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SBCC CONSULTATIVE PLANNING PROCESS

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The Consultative Planning Process

A holistic planning process has not been undertaken at Santa Barbara City College in several decades. The President, in consultation with the College Planning Council has deemed it an important initiative that will not only lay important groundwork for the 2005-2008 College Plan, but will also become an institutionalized process allowing us to examine continuously what we do, how we do it and how cost-effectively we are carrying out our important work. Moreover, the College is faced with a structural budget deficit that cannot continue.

In the College Plan for 2002-05, two of the stated objectives are to develop a plan to maximize and apply revenues to best meet current and future needs that support college objectives, and to evaluate the College's decision making processes to allocate resources to meet new and pressing challenges in an effective and efficient manner. In order to meet these two objectives, we have initiated a comprehensive Consultative Planning Process to look at all programs and operations at the college and at how each contributes to serving the college's mission and the needs of students, faculty and staff.

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The Consultative Planning Process is designed to include all units, departments, programs and activities at the College and evaluate them using both quantitative and qualitative measures. The results of this process will be aimed at ensuring that the College is conducting its business well. The process will allow us to make better projections, to maintain the quality or our programs and services, to assure better that our compensation and benefits are at appropriate levels to attract and retain high quality faculty and staff, and to find ways to deal with escalating costs that our often outside of our control.

Prudent fiscal management and improved support from the state have allowed us to move away from a "crisis mode" in dealing with the college's budget. Nevertheless, fiscal challenges and uncertainties remain in looking toward the future.

The Consultative Planning Process will get underway this Fall with department information gathering and reviews. Using the data collected, the College Planning Council will produce recommendations in April that will go to the President and the Board of Trustees.

Your participation in the Consultative Planning Process is important. Decisions will be made for the allocation or realignment of resources based on your input. These decisions must result in a balanced budget with three years

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SB CC   **Consultative Planning Process Timeline**

October 1 CPP Quantitative information distributed to vice presidents

October 5 Year 2 evaluation of the 2002-05 College Plan completed and submitted to president. CPC consultation to take place during the months of October and November

October 10 VP review of CPP information completed

October 15 Quantitative information templates distributed to appropriate administrators

December 17 Non-instruction units and non-credit instruction reports due to vice president or dean

December Board Study Session on evaluation of 2002-05 College Plan

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Consultative Planning Process Timeline

January 3	**Executive Committee begins review of department/program information**
January 21	**Credit instructional units' reports due to EVP Educational Programs**
Jan through Mid Feb	**EC to consolidate materials into proposed course of action**
February 22	**CPC consultation on EC recommendations**
Mid March 05	**External factors forums**
Mid March 05	**CPC recommendations to President including 05-06 budget recommendations**

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Consultative Planning Process Timeline

End of April 05	**Draft 2005-08 college plan and 06-07 budget recommendations to President**
Early May 05	**President budget recommendations to Board of Trustees**
Mid June 05	**2005-08 college plan to the Board of Trustees**
Mid June 05	**Board adopts 05-06 budget**

SB CC — Instructional Units and Programs (Non-categorical Funding)

Credit Program

- Instructional departments
- Dual Enrollment
- Gateway to Success
- Honors
- MET/CAP
- On-line instruction
- Professional Development Center
- Study Abroad
- Work Experience

Continuing Education (FTES and Community Services)

SB CC — Consultative Planning Process Quantitative Measures for Instructional Units

Information to be collected for departments, programs and units within departments (5 years)

- FTES
- WSCH/FTEF
- Department allocations and expenditures (breakout GF and other funding sources)
- Cost/FTES (Cost/income ratio)
- Staff assigned to the unit by major function
- All Credit Departments: Degree and certificate completion, course completion rates
- External benchmark to like programs

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**Consultative Planning Process
Information for Instructional
Units**

- Describe consolidations, efficiencies and/or cost reductions that could be achieved by the unit. Consider inter-and-cross department possibilities; include potential impacts on college operations.

- Describe how the department compares to external benchmarks in range of offerings, WSCH, and WSCH/FTE. Benchmark Colleges: Cuesta, Cabrillo, Glendale.

- Describe ways the unit could generate additional growth in FTES or income (include associated costs).

- Delineate the unit's 2005-08 planning priorities, goals and objectives.

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Units in Support of Instruction

- Marketing/Publications
- Faculty Resource Center

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Consultative Planning Process Questions for Evaluating Units in Support of Instruction

- Identify the non-General Fund revenue sources for the unit (e.g. grants, categorical funding, donations, non-FTES revenue).

- By major functional areas, describe services provided by the unit.

- List the classified and certificated staff for the unit (include an organizational chart).

- Identify services produced by the unit that are essential or mandated.

- Describe consolidations, efficiencies and/or cost reductions that could be achieved by the unit. Consider inter-and-cross department possibllitles; include potential Impacts on college operations.

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Consultative Planning Process Questions for Evaluating Units in Support of Instruction

(Continued)

- Delineate how the service delivery for the unit compares to external benchmarks for FTE staffing and budget. Benchmark colleges: Cuesta, Cabrlllo, Glendale)

- Describe ways the unit could generate additional growth in FTES or income. (include associated costs)

- Delineate the unit's 2005-08 planning priorities, goals and objectives.

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Units in Support of Students

<Admiss/Reg/Recs   <Alumni Association

<Career Advan Cent   <Children's Center

<Counseling   <DSPS

<EOPS/CARE   <Financial Aid

<International   <Learning Services

<Library   <Matriculation/Assmt

<School Relations   <Student Activities

<Transfer Center

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**Consultative Planning Process
Questions for Evaluating Units
in Support of Students**

- Identify the non-General Fund revenue sources for the unit
  (e.g. grants, categorical funding, donations, non-FTES
  revenue).

- By major functional areas, describe services provided by
  the unit.

- List the classified and certificated staff for the unit
  (include an organizational chart).

- Identify services produced by the unit that are essential or
  mandated.

- Describe consolidations, efficiencies and/or cost reductions
  that could be achieved by the unit. Consider inter-and-
  cross department possibilities; include potential
  impacts on college operations.

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**Consultative Planning Process
Questions for Evaluating Units
in Support of Students**

(Continued)

- **Delineate how the service delivery for the unit compares to external benchmarks for FTE staffing and budget. Benchmark colleges: Cuesta, Cabrillo, Glendale.**

- **Describe ways the unit could generate additional growth in FTES or income? (include associated costs)**

- **Delineate the unit's 2005-08 priorities, goals and objectives.**

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Administrative Units

- **Accounting**
- **Administrative Services**
- **Continuing Education Administration**
- **Educational Programs Administration**
- **Facilities and Operations**
- **Human Resources & Legal Affairs**
- **Information Resources**
- **Institutional Assessment, Research and Planning**
- **President's Office**
- **Purchasing**
- **Security**
- **Public Information Officer**

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**Budget Reduction Questions
for Evaluating Administrative
Units**

- By major functional areas, describe services provided by the unit.

- List the classified and certificated staff for the unit (include an organizational chart).

- Identify services produced by the unit that are essential or mandated.

- Describe consolidations, efficiencies and/or cost reductions that could be achieved by the unit. Consider inter-and-cross department possibilities; include potential impacts on college operations.

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**Budget Reduction Questions
for Evaluating Administrative
Units**

(Continued)

- Delineate how the service delivery for the unit compares to external benchmarks. for FTE staffing and budget. Benchmark colleges: Cuesta, Cabrillo, Glendale.

- Describe ways the unit could generate additional growth in FTES or income (include associated costs).

- Delineate the unit's 2005-08 priorities, goals and objectives.