

**SANTA BARBARA CITY COLLEGE  
COLLEGE PLANNING COUNCIL**

**November 6, 2007**

**3:00 p.m. – 4:30 p.m.**

**A218C**

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**MINUTES**

**PRESENT:** J. Friedlander, P. Bishop, S. Ehrlich, P. Buckelew, J. Sullivan, B. Partee, I. Alarcon, S. Broderick, T. Garey, K. Molloy, G. Thielst, L. Auchincloss, C. Ramirez

**ABSENT:** D. Cooper, M. Guillen

**1.0 Call to Order**

1.1 Approval of the minutes of the October 16<sup>th</sup> CPC meeting.

**M/S/C [Molloy/Alarcon] unanimously to approve the minutes of the October 16<sup>th</sup> CPC meeting.**

**2.0 Announcements**

2.1 Jack Friedlander discussed an article in the *Los Angeles Times* in regard to the Governor ordering all state departments to draft plans for deep spending cuts after receiving word that California's budget is plunging further into the red largely because of the troubled housing market. The Governor will unveil his budget proposal for 2008-09 early in January as part of the annual state-of-the-state speech to the Legislature which will include reductions in spending for most state funded agencies and programs including education. If the projected shortfall in revenues is as high as anticipated, the Governor may suspend the Prop. 98 guarantee which would enable him to reduce state funding for K-14 this year and/or next year. Given this development Jack Friedlander said that it is unlikely that President Romo will recommend to the Board approving funding for the new resource requests that were ranked last year by CPC prior to March at the earliest if at all. Liz Auchincloss asked if we don't get these positions what is the District going to do to elevate the understaffing in the affected areas? Kathy Molloy voiced how critical the maintenance needs are on the campus.

2.2 Jack Friedlander related Keith McLellan's experience as a member of the accreditation team for Marymount College. He said the focus of the site visit was on identifying the outcomes to which the college's stated goals and objectives were being achieved. The accreditation team members were instructed to use the rubrics in assessing institutional planning, program reviews and SLOs processes. Dr. Friedlander stated that WASC expects every unit of the college to go through a program review process on a regular basis and that the review include a clear articulation of the program's/unit's objectives and the data used to assess the attainment of the objectives and the processes followed and to use the data for program improvement in

achieving its objectives. In addition, colleges are expected to document the connection between the program reviews and the institution's planning and budgeting processes.

- 2.3 Jack Friedlander said that the main *Title V* change that could affect our FTES going forward is the repeatability issue for non-credit. Any change in state regulations pertaining to the number of times students can repeat non-credit classes will go into effect at the start of fall 2009 term. Right now there is no restriction on the number of times a student can repeat non-credit courses for state reimbursement. Pablo Buckelew stated that putting repeatability limits on these classes would have huge implications for the non-credit program. He said they are currently working on the mechanism for putting this into place for the state-funded classes. Dr. Friedlander said on the positive side for credit classes they allow one more repeat than they have in the past. Mr. Buckelew said they are doing an analysis of what that would mean. The college could possibly lose 1500 FTES per year which would ultimately translate to 60-75% reduction in state funding once students reached the course repeatability limit. All non-credit courses, not just enhancement courses, would have repeatability limits. The repeatability limit has not been determined. Some of the loss would be offset by canceling hundreds of Adult Ed classes so as not to have to pay instructors. Pablo Buckelew said this is an incredible threat to Adult Ed as we know it. Numerous classes would have to be changed to fee-based classes.

### **3.0 Information Items**

There were no information items.

### **4.0 Discussion items**

#### **4.1 Institutional Mission and Effectiveness**

The Council was provided a copy of the Standard I of the accreditation requirements, Institutional Mission and Effectiveness, for which the college will be held accountable during the accreditation visit. EC will provide the Council at its November 20<sup>th</sup> meeting a draft of the goals and objectives for the College Plan: 2008-2011. The goals and objectives in our college plan need to reflect our mission statement and it will need to be stated in measurable terms. Jack Friedlander said that while in the past we have brought yearly to CPC our measures of institutional effectiveness, we have not incorporated this review into the development of the college's planning and budgeting processes. We will now have to show evidence that we have used our data in decision making. Dr. Friedlander went over the criteria in Standard I with the Council.

The Council was also provided copies of mission statements from other community colleges as models it could refer to in writing the college's mission statement. Sue Ehrlich said we should strive for a succinct and distinctive statement. Ignacio Alarcon's offer to have the Academic Senate prepare a draft of the mission statement was endorsed by the Council. Mr. Alarcon will place this project on the Academic Senate Agenda on November 14<sup>th</sup> along with the college's existing mission and philosophy

statement. The Senate will be charged with formulating a first draft of a mission statement. Pablo Buckelew asked that non-credit be addressed in the mission statement.

#### 4.2 Institutional Student Learning Outcomes

#### 4.3 College Plan: 2008-11: Challenges and priorities developed by the Executive Council

Tom Garey worked on capturing the suggestions made to the language in this document at the last CPC meeting. The changes were primarily stylistic rather than substantive. The Council made further edits to the document.

#### 4.4 Evaluation of the College Plan: 2005-08: *Jack Friedlander*

This item was not addressed.

#### 4.5 Approach to completing the College Plan: 2008-2011

In prior discussion, CPC agreed to the following procedures for completing the draft of the new college plan:

1. EC would present to CPC a draft of the goals and objectives to be included in the next college plan; and
2. The Academic Senate would develop a draft of the revised mission statement to present to EC.

These documents, coupled with the list of challenges and priorities that has been reviewed by CPC will enable the college to meet its timeline for completing the first draft of the College Plan: 2008-2011.

#### 4.6 Initial discussion to identify goals and objectives to include in the new college plan.

This item was not discussed.

#### 5.0 Other Items

#### 6.0 Adjournment

Chairperson Jack Friedlander adjourned the meeting.

## **History and Next Steps**

### Institutional Sustainability at Santa Barbara City College

#### **HISTORY**

##### Fall 2005

- Associated Student Body unanimously passes “Resolution on Sustainability and the Design and Construction of High Performance Schools”.
- President Romo requests a Campus Sustainability Assessment to benchmark and build on what is already being done on campus.

##### Fall 2006

- Student Sustainability Coalition completes Campus Sustainability Assessment in addition to an Ecological Footprint Survey of the main SBCC campus.
- President Romo requests an Executive Summary of the Assessment and Footprint.

##### Spring 2006

- Campus Sustainability Assessment and Ecological Footprint Survey presented to President Romo and the Board of Trustees by Student Sustainability Coalition.
- President Romo requests a list of environmental recommendations, based on the research and finding of the Campus Sustainability Assessment for 2008 Capital Construction Bond Measure.

##### Summer 2006

- 2008 Capital Construction Bond Measure Environmental and Sustainability Recommendations completed and given to president Romo.

##### Spring 2007

- Center for Sustainability established and presented to the community via Director, Dr. Adam Green and the Foundation for Santa Barbara City College.

#### **NEXT STEPS**

##### Fall 2007

- President Romo signs the “American College and University Presidents Climate Commitment”, joining over 410 college and university presidents across America.
- Establishment of an official College Sustainability Committee to guide the development and implementation of a sustainability action plan on all three SBCC campuses.
- Center for Sustainability begins comprehensive inventory of all greenhouse gas emissions, using either the California Climate Action Registry or Clean Air Cool Planet Campus Carbon Calculator, or both as UCSB has done, to be completed 1 year after signing commitment.

##### Spring 2008

- Installation of highly visible 220 kW photovoltaic solar panel array on Sports Pavilion roof.
- Develop Institutional Action Plan for achieving climate neutrality; to be completed by fall of 2009.
- Finish drafting 2008 Capital Construction Bond Measure; include key language for “green” building performance, resource conservation, renewable energy and sustainable development.

##### Fall 2008

- Complete green house gas emissions inventory. Register emissions if applicable.
- Complete first draft of Institutional Action Plan for achieving climate neutrality in alignment with established community goals and targets set by the City of Santa Barbara, UCSB and the CEC.
- Media, education & community outreach campaign regarding greenhouse gas inventory, sustainability goals and institutional action plan in concert with efforts to pass the 2008 Capital Construction Bond Measure.

**Key Steps, Dates & Potential Costs**  
 American College and University Presidents Climate Commitment

<u>Key Steps</u>	<u>Dates</u>	<u>Potential Costs<sup>1</sup></u>
• <b>President Romo signs</b> Presidents Climate Commitment.....	Fall 2007 <sup>2</sup>	N/A
• <b>Create Institutional Structure</b> to guide development and implementation of the sustainability action plan (E.g. Campus Sustainability Committee).....	Fall 2007	N/A
• <b>Greenhouse gas (GHG) emissions inventory</b> , facilitated by Center for Sustainability Program Coordinator in collaboration with Sustainability Committee Members.....	Fall 2008	(see options below)
○ <u>Emission Inventory Option 1:</u> <b>California Climate Action Registry</b> , an EPA greenhouse gas emissions inventory which requires registration and an official certification by an independent third-party to verify accuracy and authenticity of inventory.....		\$500 - \$2,000
○ <u>Emission Inventory Option 2:</u> <b>Clean Air Cool Planet Campus Carbon Calculator</b> , a non-profit organization, campus greenhouse gas inventory which meets all requirements of the Climate Commitment and no independent certification is required.....		Staff Hours 5-10 hrs/wk
• <b>Institutional Action Plan</b> for climate neutrality developed and written by Sustainability Committee and Center for Sustainability, incorporated into Master Plan or Strategic Plan.....	Fall 2009	Staff Hours 1-3 hrs/wk
• <b>Tangible Actions, two or more</b> from list provided in the commitment to reduce greenhouse gas emissions while the more comprehensive plan is being developed (4 “low-hanging fruit” examples listed below).....	Fall 2008	Staff Hours 2-3 hrs/wk
○ Establish a policy for new construction to meet minimum LEED Silver or equivalent.		
○ Adopt an energy-efficient (ENERGY STAR) certified appliance purchasing policy.		
○ Encourage use and access to public transportation for all staff, faculty & students.		
○ Within one year of signing, begin purchasing and/or producing 15% renewable energy.		
• <b>Make Publicly Available</b> , action plan, inventory & progress reports, specifically by providing them to AASHE (Association for the Advancement of Sustainability in Higher Education) for posting and dissemination.....	Fall 2009	N/A
• <b>Encourage Presidents to Join</b> , in recognition of the need to build support for this effort among college and university administrations across America, we will encourage other presidents to join this effort also by becoming signatories of this commitment.....	Always ☺	N/A

<sup>1</sup> Potential costs range from \$500.00 to \$2000.00 in certification and review costs if we use EPA registry in addition to approximately 8 to 16 hours of staff time per week once inventory has begun.

<sup>2</sup> Document signature date will determine deadlines for all other requirements (e.g. within one year of signing).

## **MAJOR OVERARCHING CHALLENGES AND PRIORITIES**

### **FOR THE COLLEGE**

1. Preparing for and meeting the college's accreditation requirements for the college's site visit in Fall 2009
2. Completing major construction projects that are planned or in progress
3. Maintaining strong enrollments in a climate of declining high school enrollments and no growth
4. Continuously improving student success

## **STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT**

### **Challenges**

1. Lack of student readiness for college level work
2. Time it takes to progress from ESL and basic skills to transfer or degree completion
3. Significant number of students living away from home for the first time in non-college supervised housing
4. High course attrition rates and low program persistence rates for credit and non-credit ESL students
5. Accreditation standards that will pose significant data collection/analysis needs for credit and non-credit programs.
6. Unsatisfactory student success in online courses (e.g., high attrition, low success, low persistence)
7. Need for improvement in overall student success rates
8. Increasing cost of instruction

### **Priorities**

1. Implement Phase 3 of the Partnership for Student Success and beyond
2. Strengthen and expand the Continuing Education Career and Skills program
3. Implement the SLO Cycle
4. Strengthen evaluation and accountability for all support programs through the successful implementation of program review process and SLO Cycle
5. Meet matriculation requirements in non-credit basic skills program
6. Improve online success and persistence rates
7. Develop fully online certificate and degree programs once success in online program improves

## **OUTREACH, ACCESS AND RESPONSIVENESS TO THE COMMUNITY**

### **Challenges**

1. Declining enrollments in South Coast public K-12 schools
2. Difficulties in assuring families and parents that have not had opportunity for higher education that SBCC is an option for them
3. More hours spent working and commuting to work
4. Escalating cost of commuting
5. Less access to financial aid for part time students
6. High cost of textbooks
7. Increased competition for area students from traditional and online programs at California and out-of-state colleges and universities
8. Underserved segments of our community

### **Priorities**

1. Expand PDC and dual enrollment
2. Strengthen and expand partnerships to provide working adults with a BA option
3. Expand efforts to target low-income (predominantly Hispanic) students
4. Reduce textbook and course material costs for students
5. Expand credit offerings at off campus centers and locations, on weekends and online
6. Increase the number of students transitioning from Continuing Education to the Credit Program
7. More fully capitalize on the capabilities of Pipeline and other emerging technologies to promote the college to potential students
8. Continue to identify under-served populations and develop programs to meet their needs

## **FACULTY, STAFF AND MANAGEMENT**

### **Challenges**

1. Cost of housing in the South Coast
2. High number of retirees in the next several years
3. More hours spend working and commuting to work
4. Increased cost and time of commuting
5. Increased accountability from external entities that increase employees' workloads significantly and, as a result, increase stress levels
6. Diversity among faculty and managers/supervisors that does not reflect the diversity in the community
7. Need for adequate staff and resources to support existing and new college initiative, enrollment targets, and external mandates

### **Priorities**

1. Strengthen the recruitment, outreach and retention of high quality, diverse faculty, staff and administrators
2. Expand affordable housing opportunities for faculty staff and administrators
3. Expand alternative transportation, work schedule, and telecommuting options
4. Focus on strengthening employee morale through recognition and incentive programs
5. Use technology to facilitate communication among staff in order to help instill a greater sense of community at the college
6. Ensure that planning and protocols recognize ancillary costs of new initiatives, achieving enrollment targets, and meeting external mandates
7. Provide additional staff and resources to support existing and new college initiatives, enrollment targets and external mandates

## **GOVERNANCE AND DECISION SUPPORT**

### **Challenges**

1. Cumbersome governance and consultation process
2. Need to be more disciplined in establishing and carrying through with priorities
3. Lack of prompt and easy access to data needed for decision making
4. Need to be effectively engaged at a statewide level on issues that impact the California Community College system

### **Priorities**

1. Streamline governance processes to free faculty, staff and management time.
2. Establish college-wide accountability systems that meet accreditation standard requirements
3. Complete the implementation of a technology-based decision support system
4. Improve shared governance by enhancing the efficiency, participation, timeliness and information flow in decision making.
5. Coordinate college participation in statewide level issues that impact the California Community College system

## **SUPPORT SERVICES, TECHNOLOGY AND FISCAL MANAGEMENT**

### **Challenges**

1. Limited available state resources to carry out the work of the college
2. Post implementation demands for data reporting and third party software integration
3. Implementing changes in business practices and technology
4. Serious fiscal challenges for the District unless significant infusion of revenue
5. Expensive, ever-changing technology that requires a commitment to stay current and provide ongoing training and support
6. Inadequate college support staffing levels as a result of infrastructure and program changes

### **Priorities**

1. Implement administrative support system
2. Implement strategies and support systems that will assist staff in adapting to change
3. Implement Continuing Education software system
4. Improve technology-based internal communication by strengthening the college's intranet capabilities
5. Generate new alternative sources of revenue for operations
6. Develop systems to evaluate and analyze program cost effectiveness across all areas of the college
7. Upgrade network infrastructure to support converged data, voice and video traffic
8. Increase college support staffing levels to keep pace with current and future needs

## **FACILITIES, CAPITAL PROJECTS AND MAINTENANCE**

### **Challenges**

- Reduction in State funding of capital construction projects to 60% of the total cost of the projects
- Escalating costs of construction
- Limited or nonexistent State support for many of the existing facilities in need of major renovation, updating, or replacement
- Logistical management for the large number of major renovation and construction projects in years to come
- Underutilization of facilities based upon state standards.
- Need to provide universal access to existing facilities (ADA compliance issues)
- Adverse impacts on the environment resulting from past and current practices
- Inadequate state funding that hinders the college's efforts in achieving sustainable practices

### **Priorities**

- Pass a local construction bond
- Make progress on identified capital construction priorities
- Build staff support costs for new facilities into GF budget
- Carry out a successful Foundation SoMA capital campaign
- Improve utilization of the Mesa Campus
- Provide universal access to all facilities
- Incorporate sustainability practices and procedures into as many aspects of the college as possible
- Reduce the college's negative impact on the environment and find the resources needed to do so

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**SBCC INSTITUTIONAL STUDENT LEARNING OUTCOMES**

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**I. Critical Thinking, Problem Solving, Creative Thinking**

Students will demonstrate the ability to collect information in response to a question or problem; analyze and draw valid conclusions from statements, images, data, and other forms of evidence; and assess the implications and consequences of conclusions.

Competencies:

- 1.1 Define the issues, problems, or questions.
  - 1.2 Seek, collect and analyze data and relevant information including alternative approaches.
  - 1.3 Differentiate among facts, opinions and biases.
  - 1.4 Synthesize and generate solutions and identify possible outcomes.
  - 1.5 Use evidence and reasoning to support conclusions.
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**II. Communication**

Students will demonstrate effective communication skills in reading, writing, listening, speaking and communicating in different formats.

Competencies:

- 2.1 Reading  
Comprehend and interpret text.
  - 2.2 Writing  
Create documents that communicate thoughts and information appropriate to the given context, purpose, and audience employing the conventions of standard English.
  - 2.3 Speaking  
Organize ideas and communicate orally in a way appropriate to audience, context and purpose.
  - 2.4 Listening  
Receive, attend to, interpret and respond appropriately to verbal and/or nonverbal communication.
  - 2.5 Visual Comprehension  
Recognize and interpret images, graphic displays, and other forms of observable communication.
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**III. Quantitative Analysis and Scientific Reasoning**

Students will be able to: analyze, estimate, use, and evaluate quantitative information using words, data, graphs, and symbols; and apply the scientific method to questions regarding observable natural, physical and social phenomena.

Competencies:

- 3.1 Apply quantitative skills to the interpretation of data.
  - 3.2 Use graphs, symbols and mathematical relationships to describe situations.
  - 3.3 Apply mathematical concepts to solve problems.
  - 3.4 Explain/articulate the scientific method to test theories, explanations and hypotheses.
  - 3.5 Distinguish scientific theory from conjecture and/or speculation.
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**IV. Social, Cultural, Environmental and Aesthetic Perspectives**

Students will be able to demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives.

Competencies:

- 4.1 Describe how the interaction among social, economic, political, cultural, environmental and historic events affect the individual, society and the environment.
- 4.2 Explain how culture influences different beliefs, practices and peoples.
- 4.3 Recognize fine, literary, and performing arts as essential to the human experience.
- 4.4 Identify the social and ethical responsibilities of the individual in society.

## **V. Information, Technology and Media Literacy**

Students will be able to locate, evaluate, synthesize and use multiple forms of information and technology employing a range of technologies.

Competencies:

- 5.1 Select and evaluate the accuracy, credibility, and relevance of information sources.
  - 5.2 Use technology effectively to organize, manage, integrate, create, and communicate information and ideas.
  - 5.3 Evaluate critically how media is used to communicate information through visual messages.
  - 5.4 Identify the legal, ethical, social and economic rights and responsibilities associated with the use of media.
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## **VI. Personal, Academic, and Career Development**

Students will be able to assess their own knowledge, skills, and abilities, set personal, educational, and career goals, work independently and in group settings, and identify lifestyle choices that promote self reliance and physical, mental, and social health.

Competencies:

- 6.1 Develop, implement, and evaluate progress towards achieving personal, academic, and career goals.
- 6.2 Demonstrate personal responsibility for choices, actions and consequences, including but not limited to, attending classes, being punctual and meeting deadlines.
- 6.3 Demonstrate the ability to work effectively in a group setting.
- 6.4 Demonstrate the ability to identify and use appropriate resources.