COLLEGE PLANNING COUNCIL

**SANTA BARBARA CITY COLLEGE
1996-99 STRATEGIC PLAN**

*D R A F T — March 19, 1996
For Review and Discussion*

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Revised March 12, 1996

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

D R A F T — March 19, 1996
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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, reassessing and improving teaching and learning models for credit and non-credit programs, where necessary to fit the new learning context. 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 jobs.

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 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 intrinsic dignity, worth, and potential for growth.

**SANTA BARBARA CITY COLLEGE
1996-99 STRATEGIC PLAN**

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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 & OBJECTIVES ◊

A. 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 as an institution 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 benchmarks targeting for the enrollment of students who are members of under ethnic groups by December 1996.

1b) Identify benchmarks targeting the enrollment of students who seek career preparation by Fall 1996.

1c) Increase enrollments by _____ % in targeted areas (under-represented ethnic groups and those seeking career preparatio by ____ 1999.

1d) Increase by____ % the number of 25-40 year old students enrolled in credit programs by ____ 19____.

1e) Complete a feasibility study by Spring 1997 on the possibility 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.

- *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 September 1996.

2c) Provide applications and the application process for credit and non-credit programs electronically by February 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) Increase by ___% students transferring from High School Career Academies to SBCC by _____ 19____. (to be completed by VPAA)

3c) Make the membership in the Student Ambassador Program reflective of the diversity of the South Coast community by May 1998.

3d) Identify and produce a written list of impediments to student ,matriculation by June 1997.

3e) Develop and implement strategies to eliminate impediments and to assist students matriculate to SBCC by June 1998.

GOAL 4 Identify key community needs and social issues.

- *Objectives* -

4a) Develop a process for incorporating social issues and economic trends into course offerings by September 1999.

4b) Develop and implement a Geographic Information Systems program by ___ 19__. (to be completed by VPAA)

4c) 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.

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

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

- Objectives -

5a) Under the leadership of the Business Outreach Steering Committee, expand business partnerships to include greater private sector participation on college committees, expanded work-site experiences for students, contributions towards scholarships,and customized on-site training by June 1999.

5b) Implement the District's plan for Strategic Partnerships by January 1997.

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

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

5e) Implement a training consortium with local employers by September 1997.

B. LEARNING AND INSTRUCTION
([preamble and objectives to be completed by Kathy and Jack])

1. Create a learning-centered organization by providing opportunities for faculty and instructional support staff to enhance their knowledge of and skills in using instructional methods based on sound principles of learning.

2. Implement strategies to increase student attainment of desired educational outcomes (measures of attainment include: increased course completion rates, increased transition from basic skills and ESL courses into degree-applicable college-level courses, increased certificate and degree completion rates, increased job placement rates increased transfer rates, and increased student satisfaction with their experience at SBCC.)

3. Develop opportunities for students to acquire skills and competencies needed to function effectively in the 21st century (e.g. critical thinking, problem solving, independent inquiry, computer literacy, information literacy and personal responsibility).

4. Implement instructional program innovations that provide students with a greater variety of instructional methods and scheduling opportunities.

4a) Develop guidelines for distributed learning credit and non-credit classes by May 1997.

4b) Implement and evaluate a minimum of two distributed learning pilot projects in credit and non-credit programs by May 1988.

4c) Complete an assessment of instructional programs that have the potential to be offered outside SBCC's service area by June 1997.

5. Develop and implement a comprehensive strategy to equip "high risk" students with the skill and competencies needed to succeed in college.

6. Increase access to and flexibility of support service delivery methods that respond to each individual's unique academic, career and personal development needs.

C. LEADERSHIP
([preamble to be completed by Linda])

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) Implement the process model throughout SBCC's administrative structure by June 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) Increase faculty participation in governance by _____% by June 1999.

2c) Increase staff participation in governance by ___% by June 1999.

2d) Achieve student participation on 90% of appropriate College governance bodies by June 1999.

D. 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.

GOAL1 Provide staff and faculty with skills needed to manage on-going change, to integrate innovations into college operations, and to implement continuous improvement methodologies.

- Objectives -

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

1b) Incorporate 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) Develop a process-based budgeting plan by June 1999.

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

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 which planning objectives are being achieved.

- *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.

SBCC ACCREDITATION SELF STUDY
PROJECT REDESIGN CASE STUDY
STANDARD ONE

<u>College Planning Council (CPC) Role As Project Redesign Steering Committee</u>

The College Planning Council (CPC) has played a critical role throughout the formation, development, and implementation of Project Redesign at Santa Barbara City College. CPC was the governance group responsible for recommending that the College move forward with Project Redesign. CPC worked to establish the redesign projects that promised the greatest potential for improvements in customer service and cost savings to the institution. The process redesign reports move to the implementation stage, CPC plays a key role in resource allocations among competing project initiatives.

Establishing Project Redesign.   CPC discussions concerning SBCC budget limitations and strategies led to the establishment of Project Redesign. The College had experienced three consecutive years without increased funding from the State (no cost-of-living adjustment or growth funding), as well as mid-year revenue shortfalls due to statewide property tax shortages. This fiscal situation had resulted in three years without salary increases for faculty and staff or cost-of-living increases in operational areas. In fact, the College had gone through three years of incremental budget cutting to meet potential revenue shortfalls. It was clear to CPC that the College could not continue to make incremental, across-the-board budget reductions without impacting the quality of programs and services. In addition, it was felt to be essential to provide funding for faculty and staff salary increases, while at the same time recognizing that State funding may continue to be stable or declining for an extended period of time.

Although the fiscal issues were driving forces in the creation of the Project Redesign initiative, several other factors shaped its scope, structure, and focus. First, is SBCC's commitment to ongoing innovation, improvement, and renewal. SBCC continuously works to improve its effectiveness as an organization. Second, the College recognizes that changes in society, technology, educational delivery, and our community mean increased competition among higher education providers for serving our current and future students. Third, the College seeks to develop a client focus in the design and delivery of College programs and services. Finally, the College wants to take advantage of advances in technology in order to serve students, faculty, and staff more effectively.

These conditions led CPC to establish Project Redesign as a way of "radically restructuring" the organization and delivery of College programs, services, and support functions. The fundamental purposes of Project Redesign are to improve the quality of service to our customers, and to be more cost-effective in our College operations. To achieve these objectives, CPC endorsed the commitment to Project Redesign, and served as the Steering Committee for the

project.

Selection Of Redesign Projects.   The determination of the core processes selected for redesign was a critical role for CPC. This process spanned several months of CPC deliberations of identifying core institutional processes and sub processes, identifying areas for greatest potential return from the redesign methodology, defining desired end results, constraints, and team membership for the selected projects, and identifying training needs for successful project activities. A fundamental decision by CPC was to include a number of instructional redesign projects along with more traditional service and administrative support processes for reengineering. This focus on teaching and learning processes within Project Redesign has made SBCC's reengineering efforts unique in terms of scope, and has meant substantial development efforts in redesign methodology for faculty and the Vice President Of Academic Affairs.

CPC selected twenty processes for redesign. The selected processes are listed in the *Project Redesign Master Plan* (Reference 1.R.1), along with other important information concerning Project Redesign. CPC
reviewed potential redesign projects based on the following criteria.

> 1) What is the impact on the client?
> 2) Can we make the change? What is the complexity?
> 3) What is the current performance? Is it broken?
> 4) What is the impact? How important is the process in achieving our vision?
> 5) What is the work impact? What resources are available?

With the selection of the process for redesign completed, the role of CPC as the Steering Committee for the development of Project Redesign drew to a close. CPC has now returned to its role as the College governance group for planning, institutional assessment, policy review, and resource allocation decisions. As such, CPC will be actively engaged in resource allocation decisions related to Project Redesign implementation activities.

Resource Allocation Decisions For Implementation.   Many of the Project Redesign implementation initiatives can be undertaken by the process owner and responsible Vice President within existing, or redirected, resources within their areas of responsibility. Redesign initiatives with large capital or other one-time costs need to be prioritized for funding by the College Planning Council. This is a new responsibility for CPC in relation to Project Redesign, but is consistent with CPC's role as the College committee for review of resource allocations. We are just now bringing such funding requests to CPC from completed redesign reports that need funding to complete implementation. Examples of these requests include: document imaging system for financial aid process, electronic application, telephone registration, credit card payment mechanisms, student work-stations and kiosks for access to student information, departmental debit cards for purchasing of routine supplies, and establishment of an assessment computer lab for testing.

Priorities for funding these redesign initiatives will be based on CPC's assessment of the benefits

of the requested initiative in relation to two central criteria: 1) improvement in service to the customer, and 2) cost effectiveness of the solution to the College. All redesign initiatives are expected to recover such capital costs over a three to five year period. Results from CPC deliberations on implementation funding priorities during Spring 1996 will be provided to the Accreditation Site Visit team in October.

Impact Of Project Redesign On Institutional Decision-Making

Other standard areas in this case study section of the self-study provide detailed descriptions of the impact Project Redesign has, or is expected to have, in the standard area. This section of the report identifies college-wide decisions that are affected by Project Redesign.

Resource Allocation. As noted in the previous section, Project Redesign has required that CPC develop a framework for prioritizing resource requests for implementation of redesign initiatives. This has required the institution to identify a pool of resources for implementation funding of Project Redesign.

Staffing And Organization. The implementation of Project Redesign report recommendations will lead to the need for the review, reorganization, and reclassification of positions within the College. It is still too early in the implementation process to assess the potential scope and impact of such staffing and organizational changes. Standard Four has a more complete discussion of this area.

Programming Priorities. Due to the major restructuring of administrative and support services identified by redesign project teams, the process for prioritization of programming projects has changed within the institution. Over the past several years, the Information Resources Division had moved to a decentralized, team-based approach to technology project support to each Vice President's area of responsibility. Each Vice President had a support team from Information Resources, consisting of an information systems analyst, a user support staff, and a technical services staff member. Each Vice President identified programming and technology project priorities with this team and members of their staff. Programming priorities were made within available time of the analyst supporting the Vice President's area. Project Redesign has required the abandonment of this support team model, at least temporarily, for several reasons.

First, the redesigned processes cut across functional areas of the College, so that two or three Vice Presidents may be involved with the new process. Independent ranking of redesign priorities by the functional areas would be chaotic, and could result in conflicting priorities. There is a need for college-wide prioritization of programming requests. Second, the workload associated with Project Redesign is uneven across units of the College. Student and Business Services have been those areas most effected to date by the requirements for programming changes to meet the redesign objectives. A continuation of the support teams would limit the

resources available to support Project redesign and major change initiatives. Third, the Project Redesign initiatives must be integrated and incorporated into the overall redevelopment of the College's administrative computer systems. Not all aspects of the College are being redesigned, but the College is committed to the redevelopment or renewal of all administrative systems over the next three years through purchase, partnerships, or independent development. Redesigned processes must be supported by an college-wide integrated information systems.

For the reasons cited above, the President's Cabinet has been designated as the body for decisions concerning programming priorities. Project Redesign has become the focus for programming projects within the institution, although systems maintenance projects for "bug fixes" and new operational mandates are undertaken on an "as required" basis.

The Project Redesign's Team Reports Should Be Implemented. As long as the redesign team meets the intended outcome for the process, demonstrates improved service to the client and cost effectiveness of its redesigned process, and the new process is successfully prototyped, it is assumed by the institution that the team's report will be implemented by the College. The team's report does not undergo subsequent review by CPC, the President, or area Vice Presidents. Implementation activities start immediately with the completion of the team report. Each report has recommendations for immediate implementation that are within the control of the process owner and area Vice President. While implementation timelines are dependent on available fiscal, human, and information resources, it is assumed that the redesign report's recommendations will be implemented as stated, without subsequent review, comment, and modification. This empowerment of the Project Team to design a new process, independent of college-wide review and comment is in itself a radical change from past College practices and decision-making. The College is still struggling with this fundamental change in its decision-making process, as not all of the team reports and recommendations have been implemented as proposed. We need to develop more effective mechanisms for the review and reporting of changes from the design team reports.

Process Owner And Vice President Role In Implementation. Considerable responsibility and authority have been given to the Project Redesign Process Owners and Vice Presidents to implement the recommendations of the redesign report. Vice President's have been charged with doing everything within their existing resources to implement the recommendations contained in the report, after the process owner has prototyped implementation concepts. This responsibility requires the creative identification of implementation strategies, the careful redirection of existing resources, developing policy, organizational, and staffing changes necessary for implementation, the negotiation of information resources programming priorities, and the advocacy for required new resources with the President and CPC.

Relationship Of Project Redesign To Other Change Initiatives

Project Redesign is a huge institutional undertaking, but it is not the only college-wide change initiative underway within the organization. College activities in the areas of planning, evaluation, and staff development are all important mechanisms for change. These initiatives need to be linked with Project Redesign activities for the College to adapt to future conditions effectively.

Planning. During the 1995-96 academic year the College developed its strategic plan for the period of 1996-1999. The development of this plan by the College Planning Council was based on the review of the Project Redesign vision statement, a review of College mission, a discussion of societal and economic trends, a review of our community service area, and a discussion of organizational values and beliefs. In retrospect, the development of this strategic plan would ideally have occurred before the selection of core processes for redesign. The development of the plan has engaged CPC in much discussion of our current and future community, mission, and directions. This discussion would have helped to inform CPC's selection of core processes for redesign in relation to future institutional directions. On of our "lessons learned" from Project Redesign is that to achieve dramatic results, the processes selected for redesign need to be high-level, strategic processes within the institution. CPC's development of the strategic plan for 1996-99 provides the framework for SBCC's "second round" of redesign initiatives.

Effective planning for information technology is essential for the success of Project Redesign. During 1995-96 the College Computer Coordinating Committee, in consultation with the Instructional technology Committee, the Academic senate, the Student Services Advisory Committee, and the College Planning Council, developed the technology planning document: *SBCC Information Technology Visions And Directions, 1996-2000* (Reference 1.R.2). This document identifies key technology infrastructure needs and strategic directions for the use of technology within the institution over the next several years. A recent Project redesign report on *Computer Planning, Allocation, Installation, And Renewal* (Reference 1.R.3) makes substantive changes in the mechanisms for the college's technology planning and resource allocation procedures. These two documents, along with Project Redesign's reliance on technology as an enabler for many process changes within the institution, have resulted in the need to develop a college-wide *Information Technology Strategic Plan*. The Information Resources Division, working with College committees, is developing this plan during Spring and Summer 1996. The document will be available for review at the time of the accreditation site visit.

Research, Evaluation, And Assessment Of Institutional Effectiveness. The primary impact of Project Redesign on College research, evaluation, and assessment activities has been to provide a framework for the assessment of major institutional innovations and change initiatives. That framework, based on the criteria of improved service to the client and increased cost effectiveness, provides a general model for evaluation activities beyond the individual redesign project evaluations. This structure will be of assistance to the Institutional Research Committee, the College Computer Coordinating Committee, and the Instructional Technology Committee in building sample evaluation models for new technology initiatives. In addition, the College has developed a framework for the overall evaluation of the impact of Project Redesign on the College. This evaluation is based on the original project goals for the redesign initiative. The

initial evaluation of Project Redesign will be completed during the Summer of 1996 and will be available for the accreditation site visit in October.

Faculty And Staff Development.   Project Redesign has had a significant impact of the focus, scope, and content of faculty and staff development activities within the institution. For the past two years, Project Redesign has been a central focus for faculty and staff inservice days, as well as the management breakfast series. In addition, the College has invested large amounts of time and resources into a comprehensive training program for Project Redesign. Training programs have been conducted for the following groups: faculty, management, and classified leadership, team leaders and process owners, team members, information resources staff, Cabinet, managers of continous quality improvement, and owners of project implementation. This comprehensive set of training programs, in-service education, project documentation, and project support materials has been essential for the successful undertaking of Project Redesign. The College underestimated the need, scope, and intensity for this faculty and staff development initiative associated with Project Redesign. Exceptional work by Janice Peterson, assisted by Ana Wilson and Lori Pearce, has made the SBCC training materials for Project Redesign a fundamental part of the project's success.

Impact Of Project Redesign On Information Resources

Project Redesign has affected the Information resources Division more than any other single area of the College. This is due to the unique and comprehensive role that the Information Resources Division plays within the reengineering methodology. The succesful application of technology is essential to achieve desired end results from redesign. This process starts with the work of the redesign team, continues to the prototyping and testing of new processes, extends to the implementation phase, and completes with the evaluation and measurement phases of continuous quality improvement. In addition, an information technology infrastructure is essential for the organization to make effective use of technology capabilities within Project Redesign.

Information Technology Role On Project Teams.   Information Resources has at least one staff member on **every** redesign team. This individual is charged with the responsibility of mapping the existing and redesigned processes with the software tool Workflow Analyst. This provides a common methodology and structure to identify time and cost benefits derived from the redesigned process. The process flow charts are also used by information systems analysts during the implementation phase of the project, as new or modified information systems are required to be developed. The Information resources staff person also serves as a technology consultant to identify to the redesign team how different technologies could be applied to the process at hand to achieve the desired results.   The Information resources Division also has three redesign projects that are designed to restructure existing processes within the division: computer planning, allocation, installation, and renewal; computer and technology training for district faculty and staff; and access to SBCC information for College decision-making.

Prototype And Implementation Of Technology Initiatives Resulting From Project Redesign. Assisting the process owner move from the completed design report through prototyping and into implementation ia a central role for the Information resources staff in Project Redesign. Staff must be able to test the key concepts of the redesigned process to achieve the desired results. Prototying can be undertaken in a number of ways: site visits to other installations, literature review, review of product information, mock-up and testing of screens and system functionality. The information resources staff must work with the process owner to determine the best mechanism for each prototype component. In some instances the prototype stage will develop a working model of the new system, designed to test the desired functionality and benefits of the new process.

Implementation of redesign project technology initiatives fall into two distinct categories: 1) those that can be implemented within existing information systems, software, and hardware, and 2) those that require new systems design and development or major new capital investments. For example, better integration of the posting of student financial aid awards into the student fund account in the District's general ledger requires systems analysis and design, but can be implemented within existing systems. The initiative to capture financial aid support documentation through a document imaging system, however, requireds new capital investments and systems development. Information Resources staff must assist the process owner in the planning, development, and implementation of these two approaches. Given the scope of redesign initiatives undertaken by the College, the Information Resources staff currently is overwhelmed by the number of technology initiatives coming from Project Redesign. As a result of this need, the College has hired a new Director, Information Systems Development to manage Project Redesign systems development over a two-year period. This is a two-year, temporary position funded through the Project Redesign budget.

Required Technology Infrastructure. Along with responding to the technology requirements of individual project teams, the Information Resources Division must assure that the required information technology infrastructure (network, communications, and equipment) is in place and continues to function effectively to support redesign initiatives. This is especially important to support the workflow automation components of many redesigned processes. Such automation initiatives cannot be undertaken without a stable network with sufficient capacity to meet new demands. The same is true for improving access to student and college information. "Anytime, anywhere" access to information places far greater performance, operational, and security demands on the College's network and communications infrastructure. The careful planning, design, and deployment of this technology infrastructure is a "behind the scenes" responsibility for Information Resources staff that is essential to support Project Redesign.

Evaluation Of Project Redesign

The College has developed a three-stage strategy for the evaluation activities associated with Project Redesign. First, the individual team reports will be evaluated based on their achievement of the desired end result and expected benefits. Second, Project Redesign implementation activities will be evaluated against expected timelines and implementation resources. Finally, Project Redesign will be evaluated as a whole, based on its accomplishment of project goals within the institution.

Evaluation Of Individual Team Reports. As noted previously, individual team reports will be assessed in relation to two fundamental criteria: 1) can the project demonstrate substantial improvements in service to the client, and 2) does the project demonstrate significant cost savings or revenue enhancements to the district. The structure for the analysis of these criteria is built into the template for Project Redesign team reports. The effectiveness of this assessment is related directly to the ability of the team to capture performance and resource measures during the mapping of the existing, and the proposed new, process. Reductions in cycle times, errors, and "wait state" are clear indicators of improved service to clients, along with increased availability of services, client independence of actions, a

D R A F T

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 19 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 6 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 6 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 $600,000 and possibly as much as $1.5 million - $2 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.

None of the redesign projects have projected significant cost savings, and only a couple 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 very tentative.

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

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.

Phase II Report

Santa Barbara City College
Self-Study

Standard VIII: Governance and Administration

<u>Project Redesign.</u> Project Redesign though having clear objectives and following a methodology that is quite structured has proven to be an undertaking that unfolds new potentialities as it is pursued.

<u>Impact on Governance.</u> The Project's impact upon the College's governance and administration has been both affirming and has opened up new possibilities within this area. Project redesign has been affirming in that it has been developed and initiated within the existing governance structure of the College.

The College Planning Council, consisting of administrative, faculty, classified, and student leadership, was the group that through its struggles with planning for the future of the College and acute awareness of the fiscal limitations, began to seek an alternative methodology that would more fully support the College's future development. The Council's leadership was instrumental in:

- Identifying the methodology (the application of reengineering principles to change);

- Sufficiently educating itself on this methodology to seek support from a consultant;

- Developed the college's vision;

- Project redesign goals

- Identified the processes for which reengineering would yield the highest return;

- Established the outcomes and limitations for each process areas; and,

- Assisted in identifying team leaders and process owners.

In short, this combined governance group (the College Planning Council) demonstrated an ability to identify a major, long-term problem area for the College (insufficient resources to maintain the College's viability in a significantly changing environment), determined a course of action to deal with that problem, and initiated implementing

steps to put that solution into operation.

Project Redesign has also been affirming in regard to the Board of Trustees. The Board has been kept fully informed at all phases of Project Redesign. Recognizing the significance of this project in terms of change, they have continued to support its undertaking while staying abreast of the project activities. Similarly, the Academic Senate has been very much involved in the process and has served as an invaluable resource group to the Vice President for Academic Affairs in identifying and pursuing the Academic Affairs projects. Students and classified staff members have continued to be involved in the projects and demonstrated their support.

Thus, from a number of perspectives, Project Redesign has affirmed the strength of the governance and administrative processes that are in place at Santa Barbara City College.

Project Redesign has also begun to demonstrate the need for alternate administrative mechanisms and may point the way to new governance structures in the future.

Technical Team. Administratively, the project has necessitated the development of a Technical Team. The Technical Team is described as follows:

> The Technical Team is responsible for creating an organizational infrastructure to support and monitor the implementation of the program framework defined by CPC.

> The support infrastructure includes meetings with the Team Leaders and Process Owners to ensure that teams have the necessary resources to be successful. An extensive training program has been developed to address the needs of those leading teams as well as team members. An important and time consuming role of the Technical Team is troubleshooting; i.e., supporting the teams as is needed to have them successfully go through the redesign process.

> Project Redesign is a complex process that involves a number of people and projects that are interdependent and can create significant management challenges. Attention to detail and vigilant support from the Technical Team can assist in preventing setbacks and supporting achievements.

> As more teams are involved, the demands on project management will increase. The technical team's role in identifying and resolving problems so as to insure effective project management, particularly in project implementation, will be critical in assuring project success.

The detail follow up required has been substantial and well beyond what was anticipated when the project was undertaken. The Technical Team has developed a "quasi administrative" role to carry out the implementation of Project Redesign within

the template developed by the College Planning Council.

Communications Committee. Another vehicle deemed necessary to fulfill the responsibility of broad-based communication throughout the college community regarding Project Redesign has been the establishment of a Communications Committee. The Communications Committee has had the general responsibility of developing two-way communication within the college community regarding Project Redesign. The Communication Committee has sought to ensure that members of the College community have the opportunity to respond and help shape Project Redesign, and be kept informed of progress on redesign activities.

With the departure of and the subsequent hiring of a new Public Information Officer, the Communication Committee's activities have experienced an ebb; however, it is expected that this committee will continue to develop and carry out a sustained level of activity to assure an understanding of and feedback to influence Project Redesign.

Coordination of Project Redesign Implementation. The implementation and coordination of Project Redesign have involved a much greater level of activity and complexity than originally envisioned. Naively in developing Project Redesign, the bulk of the effort was expected to be in identifying the processes to be redesigned and to have the redesign teams develop new processes that would be more effective in providing enhanced service and doing so in a more cost-effective manner. Implementation was seen as being within the capabilities of existing structures.

Because processes frequently cross organizational structures and because of the scope and complexity of information technology enhancements that are integral to most redesign processes, implementation has proven to be very challenging. In fact, the lack of progress in this area has been rather discouraging.

It has been necessary to expand the staff available to the Information Resources Division in order to be able to proceed with follow through on implementing the redesign processes. An administrative management position has been formed. The position is expected to last a minimum of two years and the person in that position will have overall responsibility for coordinating the implementation of all redesign processes. The person will work under the direction of the Associate Vice President for Information Resources with the support of the Technical Committee and in a team-based approach with the process owners and their respective staffs.

Project Redesign Implementation Decision Making. Again, the administrative structure of the Technical Team has been the unit working within the overall plan developed by the College Planning Council to make operational decisions to support both phases of redesign: redesigning key college processes and implementing the redesigned processes. This system has worked reasonably well. Much more work needs to be accomplished in terms of identifying outcomes from Project Redesign, communicating with clarity the resources that have been used to achieve those results, and the

expected fiscal and service benefits to be obtained.

Project Redesign Effect on Campus Climate. As with any major undertaking of this type, there is a significant range in the response to Project Redesign; i.e., from enthusiasm to skepticism. However, overall surveys indicate both an understanding of what is occurring and a general support for the effort.

Within specific groups and individuals, particularly for the majority of those involved in the redesign teams, the projects have been invigorating in regard to applying creative problem solving to core issues and strengthening of the belief that the College has the capacity to exert some control over its future. Because we are still in the early stages of Project Redesign, its affect is emerging rather than definitive. Because of the Project's high visibility, the hopes for achieving important ends and the resource investment made, the project presents the potential for a high risk/high gain impact upon the campus climate. Specifically, if there are successes the gain in regard to an improved campus climate is seen as being very positive. If progress is not substantial, that is seen as having the capability of negatively affecting the College climate.

The above represents a review of how Project Redesign has effected the college as viewed through the standards of governance and administration. In summary, the project has affirmed the strengths in the governance processes, demonstrated the need for new administrative support mechanisms, resulted in the view that significant administrative change may well be necessary in the future, that governance structures may need to be redefined, and that the affect on campus climate of this undertaking has the potential to be highly positive or quite negative, depending on the project's success or lack thereof.

What follows will be a brief overview of Project Redesign and the specific governance

areas:

Governing Board. The support of the governing Board in determining the ultimate success of Project Redesign will need to be significant. Thus far, consistent efforts have been made to insure the Board is well informed regarding the activities and outcomes of Project Redesign. In the future, it is expected that the Board will be presented with significant policy issues, particularly, related to decentralizing authority and responsibility, changes in many areas of college personnel practices, and college organizational and governance change. Thus, it is anticipated than the impact of Project Redesign upon the Board will be much greater in the future than it has been to this point.

The Board's primary responsibility is to enhance the College's ongoing capacity to carry out its mission. Thus, the items for change that come before the Board from Project Redesign activities will be evaluated by the criterion of how they enhance the capacity of the College to better serve the community.

<u>Chief Executive Officer.</u> The Chief Executive Officer has been intimately involved with all phases of Project Redesign. It is expected that as implementation occurs, the CEO will be confronted with numerous "territorial" based decisions and that fundamental issues regarding organizational structures, etc., will need to be addressed. In addition, resource allocation issues will require considerable thought.

Project Redesign is thus expected to continue to exert heavy time and competency demands upon the CEO.

<u>Administrative Services.</u> As Project Redesign has progressed, the significant role and responsibilities of the College's administrative staff have become clearer. There is a particular need for much greater active involvement and ownership for Project Redesign activities issues regarding fiscal analysis and specific and college-wide leadership responsibilities will be required for the vice presidents. Middle managers have been most clearly impacted in regard to "process owner" responsibilities. These will intensify over the next few years as will operational issues that flow from the significant changes expected to occur.

<u>The College Faculty.</u> Involvement has been extensive. If the FIPSE Grant for which SBCC is now under consideration is received, this will increase the number of redesign activities in which faculty become involved. Major considerations include faculty involvement in redesign activities with the limitations that exist with teaching responsibilities and the concomitant expectation that full-time involvement in redesign is a necessity for the redesign process to work effectively. This dilemma will continue to present itself and will require continued rethinking in order to have faculty broadly and intensely involved in the important work of redesign.

There are also significant issues in moving from completing the redesign of the process to implementation. Involving the faculty in the redesign of processes is seen as less problematic than involving them for considerable periods of time with implementation responsibilities. It is expected that Project Redesign will effect changes that will require the involvement of faculty in change activities. This will not be easy. It is expected that in many cases change for faculty will be controversial. The expectation is that we will proceed in a systematic and thorough way and that change in the instructional area will be effected when faculty support for that change is present.

<u>Support Staff.</u> Changes emanating from Project Redesign may well have significant affects upon support staff. Certainly, the area of job descriptions should move from a specific and narrow mode to a broader classification of skill areas, greater work involvement through teams, in data collection, and evaluation. Such change can be seen as representing either an exciting period or one of threat.

As Project Redesign moves toward implementation, the support staff will be dealing directly with the issues outlined and many others. Leadership within the work unit and

involvement of staff in problem solving will be expectations and requirements for success.

Students. The primary objective from Project Redesign is to provide better services to students and greater access of students to the educational process. The institution will seek to be much more effective in defining student needs and responding to those needs. A "customer orientation" with the student being the "customer" should exist to an even greater extent than at present.

It is expected that students will participate in the process and provide valuable responses to help guide what is achieved.

In summary Project Redesign will present many challenges to the College that will be dealt with within the area of governance and administration. It is a time where outcomes are uncertain and demands many. Fortunately, Santa Barbara City College will respond to this from a position of governance and administrative strengths. There is optimism that these strengths will enable us to respond to the demands of Project Redesign in ways that expand upon and strengthen the governance and administrative responsibilities of the College.

Note: The support material for CPC's work will be the minutes of the CPC meetings, and the master plan that was developed for Project Redesign. The support materials for the Board of Trustees will be the minutes of the Board meeting and the reports that have been made to the Board on Project Redesign. The support materials for the Communications Committee will be the various Q&A Presentations, an outline of the number of meetings that have been held, etc.

stage will develop a working model of the new system, designed to test the desired functionality and benefits of the new process.

Implementation of redesign project technology initiatives fall into two distinct categories: 1) those that can be implemented within existing information systems, software, and hardware, and 2) those that require new systems design and development or major new capital investments. For example, better integration of the posting of student financial aid awards into the student fund account in the District's general ledger requires systems analysis and design, but can be implemented within existing systems. The initiative to capture financial aid support documentation through a document imaging system, however, requireds new capital investments and systems development. Information Resources staff must assist the process owner in the planning, development, and implementation of these two approaches. Given the scope of redesign initiatives undertaken by the College, the Information Resources staff currently is overwhelmed by the number of technology initiatives coming from Project Redesign. As a result of this need, the College has hired a new Director, Information Systems Development to manage Project Redesign systems development over a two-year period. This is a two-year, temporary position funded through the Project Redesign budget.

Required Technology Infrastructure. Along with responding to the technology requirements of individual project teams, the Information Resources Division must assure that the required information technology infrastructure (network, communications, and equipment) is in place and continues to function effectively to support redesign initiatives. This is especially important to support the workflow automation components of many redesigned processes. Such automation initiatives cannot be undertaken without a stable network with sufficient capacity to meet new demands. The same is true for improving access to student and college information. "Anytime, anywhere" access to information places far greater performance, operational, and security demands on the College's network and communications infrastructure. The careful planning, design, and deployment of this technology infrastructure is a "behind the scenes" responsibility for Information Resources staff that is essential to support Project Redesign.

Evaluation Of Project Redesign

The College has developed a three-stage strategy for the evaluation activities associated with Project Redesign. First, the individual team reports will be evaluated based on their achievement of the desired end result and expected benefits. Second, Project Redesign implementation activities will be evaluated against expected timelines and implementation resources. Finally, Project Redesign will be evaluated as a whole, based on its accomplishment of project goals within the institution.

Evaluation Of Individual Team Reports. As noted previously, individual team reports will be assessed in relation to two fundamental criteria: 1) can the project demonstrate substantial improvements in service to the client, and 2) does the project demonstrate significant cost savings or revenue enhancements to the district. The structure for the analysis of these criteria is built into the template for Project Redesign team reports. The effectiveness of this assessment is related directly to the ability of the team to capture performance and resource measures during the mapping of the existing, and the proposed new, process. Reductions in cycle times, errors, and "wait state" are clear indicators of improved service to clients, along with increased availability of services, client independence of actions, and overall client satisfaction. On the cost side of the equation, the redesigned process must demonstrate the ability to enhance the fiscal condition of the College over a three to five year period. This requires the "recapture" of one-time implementation costs through the ongoin reductions in operational expenses within the payback period.

District decisions concerning implementation priorities will be based on the cost / benefit analysis of individual projects in relation to the criteria noted above.

Evaluation Of Redesign Project Implementation Activities. The Director, Information Systems development within the Information Resources Division will have the responsibility to evaluate project implementatio0n activities. This evaluation responsibility was given to this individual due to the unique nature of the Information Resources Division involvement in all Project Redesign report implementations. In addition, the Information resources Division is responsible for the coordination and integration of recommendations from individual redesign reports. For example, the student registration, payment of fees, student access to information, and financial aid teams all touched on the process for students to find out debts owed to the College. Rather than approach four separate implementations of student debt lookups, the Information Resources Division is responsible for the design and development of a single process that will serve all four redesigned processes. Given this central role in the implementation process, and the close working relationship between the process owner and Information resources staff, the resposibility for evaluation of implementation activities has been made the responsibility of the Director, Information Systems development.

Overall Evaluation Of Project Redesign. The College Planning Council is charged with the overall evaluation of Project Redesign. The project evaluation framework is based on the original goals for Project Redesign adopted by CPC in 1995. These goals are listed below.

1. Transform College practices to meet future challenges effectively.
2. Improve the quality of instructional programs and support services.
3. Develop a client focus for College operations.
4. Enhance the fiscal condition of the College.
5. Develop effective uses of technology and information.

The evaluation of the achievement of these goals will be conducted through a survey of College students, faculty, staff, and management. CPC will utilize the results of these surveys, as well as formative evaluation feedback from those individuals involved in the process, to prepare Project Redesign evaluation reports in Fall 1996 and Fall 1997.