1. Santa Barbara Community College District
   Santa Barbara City College

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3. Santa Barbara City College is a comprehensive community college having
   a headcount enrollment of about 9,000. As a unit of the California Community
   College system, it is governed by a locally elected Board of Trustees and is
   funded mainly by local property taxes and state appropriations.

   The College offers a diverse program of lower division courses which
   can be taken for credit toward a Bachelor degree at a four-year college or
   university. Two-year Associate degree programs are also offered in Health
   Occupations, Business Occupations, and various vocations in the skilled trades
   and the applied sciences and technology.

   In recent years the College has developed an intensive program of basic
   education including Basic English skills, Math, English as a Second Language,
   and special tutorial and peer counseling services.

   The College District also offers one of the finest programs of non-credit
   adult continuing education in the nation. The community served by the College
   is blessed with a major university campus, several private research firms, and
   the Center for the Study of Democratic Institutions, from which it is able to
   draw many fine teachers and lecturers for its adult program. Currently, about
   30,000 adults (nearly 25 percent of the adult population) participate in the
   non-credit program each year.

   The student body of Santa Barbara City College is largely locally derived.
   About half the students in the credit program are part-time students, and 30
   percent attend only evening classes. The median age of all students is 23
   years. One student in 12 is over 40, and 1 student in 6 is a woman over 25.
   One in 14 has at least a Bachelor's degree and is returning for further educa-
   tion.

   The College faculty consists of 167 permanent teaching members in the
   credit program, 19 non-teaching professionals (counselors, librarians, etc.)
   and 13 administrators. This faculty is supported by a staff of 175 classified
support personnel and augmented by 160 (52 full-time equivalent) part-time instructors. The non-credit adult program is run almost entirely with part-time faculty drawn from the community as needed to meet highly dynamic demands.

4. The Santa Barbara Community College District by comparison to all community college districts in the State of California has been, is, and will probably continue to be a "low wealth" district. Low wealth is described as the ratio of full-time equivalent students to assessed valuation. The growth pattern of student population has grown more rapidly than has the assessed valuation, thereby making the District less wealthy. The student population has grown from 3,123 in FY 1966 to an expected 9,083 in FY 1977 (191%). The assessed value has increased from $306,339,952 in FY 1966 to $694,750,391 (127%).

During this same period of time, however, the operational tax rate has increased at its peak only 7¢ per $100 of assessed valuation. At no time in the last ten years has the District requested an increase in its tax rate to support the operational aspects of the District. This condition will probably continue until at least 1980 if current fiscal conditions continue to exist.

The community served by the College has strongly supported the College. This is evidenced by the passage of various bond issues to support the construction program required of this growing campus. The most recent bond election for $3.8 million was overwhelmingly passed to allow for the acquisition of approximately 31 acres adjacent to the existing Santa Barbara City College campus. Currently the District's bonded indebtedness is about $12.9 million with a total capacity of about $38.2 million. To support this bond debt the general obligation bonds require a tax rate of approximately 16¢ per $100 of assessed value.

It is anticipated that the future financial condition will parallel the past, i.e., the District will remain extremely solvent, and expenditure controls will be continued. For the past several years the District has operated on a modified program budget format to ensure analysis of program costs. This procedure will be refined to provide fiscal information required for effective management decision-making.
5. There are five principal areas in which SBCC is in need of management development.

-- Develop a team feeling and attitude among management personnel
-- Extend and improve communication between the management team and other elements of the College
-- Refine institutional and departmental goal statements
-- Develop a planning process to achieve stated objectives
-- Develop a continuing evaluation process focused on outcomes

Santa Barbara City College is very well organized to deal with the day-to-day operation of the College and the annual academic cycle. All of the required functions are well-defined and responsibilities are clearly allocated to appropriate management personnel. This may, in fact, be the root of the problem of developing a team feeling. Each person in management can perform his or her primary functions quite independently of the others, and there is minimal need or occasion for interaction. But the attitude that people in management are indeed a team is essential if the College is to progress in the other areas listed above -- in particular, the refinement of goals and the development of a long-range planning process.

This need is heightened by the recent advent of collective bargaining in California education. At SBCC, as of now, the faculty have not elected to bargain collectively. The classified support staff has decided to do so, and the faculty could do so in the future. This will make even more important the need for management to clarify and understand its role and to develop a sense of common purpose and interdependence. Bridges are needed between the centers of management functions to sustain this sense and to promote interaction for long-range institutional planning and change. This, in turn, requires a heightened feeling of mutual trust and respect -- built upon increased self-awareness and an understanding of one another's perceptions and premises.

In recent years, SBCC has been active in the development of institutional goals and objectives. In 1972, the Institutional Goals Inventory of Educational Testing Service was administered to 128 persons, including students, faculty, trustees, and local citizens. This was followed a year later by a re-ranking of 18 goals by a larger constituency. The follow-up study set the stage for a major analysis of institutional priorities, goals, and organizational structure.
Out of this effort has come a formulation of a basic statement of philosophy and a revision of the broad goals of SBCC. The new goals first appeared in the 1974-75 College Catalog. A continuing effort since that time has been to refine and reduce these goals to specific measurable objectives for each organizational unit. The results have been uneven, and there is still a need for considerable refinement in this process before we will have developed meaningful and measurable objectives. By the very nature of an institution of higher education, not all of its objectives will be reducible to strictly quantitative measures. Nevertheless, it is important that they be articulated and understood by the administrative team.

After having developed a refined set of objectives, the College will need to improve the system of planning, especially for the long-term, that it uses to develop the organization and define the actions which are required to achieve its objectives. In recent years, there has been a great deal of refinement in the budget process, with 3-year projections being required of all cost centers. These projections are tied to a 5-year educational plan, and the final budget is reviewed by a Resources Allocation Review Board. Much more needs to be done in this area, and the immediate need is for the development of a planning attitude and planning skills among management personnel.

Finally, the College needs to develop an on-going evaluation process. In 1974, SBCC was invited to be one of ten colleges to participate in a Danforth-funded project conducted by the Federation of Regional Accrediting Commissions of Higher Education (FRACHE). Participating institutions were to undertake an institutional self-study emphasizing the measurement of outcomes. This effort, which culminated at the beginning of this year, was moderately successful. However, lack of well-defined statements of desired outcomes and methods of measurement were a handicap and a frustration throughout the project. One of the most significant results of the effort was the emergence of a resolve to initiate a continuing process of evaluation. The College needs assistance in this area. In order for this effort to succeed, it will be essential that the above needs be met — e.g., team attitude, communication, refined objectives, and planning.