SANTA BARBARA CITY COLLEGE
MATRICULATION PROGRAM
CLASSIFIED STAFF REORGANIZATION PROPOSAL
ORIENTATION/ADVISING/FOLLOW-UP

January 22, 1996

Request Summary: Reallocate existing categorical budget to hire a full-time categorically funded clerk.

Rationale:

Counseling front-desk functions represent a critical link in the smooth and effective delivery of matriculation and counseling services. Over the past several years the counseling delivery system has changed. These changes have been consistent with college-wide efforts to place greater responsibility on students, to increase student autonomy and involvement, to increase the use of technology, and to reduce dependency upon counselors for access to information resources. Counseling services have shifted from principally one-on-one appointment-based services to expanded use of computer-based and printed information resources, increased use of walk-up counseling, and increased expectations of student preparation for counselor contact.

These changes have and will continue to increase the demands placed upon the front desk clerks to effectively determine student needs, make appropriate referrals to support services, screen students for appointment eligibility and walk-up preparation, explain procedures, and provide students with appropriate and accurate information. The information knowledge-base needed to function as a front desk clerk is significant. Furthermore, the development and expansion of computer-based management systems over the past several years has increased the technical demands placed upon front desk clerks.

Currently, Counseling Office front desk services are supported by one full-time district funded clerk (level 21) and three hourly matriculation funded clerks (two @ 48 weeks X 19.5 hours a week and one @ 44 weeks X 19.5 hours a week level 21).

The Counseling Front Desk provides continuous service from 8:00 a.m. - 8:00 p.m. Monday through Thursday and 8:00 a.m. - 4:30 p.m. Fridays for eleven months and 8:00 a.m. - 4:30 p.m. five days a week during the month of July. The services provided by front desk clerks are often the first contact individuals have with the college. The scope and specificity of information disseminated by front desk staff is considerable. Information must be accurate and appropriate to a wide diversity of student circumstances and needs. The consequences to students and the college of incomplete, inaccurate or misinformation is significant.

The use of hourly staff for the front desk has been inadequate. Turn-over is frequent: since June 1993 twelve individuals have resigned from the hourly front-desk clerk position to take full-time and/or higher paying positions. Also, personnel policies governing the number of days we may employ hourly classified staff annually is restricted which has created ongoing scheduling and front desk coverage problems.

We are requesting authorization to reallocate existing categorical hourly clerk budget to hire a full-time categorical clerk. Under this proposal two existing categorical hourly 48 week clerk positions would be converted to one full-time clerk position and a third existing categorical hourly position would be reduced from 19.5 hours to 7.5 hours a week.

The proposed budget represents a reallocation of categorical matriculation funds and represents less than $600 increase in total matriculation funds allocated to counseling services. Over the past several years funds have been reallocated to provide increased on-site computer support to Project ASSIST, additional College Representatives (students) and anticipated state budget reductions (which did not materialize), while funding for general counselors has decreased. The overall 1995-96 and 1996-97 proportion and total dollars allocated to Counseling programs for orientation, advising/counseling and follow-up services is virtually the same as the overall allocations in 1993-94 and 1994-95. As such the proposed budget is not an expansion of funding but rather a reallocation of funding.

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Budget Summary

Resources:

Reallocation of current budget for two hourly clerks
@ 48 weeks:

Salary (2 X 19.5 hr x 48 wks @ $8.62)	$16,136	
Payroll Expenses	$ 1,613	
Sub-Total	$17,749	$17,749

Reallocation of 12 hours a week from the one
eleven month hourly clerk (19.5 hours a week to
7.5 hour a week)

Salary (12 hr X 44 wks @ $8.62)	$ 4,551	
Payroll Expenses	$ 455	
Sub-Total	$ 5,006	$ 5,006

Total Reallocation............$22,755

Allocation of categorical matriculation
budget (approved by Matriculation Steering
Committee on December 15, 1995) $ 9,476 $ 9,476

Total Available Resources $32,231

Budget:

Cost for one full-time, 12 month clerk

Salary (level 21)	$23,364	
Payroll Expenses	$ 4,025	
Health and Wellness	$ 4,826 (max)	
Total Budget	$32,215	$32,215

SANTA BARBARA CITY COLLEGE

ACCREDITATION SELF-STUDY

PHASE II

FINAL DRAFT - 3/21/96

STANDARD SEVEN - FINANCIAL RESOURCES

Introduction/Background:

Phase I of the accreditation self-study addressed Standard 7, Financial Resources, and calculated/certified that the standard is being met as documented and described.

Phase II of the accreditation self-study will evaluate the impact and/or project the probable impact of "Project Redesign" on Standard 7.

7.A   Financial Stability

Financial resources are sufficient to achieve, maintain, and enhance the goals and objectives of the college. The level of financial resources provides a reasonable expectation of financial viability and improvement. Financial management exhibits sound budgeting and accounting. Financial planning is based on institutional planning involving the governing board and broad staff participation.

As described in Phase I of the self-study, the District attempted to stabilize the effect of the state-wide shortfalls through cost cutting, service reductions, and freezing vacant personnel positions. The recognition that we needed to radically change the "way we do our business" spawned the idea for re-engineering our processes and Santa Barbara City College's Project Redesign. At the onset, a built-in assumption was that the redesign efforts would cause us to rethink our processes, become more efficient, and reduce our costs.

Project Redesign:

The College Planning Council began the "re-engineering" of Santa Barbara City College in September 1994. Over the next three months the Council identified 20 processes which needed to be "fixed." Subsequently one of those was dropped, and the redesign methodology begun with the student access to information in December 1994. As this project progressed, College Planning Council established time lines for the rest of the projects beginning June 1995 through June 1996.

To date nine redesign projects have been started and reports published on each project. However, none of the projects has progressed to pilot development stage. Therefore, the ultimate impact on Standard 7 is open to considerable conjecture and subjective conclusions.

The redesign methodology is described elsewhere in this self-study; therefore, only the conclusions from each redesign that appear to affect Standard 7 are discussed here.

In reviewing the nine project redesign reports, a major focus has been on new technologies which will allow the District to move toward more automated, electronic processing, storage,

and retrieval of stored information. This translates to massive new equipment needs and major upgrades in Information Technologies. As described under Standard Six, an estimated minimum of about $945,000 and possibly as much as $2.25 million - $2.5 million will be needed as a one-time commitment for new equipment identified in the first nine projects. Based on the Information Technology redesign the ongoing need for replacement equipment will more than double from $320,000 per year to $736,000 or possibly even $900,000 per year for the foreseeable future years.

The District has begun to identify the probable additional costs and possible savings associated with each redesign project; however, we are still in a very preliminary stage of analysis and evaluation.

As each project gets better definition, some cost savings have been projected. Several projects recognized "future cost savings" after a significant investment in new equipment. It can be postulated that there will be savings and/or better service when the redesign projects have been implemented; however, definitive data to support that conclusion is still very tentative.

7.B   Financial Planning

Financial planning is based upon the educational master plan and provides for staff participation and budget approval by the governing board. The policies, guidelines, and processes for developing the budget are clearly defined and followed. Financial planning takes into account long-range projections regarding programs, services, costs and resources.

Project Redesign did not identify a specific emphasis on budget development and financial planning; however, the College Planning Council adopted a Strategic Planning Document 1996-1999 which includes a Vision Statement, Mission Statement with goals and objectives for the next three years.

Under Leadership Goals the plan calls for coordination and complementing Project Redesign's movement from a function-based to a process-based model. This goal will certainly affect how the organization functions and how resources are allocated in the future.

Under Institutional Support a new goal to "develop resource acquisition and allocation plans for completed redesign projects" will change the long-term planning focus in the financial area. A further goal to develop "a resource acquisition and resource allocation budgeting process that builds from the institutional plan" will definitely impact the financial planning process.

7.C   Financial Management

The institution's financial records and internal control processes are organized and clearly defined.

Several redesign projects will likely have an impact on the financial management of the District in the following areas:

1. Registration - Payment of fees/charges

    Several recommended changes will affect existing processes. Examples:

    a.   One-stop fee payment
    b.   On-line look-up, updating and information access
    c.   Telephone registration
    d.   Credit card payments
    e.   Debit card ability
    f.   24-hours kiosk availability
    g.   Transcript processing and fees
    h.   Bookstore and food services
    i.   Refunds will be automated

2. Financial Aids

    a.   Better, quicker, more efficient financial aid procedures.
    b.   Disbursement of checks/awards--fully automated with audit cross checks.
    c.   Status of checks: clearing, undelivered, canceled, lost--will be electronically monitored.
    d.   Awards could be electronically transferred to student accounts.

3. Purchasing of Routine Supplies

    a.   Use of a credit/debit card will reduce paperwork, processing, follow-up, and errors.
    b.   Inventory of routine supplies will be reduced, and at the same time a wider variety will be available through the Bookstore.
    c.   The new purchasing assistance center will change the focus from pre-auditing to post-auditing and customer assistance.
    d.   Bulk storage of paper products will be centralized.
    e.   Supply items/catalogs will be on-line to various vendors.

4. Payment of Claims

    Although the redesign project has not yet begun, it is anticipated the following benefits will accrue:

    a.   The payment process will be simplified, streamlined, and more fully automated.
    b.   Follow-up, verification, and problems will be reduced substantially.
    c.   Cooperation in redesign by the Santa Barbara County Schools will reduce staff time, reduce copy costs, speed up processing, and assure timely, proper approvals.
    d.   Auditing of claims payments will be reduced and simplified.
    e.   Better management reports will be possible.

SANTA BARBARA CITY COLLEGE
1996-99 STRATEGIC PLAN

COLLEGE PLANNING COUNCIL

DRAFT

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Revised March 19, 1996

PREAMBLE TO THE
SANTA BARBARA CITY COLLEGE
1996-99 STRATEGIC PLAN

COLLEGE PLANNING COUNCIL

DRAFT
(revised March 19, 1996)

This document presents Santa Barbara City College's 1996-99 Strategic Plan. It is intended to be used as the central, organizing document for decision making, planning, and budgeting throughout the College during the 1996-99 time period.

The Strategic Plan is a result of thoughtful and substantial dialogue involving many individuals and groups across the College. This dialogue considered all facets of SBCC, particularly the challenges the College faces as a result of the fundamental transformations occurring in higher education, our community, the workplace, and the world-at-large.

In order to achieve its mission, SBCC must positively respond to these dramatic changes by reassessing and improving its teaching and learning models for credit and non-credit programs. Some of the more significant challenges noted during the strategic planning process include:

- increasing student diversity in ethnicity, age, life style, learning style, preparation for college, and computer literacy
- heightened demands on instructional delivery systems to meet diverse and growing student needs
- increased competition in higher education
- the increasingly rapid rate of technological change
- the availability and wide-spread use of instant global communication
- fundamental changes in the workplace and nature of employment

SBCC's 1996-99 Strategic Plan commits the College to meet the challenges of the present and future and to make a positive impact on each student's personal and professional life. This same commitment holds true for SBCC's faculty, staff, and administration.

As a learning community, SBCC approaches this task with enthusiasm, hope, and confidence in our ability to serve our students and community in a manner consistent with our most fundamental values: achieving educational excellence, providing for our students well-being, supporting a cooperative and collegial environment, and believing that each individual has dignity, worth, and potential for growth.

SANTA BARBARA CITY COLLEGE
1996-99 STRATEGIC PLAN

COLLEGE PLANNING COUNCIL

DRAFT
(revised March 22, 1996)

SBCC VISION STATEMENT

Santa Barbara City College will be a model for community colleges in the 21st century by being responsive to the community, providing learner-centered educational experiences and committing to a continuous process of improvement, innovation and renewal.

The College will provide learning experiences of uncompromising excellence to inspire and enable students to reach their highest potential in achieving their diverse educational goals.

The College will manifest a commitment to scholarship, academic freedom, critical independent thinking and personal responsibility.

The College climate will embrace collegiality, mutual regard and caring among students, faculty and staff who will feel a sense of hope, pride and ownership in their work.

SBCC MISSION STATEMENT

Santa Barbara City College provides open access to curriculum, instruction and support services to assist students in pursuit of their transfer, career preparation, employment advancement and retraining, and enrichment goals.

The College provides comprehensive, learner-centered experiences that develop knowledge and skills essential for academic, professional and personal growth.

In all aspects of its mission, the College focuses on the diverse educational needs of the local and global communities.

SBCC GOAL AREAS,
GOALS, AND OBJECTIVES

COMMUNITY RESPONSIVENESS

Service to its local community is a primary responsibility and commitment of Santa Barbara City College. Programs and services offered by the College will be responsive to the needs of residents of the South Coast community.

The College also understands its role in an increasingly international community, and will provide opportunities for South Coast residents to expand their horizons beyond the immediate geographic area. Furthermore, where appropriate, the College will broaden its outreach to include offering educational opportunities to people outside of its traditional area.

GOAL 1 Develop and implement strategies that reach out to diverse groups in the community, including underrepresented populations, to increase awareness of, access to and enrollment in SBCC's credit and noncredit programs.

Objectives

   1a)   Identify enrollment benchmarks for ethnically underrepresented students by December 1996.

   1b)   Identify enrollment benchmarks for students identified as seeking career preparation and retraining, and returning students by Fall 1996.

   1c)   Increase enrollments by _____ % for ethnically underrepresented students, by ____% for students identified as seeking career preparation and retraining, and by ____% for returning students by _____ 1999.

   1d)   Increase by____ % the number of working adults age 25-40 enrolled in credit programs by _____ 19____.

   1e)   Complete a study by Spring 1997 on the feasibility of increasing the number of international students enrolled in SBCC credit programs.

GOAL 2 Provide multiple options, both on and off campus, for access to information and matriculation processes. *(Do we need to further define "matricution processes"?)*

Objectives

   2a)   Implement a telephone registration option in credit and non credit programs by May 1997.

   2b)   Provide information and class schedules on credit and non-credit programs electronically by January 1997.

   2c)   Provide applications and the application process for credit and non-credit programs electronically by February 1998.

   2d)   Conduct a study of maticulation processes and identify impediments to student success and satisfaction by June 1997.

   2e)   Develop and implement strategies to eliminate impediments and to assist students in their matriculation to SBCC by June 1998.

GOAL 3 Expand strategies to interface with service area K-12 districts and other community organizations to improve cooperation as a means of facilitating student transition to SBCC.

Objectives

3a) Develop, articulate, and implement with local school districts and UCSB a three-year BA program by October 1996.

3b) Make the membership in the College Rep Program reflective of the diversity of the South Coast community by May 1998. *(Linda working on new language for this objective)*

(Subgroup working on objectives to address increasing cooperative relationships with K-12 districts)

GOAL 4 Develop and implement programs which respond to community needs and key social issues.

Objectives
(subgroup working on language for objectives 4a and 4b)

4a) Identify key community needs and social issues by ____ 19__.

4b) Develop a process for incorporating social issues and economic trends into course offerings by September 1999.
(Ideas for changing this objective: develop strategies to better ensure the incorporation of social issues, etc.; complete an assessment of curriculum concerning the degree to which social issues, etc. incorporated into...; providing ways in which faculty may be incorporate/infuse social issues, etc. into curriculum and then do evaluation)

4c) Develop and implement a Geographic Information Systems program by___19__.
(objective to be completed by VPAA)

4d) Develop instructional programs that support the Santa Barbara Region Economic Development Community initiative in the areas of telecommunication, software/multi-media development, and medical materials by May 1999.

4e) Complete a feasibility study regarding instructional programs in environmental studies by ____ 19__. *(objective to be completed by VPAA)*

GOAL 5 Establish mutually beneficial, partnerships with the business sector and community organizations to enhance relationships and increase educational opportunities for students.

Objectives

5a) Increase private sector participation on college program advisory committees by ____% by June 1999.

5b) Expand work-site experiences for students by ____% by June 1999.

5c) Expand the number of customized training programs offered in an academic year by 100% by June 1999.

5d) Implement the District's plan for Strategic Partnerships by January 1996.

5e) Expand Business and Industry Associates memberships by 20% by September 1998.

5d)   Increase by 100% corporate financial support to SBCC, including scholarships, by January 1999.

5e)   Implementa customized services/training consortium with local employers by September 1997.

5x) *(New objective: Jack coming up with language on non-financial, non-Foundation support)*

INSTRUCTION
(this section being revised by Kathy, Jack, others)

LEADERSHIP
Santa Barbara City College has demonstrated its commitment to process innovation by implementation of the Project Redesign initiative. As the College redefines its core processes, it will also reevaluate the administrative and leadership structures of the institution. These new tructures will reflect a less hierarchical administrative system, a more effective governance process and a commitment to flexibility and responsiveness.

GOAL 1   Redefine and expand new leadership roles and organizational structures which complement Project Redesign's movement from a function-based to a process-based model.

Objectives

1a)   Complete a comprehensive study of existing organizational structures and leadership roles as the basis for adopting a process-oriented model of administration by June 1998.

1b)   Begin implemention of the process model throughout SBCC's administrative structure by July 1999.

GOAL 2   Provide opportunities, training and incentives to encourage the participation of a larger number of faculty, staff and students in college governance.

Objectives

2a)   Develop and implement an incentives strategy to increase participation in governance by faculty, staff, and students by June 1997.

2b)   *(New objective for: establishing criteria and methodology for evaluation strategies...)*

2c)   Increase faculty and staff participation in leadership roles by June 1999.

2d)   Achieve student participation on 90% of appropriate *(Do we need to clarify what we mean by 'appropriate"?)* College governance bodies by June 1999. *(Linda reviewing this objective)*

(need to come up with objective [s] on training)

INSTITUTIONAL SUPPORT

In order for the College to achieve its Mission, faculty, staff and students require the support of a variety of College-wide services and technology. This Strategic Plan provides overall direction for the employment of these institutional support systems, while process-based methods will provide the framework in which they are delivered.

GOAL 1   Provide staff and faculty with skills needed to implement redesign initiatives, manage on-going change, integrate innovations into college operations, and implement continuous improvement methodologies.

Objectives

1a)   Develop implementation, resource acquisition and allocation plans for completed Redesign projects by June 1997.

1b)   Implement process innovations resulting from Redesign projects into college operations by June 1999.

1c)   Develop and implement a training program in change management strategies and methods by June 1997.

1d)   Develop a training program in continuous quality improvement strategies and methods by August 1996.

GOAL 2   Develop and implement a resource acquisition and resource allocation budgeting process that builds from the institutional plan.

Objectives

2a)   Complete a study on alternative methods of funding program initiatives by June 1997.

2b)   Identify resource requirements needed to meet institutional plan objectives by December 1996.

2c)   Develop a process-based budgeting plan by June 1999.

2d)   Conduct an ongoing reexamination of the District's budget in light of strategic plans.

GOAL 3   Develop and implement strategies to ensure the effective use of information technology and resources to support the work of the College.

Objectives

3a)   Develop a College-wide strategic information technology plan by October 1996.

3b)   Identify funding priorities and strategies for the information technology plan by June 1997.

3c)   Develop and implement a comprehensive technology training program responsive to departments by August 1997.

GOAL 4   Provide support systems and technical assistance to evaluate accomplishments of all goals and objectives listed in 1996-99 Strategic Plan.

Objectives

4a)   Review and modify measures of institutional effectiveness by June 1997.

4b)   Develop on-line management information system by June 1999.

GOAL 5 Include formalized evaluation as a component of implementing major innovations and improvements.

Objectives

5a) Develop evaluation models for initiatives and projects by June 1997.

5b) Create a framework for the review, discussion , and analysis of innovations by June 1997.