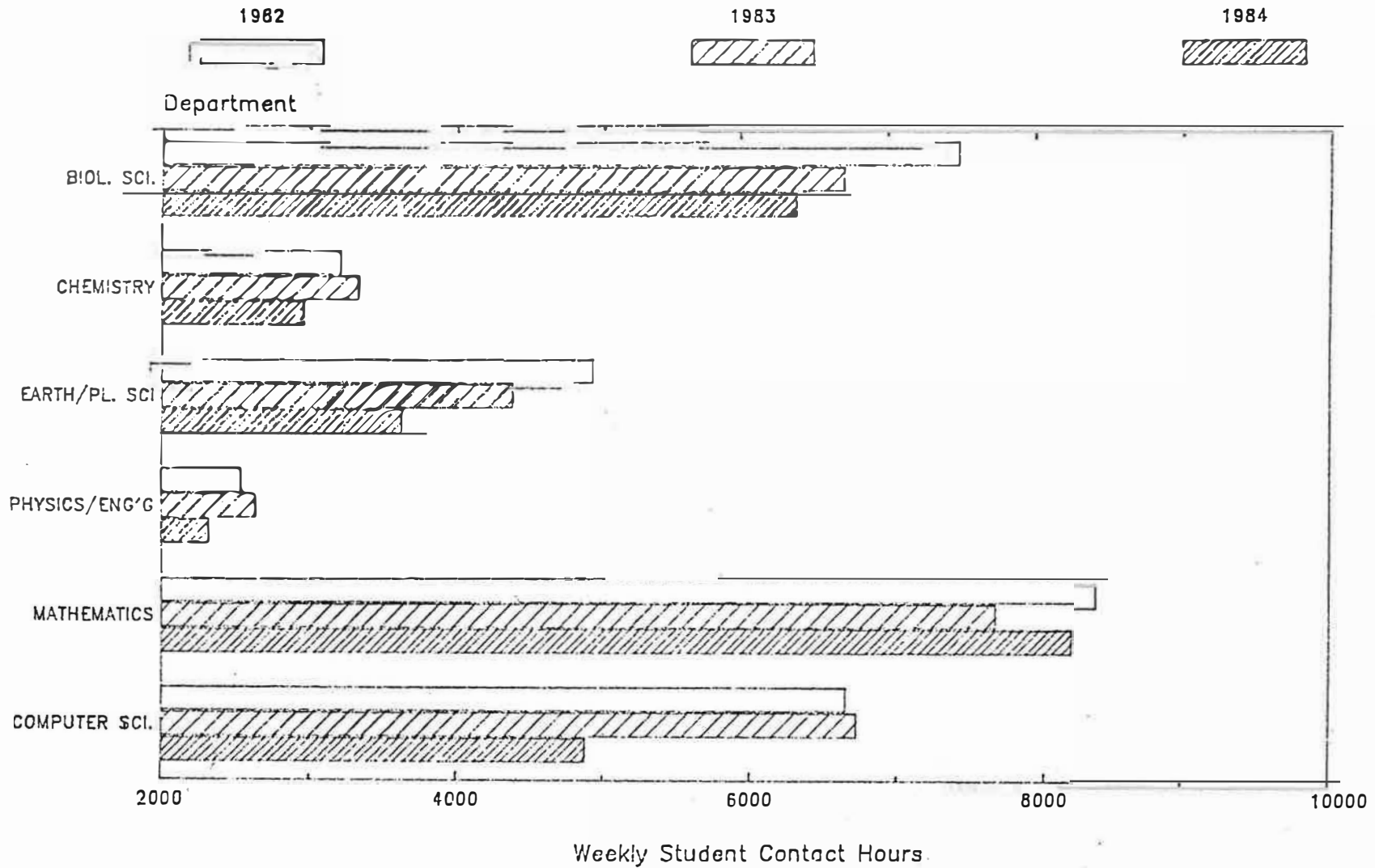


WSCH AT END OF WEEK THREE
Health Technologies and Physical Education



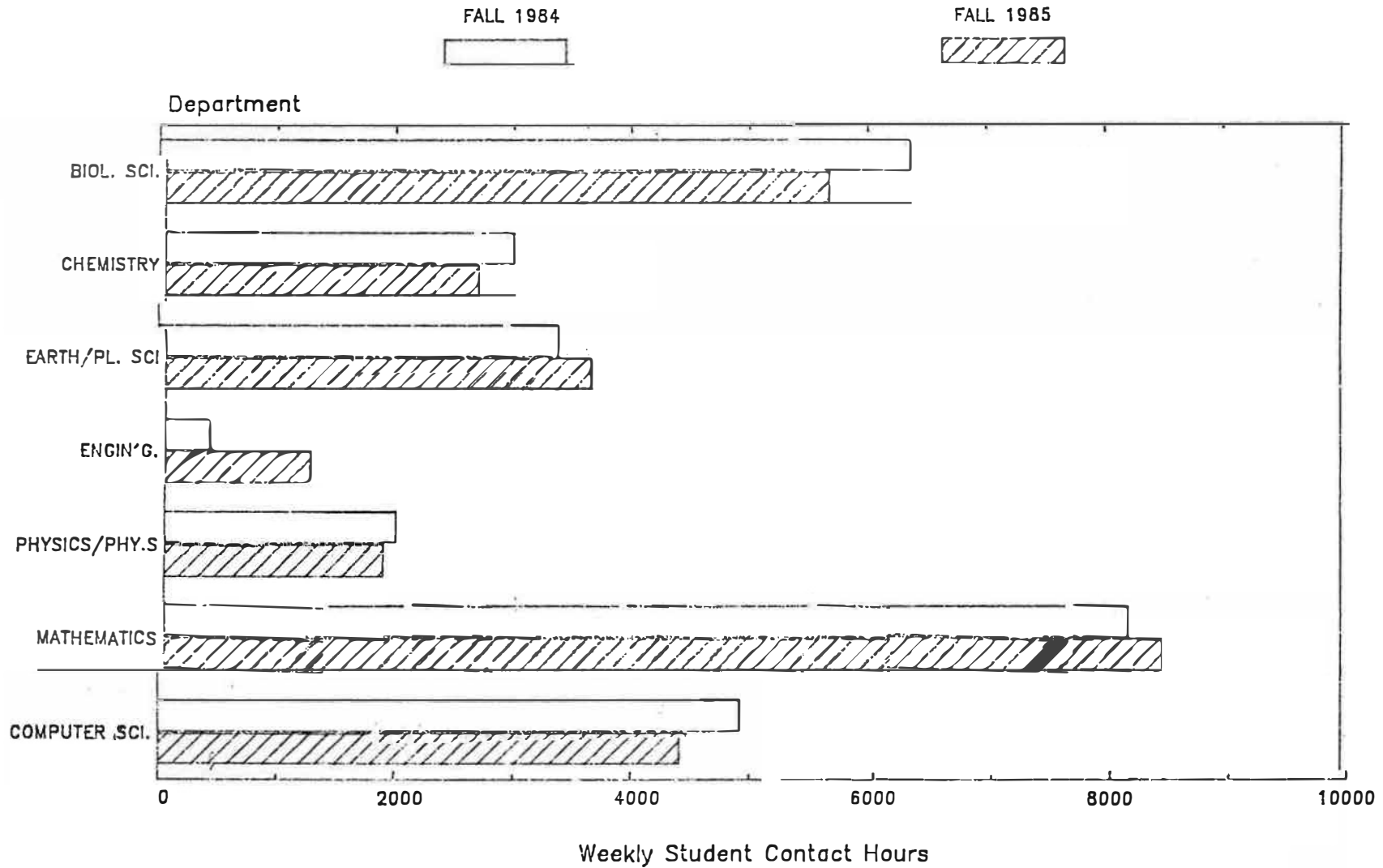
FALL FIRST CENSUS WSCH - 1982 TO 1984

Sciences & Math/Computer Science



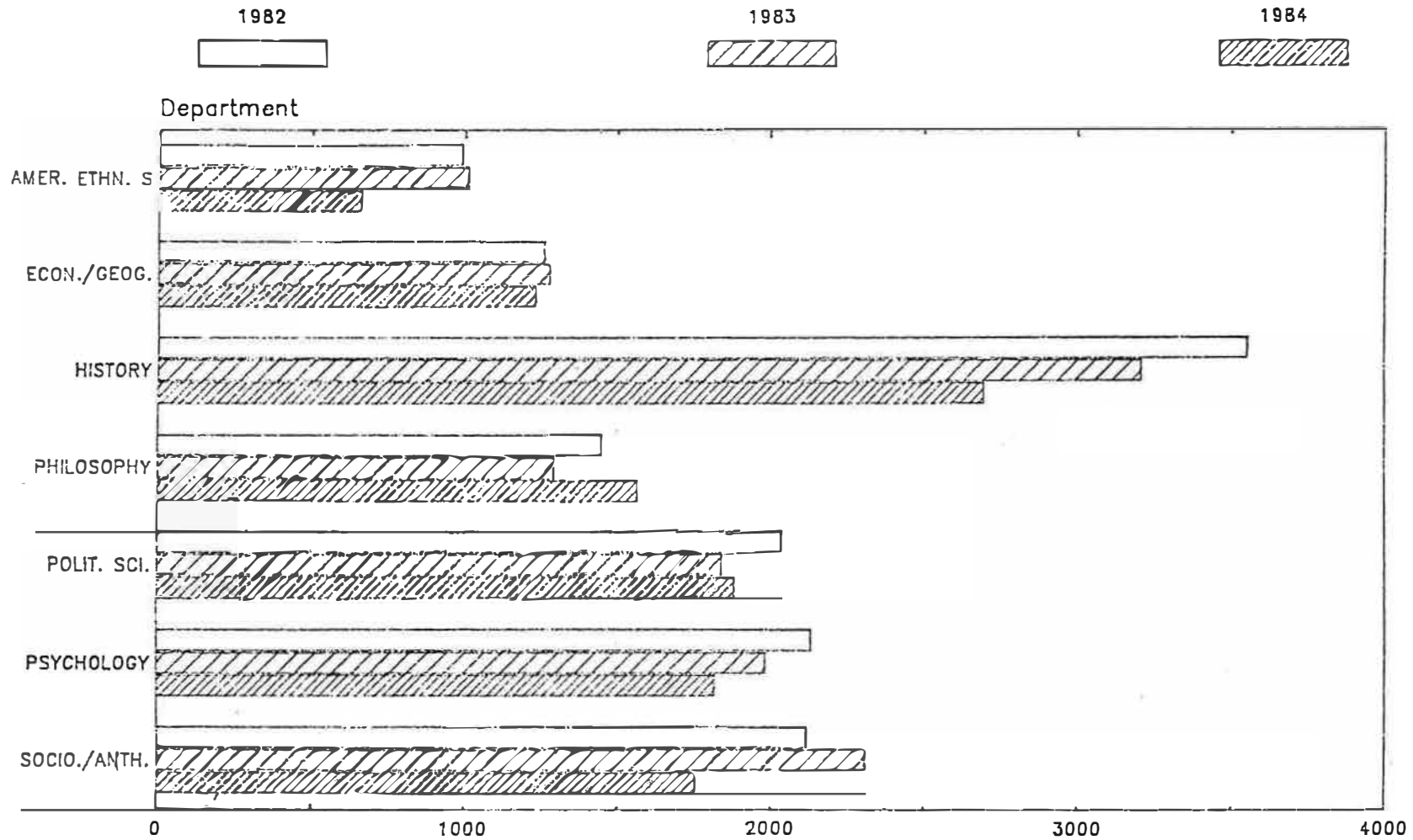
WSCH AT END OF WEEK THREE

Sciences & Math/Comp. Sci.



FALL FIRST CENSUS WSCH - 1982 TO 1984

Social Sciences



Weekly Student Contact Hours

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WSCH AT END OF WEEK THREE

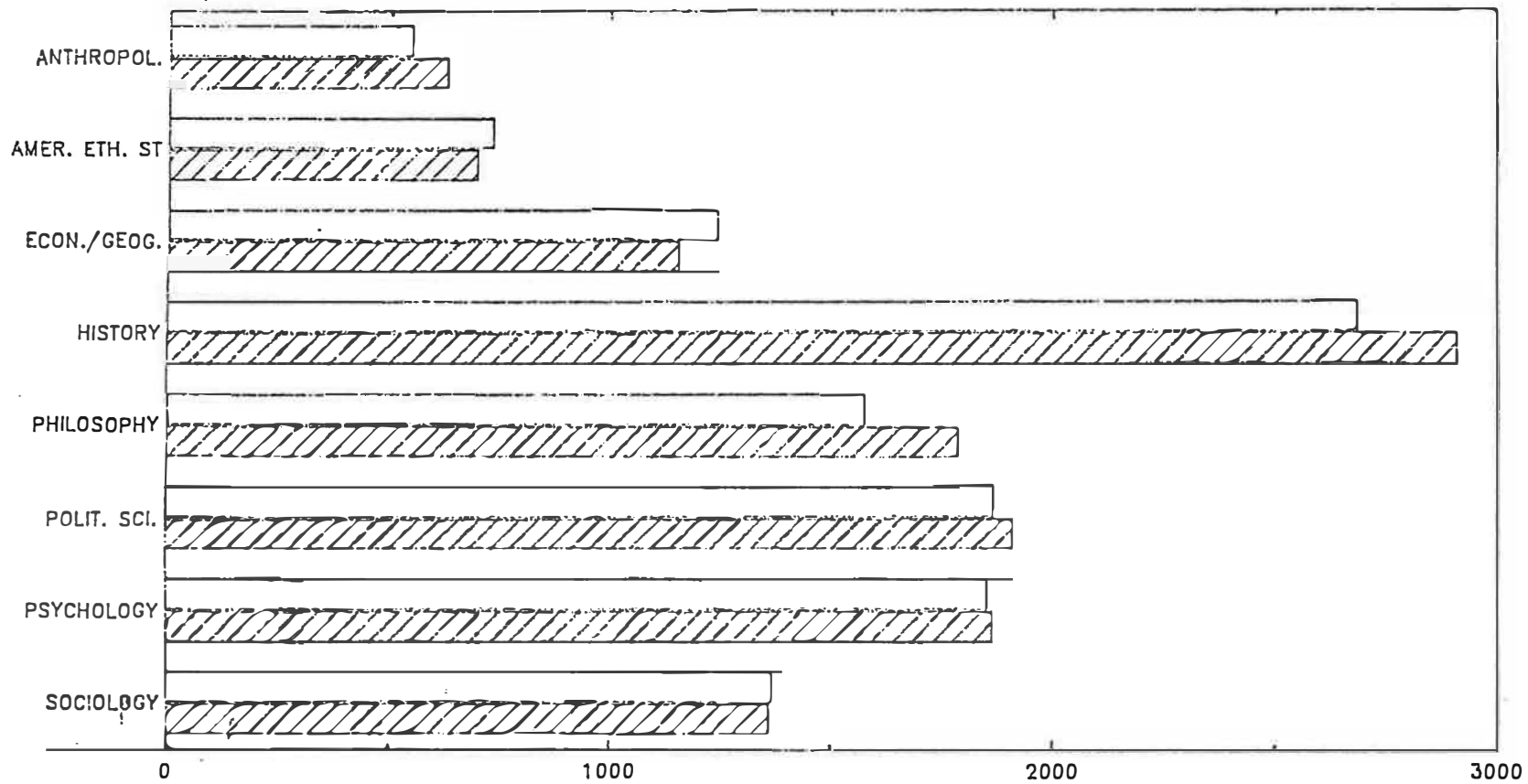
Social Sciences

FALL 1984

FALL 1985



Department

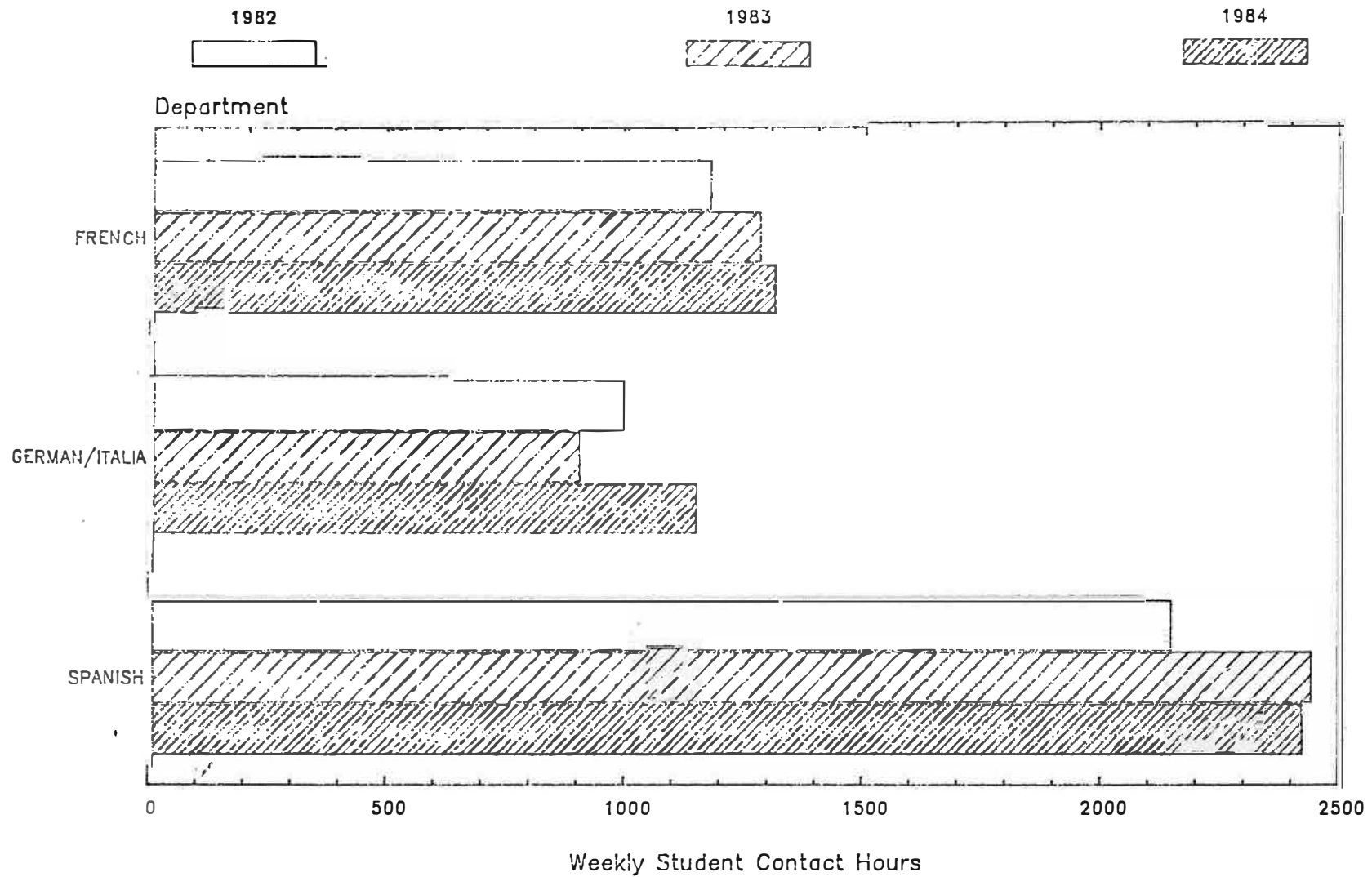


Weekly Student Contact Hours

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FALL FIRST CENSUS WSCH — 1982 TO 1984

Foreign Languages



WSCH AT END OF WEEK THREE

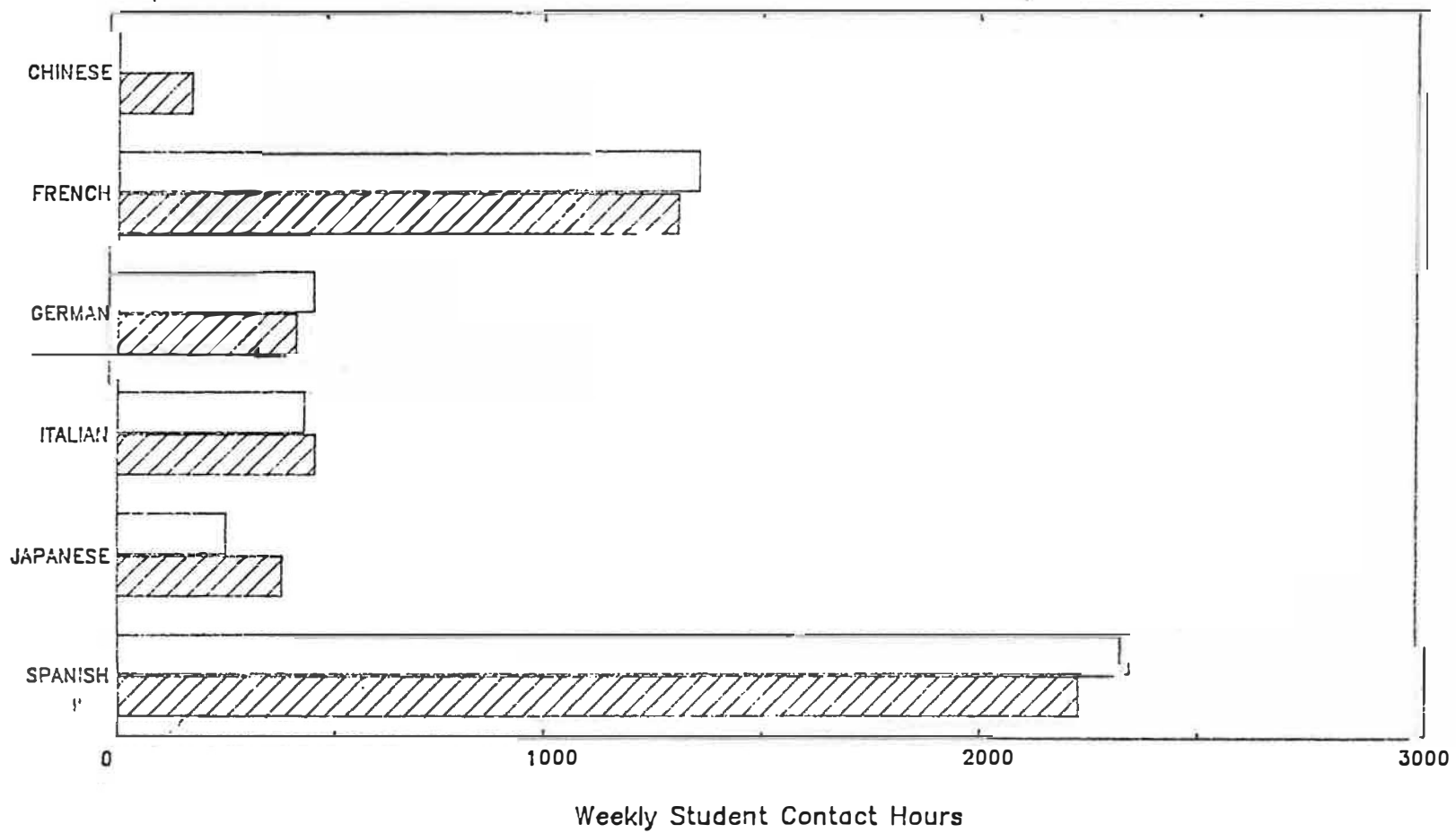
Foreign Languages

FALL 1984

FALL 1985



Department



SANTA BARBARA CITY COLLEGE

DR. PETER MACDOUGALL

GOALS 1985-86

1. Matriculation (assessment, placement, advisement, retention)
2. Learner outcomes
3. Faculty-staff development (especially parttime faculty-1/3ADA)
4. Data processing support
5. Marketing (high school relations, George Gregory applicants who don't register students at the college)
6. Transfer (UC system, Cal State system)
7. Facilities development (Lebrary, conference center, general appearance)
8. Planning
9. Research and evaluation
10. Skills we want students to have (meaning of Associate Degree)

SUMMARY OF CRITERIA FOR ALLOCATION OF STATE FUNDS

Definitions

Change dimensions shall mean the new equipment purchased has changed the emphasis of the instructional program in some way (bring a new program to state-of-the-art).

Equipment shall mean tangible property (excluding land and/or buildings and improvements thereon, library books, licensed motor vehicles and general furniture) of a more or less permanent nature which cannot be easily lost, stolen or destroyed and that has material value. Furniture and computer software which are an integral and necessary component for the use of other specific instructional equipment may be included.

Expansion shall mean the new equipment purchased makes it possible to serve additional students in the instructional program.

Instructional shall mean equipment purchased for class instructional activities involving presentation, demonstration and/or student use.

Purchase shall mean acquisition of equipment through outright purchase or lease-purchase (contractual agreements which are termed "leases" but which in substance and governing board intent amount to purchase contracts) where the equipment purchased is not exclusively for class instructional activities, the cost must be prorated, with applicable cost to instructional activities adequately demonstrated and justified.

Replacement shall mean the equipment purchased has replaced old similar equipment, but does not upgrade the instructional program, expand it to serve additional students or change its emphasis.

Upgrade shall mean the equipment purchased is more modern or up-to-date than equipment formerly being used, but does not expand the instructional program or change its emphasis.

Accountability: The revenue shall be separately accounted for and expended only for instructional equipment.

SANTA BARBARA CITY COLLEGE

September 30, 1985

TO: Dr. Bobgan
Ms. Fairly
Dr. Hanson
Mr. Huglin
Mr. Oroz
Mr. Miller

FROM: Peter R. MacDougall

RE: Planning guidelines for 1986-92

Attached are materials for use in developing the College's long-range plan for the period 1986-92. The "SBCC Approach to Planning" paper, distributed at the September 9 Cabinet meeting, provides the context for our planning effort. Please note the following points:

1. The plan should be an update of that submitted last year.
2. The period covered by the plan has been increased to five years. However, only the first two years need to be done in detail. The final three years should make note of major long-range plans of the department or administrative unit.
3. Planning for your area of responsibilities should be responsive to the College Mission, the Statement of Institutional Directions, and the Program Evaluation you have conducted (and will include) to buttress your planning objectives.
4. Plans will include the following:
 - a. Progress on prior planning goals and objectives.
 - b. Update of current program status.
 - c. Evaluation section - The format will vary by administrative unit. For example, academic affairs will include: Department self-evaluation, evaluation by Division Chair, evaluation by Dean.
 - d. Objectives for next two years, and major long-range goals.
 - e. Resources needed to accomplish stated goals and objectives. (Not a "wish list," but a delineation of specific personnel, major equipment and facilities requirements related to the objectives stated in d.)

Included in sufficient quantity for the cost centers in your area of responsibility are:

1. Forms for developing plans for 1986-92.
2. College Mission Statement.

In addition, you should include for your cost-centers the following:

3. The previous year's plan for each cost center.
4. The 1985-86 budget for each cost center.
5. The Statement of Institutional Directions.

A summary for your area following the general format to be provided later will be turned in to Burt Miller not later than February 1/ 1986.

A College plan will be sent to CPC for review by March 1, 1986. Using the College Plan Summary, CPC shall recommend priorities. The summary plans and CPC's recommended priorities will be the primary factors in developing the College's 1986-87 budget.

The College planning/budget calendar for the 1986-87 budget year is attached for your information.

If there are any questions, please see me.

FORM A
DEPARTMENT PLAN
1986-92

_____ DEPARTMENT

I. OVERVIEW - Brief description of:

A. Significant factor influencing the department's plans and implications of these factors with regard to plans over the next five years (e.g., job outlooks, enrollment trends, technology, demographics, attrition):

B. Progress on prior planning goals and objectives:

C. Update of current status:

D. General departmental objectives:

FORM B
DEPARTMENT PLAN
1986-92

DEPARTMENT

II. EVALUATION SECTION

A. Statistics - Summarize specific data (e.g., trends in WSCH, WSCH per FTE, staffing history, etc.) which you believe support your plan:

B. Evaluation - As applicable for College division, e.g., academic affairs will include departments self-evaluation, evaluation by Division Chair and evaluation by Instructional Dean.

FORM C
DEPARTMENT PLAN
1986-92

_____ DEPARTMENT

III. SPECIFIC PROGRAM PLANS (Objectives)

A. 1986-87

Provide a brief, but specific description of objectives and, if applicable, describe changes in requirements for personnel, equipment, facilities, or other budgetary categories, including shifts from one area to another. As appropriate, include new courses, or programs, new delivery methods, scheduling concepts, or inter-departmental activities. Be as specific as possible. This information will serve as the basis for developing the 1986-87 budget, and the College's educational master plan.

OBJECTIVE

RESOURCE REQUIREMENT
(Personnel, equip., facil., etc.)

FORM D
DEPARTMENT PLAN
1986-92

_____ DEPARTMENT

III. SPECIFIC PLANS - continued:

B. 1987-88

Discuss specifically additional plans the department may have for academic year 1987-88. State objectives and identify major personnel, equipment and facility resources needs. (The College's 1987-88 plan will, when integrated with those of the other community colleges, serve for the budget request to the Legislature and Governor.)

C. 1988-92

Discuss department long-range objectives and plans. Resource requirements (personnel, equipment, and facilities) should be outlined insofar as possible to estimate.

STATEMENT OF INSTITUTIONAL DIRECTIONS

COPY OF PREVIOUS YEAR'S PLAN

COPY OF CURRENT YEAR'S BUDGET

(To be inserted here)

SANTA BARBARA CITY COLLEGE

MISSION STATEMENT

SANTA BARBARA CITY COLLEGE IS FOUNDED ON THE FOLLOWING PRINCIPLES:

There is in each individual an intrinsic dignity and worth.

A democratic society functions best when its members are educated and participating citizens.

Individuals have the capacity to learn to direct their destiny and the responsibility to participate effectively in the affairs of society.

The opportunity to learn should be accessible to all who can profit from it and who wish to avail themselves of it.

Each person should be encouraged and helped to realize his/her fullest mental and physical potential regardless of economic, educational, or physical disadvantages, and/or cultural differences.

The community and the individual are best served when people can find satisfying and productive vocations and can learn to make rewarding use of leisure time.

It is important that all people learn about cultural heritages and how to work together to create a better society.

As a community college, Santa Barbara City College must be responsive to the needs of the community it serves.

A commitment to the ideal and tradition of academic freedom is basic to an intellectual environment which encourages serious scholarship and critical, independent thinking.

Education is a lifelong process, not solely preparation for adult life.

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

Essential

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

Approved by Bd of Trustees
January 13, 1983

Important

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

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

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

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

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

SANTA BARBARA CITY COLLEGE
STATEMENT OF INSTITUTIONAL DIRECTIONS

I. EDUCATIONAL PRIORITIES

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

Directions

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

II. RECRUITMENT/ADVISEMENT/RETENTION EFFORTS

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

Directions

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

III. COLLEGE READINESS/SERVICES FOR UNDERPREPARED

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

Directions

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

IV. HIGH TECHNOLOGY

At a very rapid pace our society is being permeated by a variety of new devices and scientific breakthroughs that are subsumed under the term "high technology." This phenomenon is having a profound effect on peoples' personal lives and is revolutionizing the workplace from the office to the assembly line. Major changes in working conditions will result from the infusion of technology. Job displacement, the need for continued retraining and a shift in the general orientation toward work will require strong retraining programs.

Directions

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

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

V. LIAISON WITH COMMUNITY

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

Directions

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

VI. RESOURCE MANAGEMENT

Present economic circumstances dictate that all of the resources of the college--staff, equipment, and buildings--be used in the most effective manner possible to achieve the goals and objectives implied by the College Mission. The college must achieve an appropriate mix of regular and part-time faculty, classified support personnel, and administrative/management staff. It must also find ways to maintain job satisfaction and compensation so as not to lose the best people to employment in other sectors. Furthermore, there must be ways to assure staff vitality and innovation by bringing in people with fresh ideas and approaches. Finally, we must seriously explore providing staff support services which may be necessary in order to make it possible for new staff to work and live in the Santa Barbara area.

Equipment maintenance and obsolescence and facilities have become an increasing problem as funding in this area has been deferred year after year in the face of tight budgets. 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.

Directions

1. Develop policies which reinforce participative governance and particularly broad-based involvement in the college planning process.
2. Implement methods for increasing productivity through efficient use of staff and facilities.
3. Reallocate existing resources in order to direct them to more effective programs and those which are most responsive to the district's mission.
4. Recognize and understand the very real constraints on resources and the need to resort to reallocation of existing resources in effective planning.
5. Pay continuing attention to affirmative action goals and procedure in all phases of hiring and promotion.
6. Retrain faculty to fit into a changing curriculum.
7. Develop incentives and rewards for outstanding service.
8. Move assertively towards removal of temporary buildings and the development of permanent facilities.

- 11/16/84

SANTA BARBARA CITY COLLEGE
 PLANNING/BUDGET CALENDAR 1985-86

<u>Action</u>		<u>Responsibility</u>
1. Calendar defined	9/15/85	Miller/Pickering
2. Chancellor's Office input	10/01/85	Miller
3. Instructions finalized	10/01/85	Miller
4. Forms defined	10/01/85	Miller
5. Planning budget	10/01/85	Pickering
6. Report sections defined	10/15/85	Miller
7. Summarize articles	10/15/85	Miller
8. In-service kick-off	10/18/85	Cohen/Romo
9. Department plans completed	12/01/85	Department Chairs
10. Division review completed	12/20/85	Division Chairs
11. Dean/VP review completed	1/20/86	Deans/VP's/BusMgr.
12. Summaries to Planning Office	2/11/86	VP's/BusMgr.
13. Preliminary Budget	3/01/86	Pickering
14. Certificated prioritization	3/01/86	CPC
15. Final review of Div.Dept.Plans	3/28/86	CPC
16. Review of Summary Draft	4/10/86	CPC
17. Final revisions to draft	4/20/86	Miller
18. Summary draft to CCC	4/30/86	Miller
19. Tentative budget	5/01/86	Pickering
20. Publish final plan	6/15/86	Miller
21. Final plan to CCC	6/17/86	Miller
22. Plan to Board	8/01/86	MacDougall
23. Adopt Final Budget	9/01/86	Board of Trustees

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