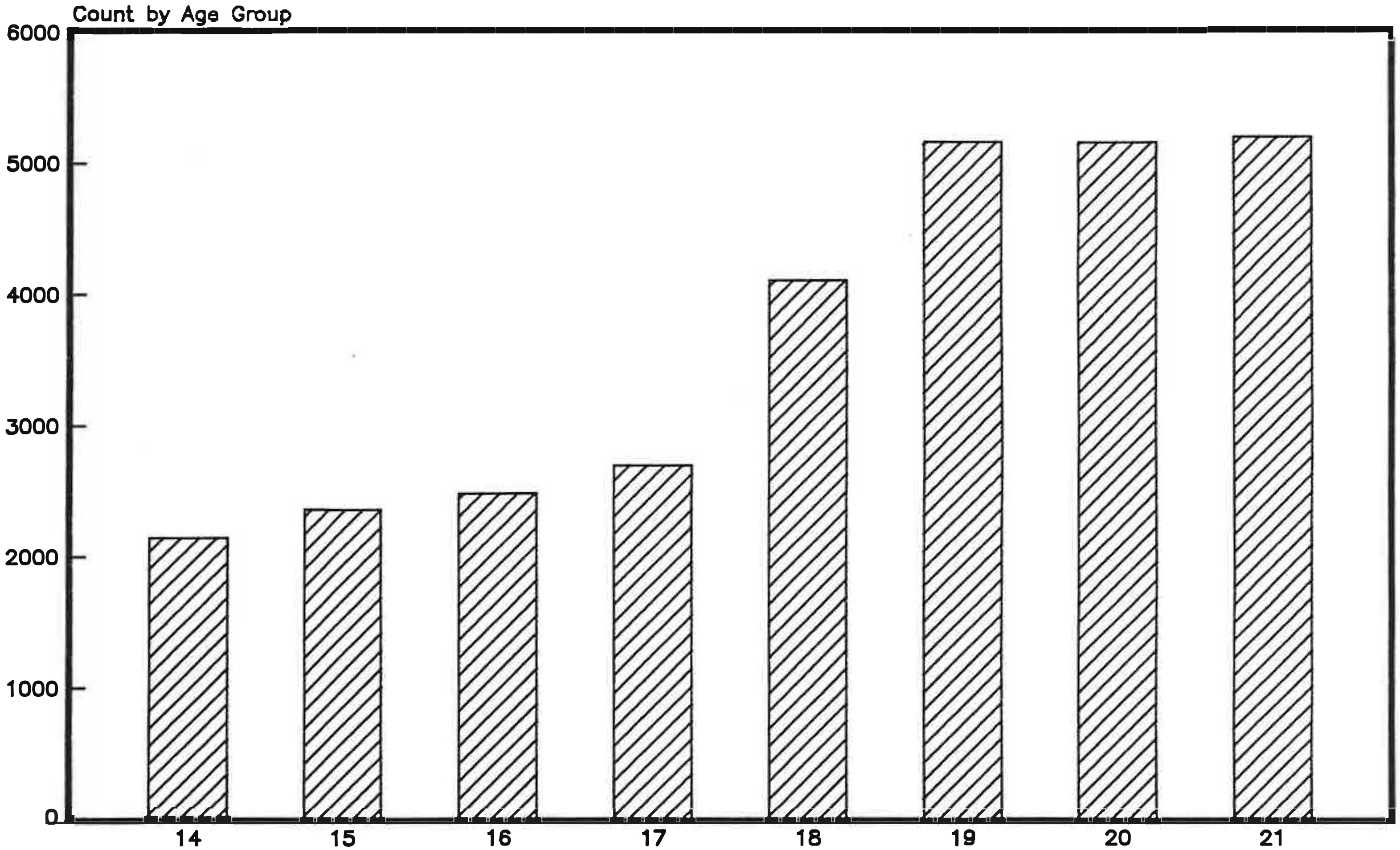
DISTRICT POPULATION BY AGE

1980 Federal Census



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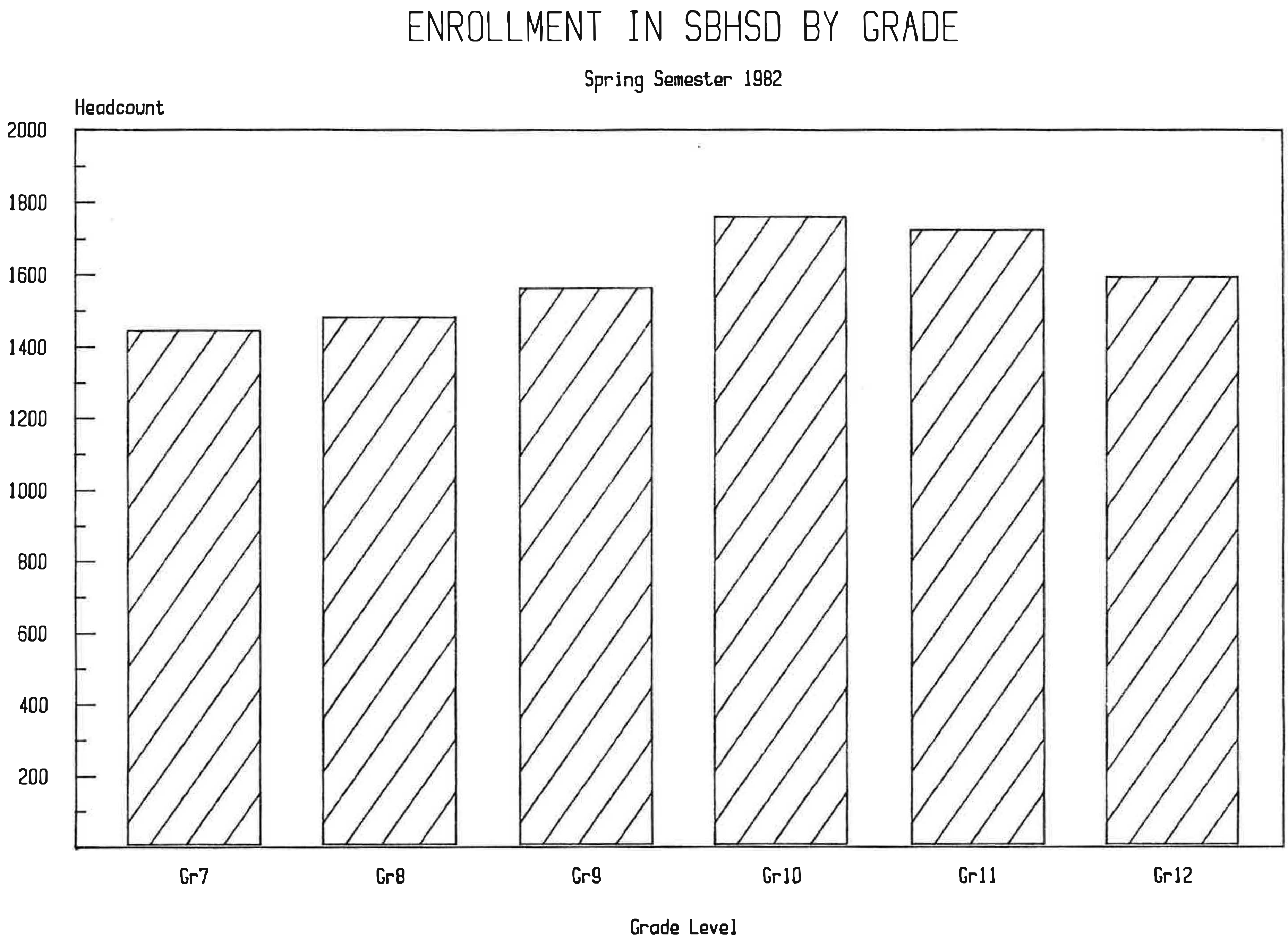
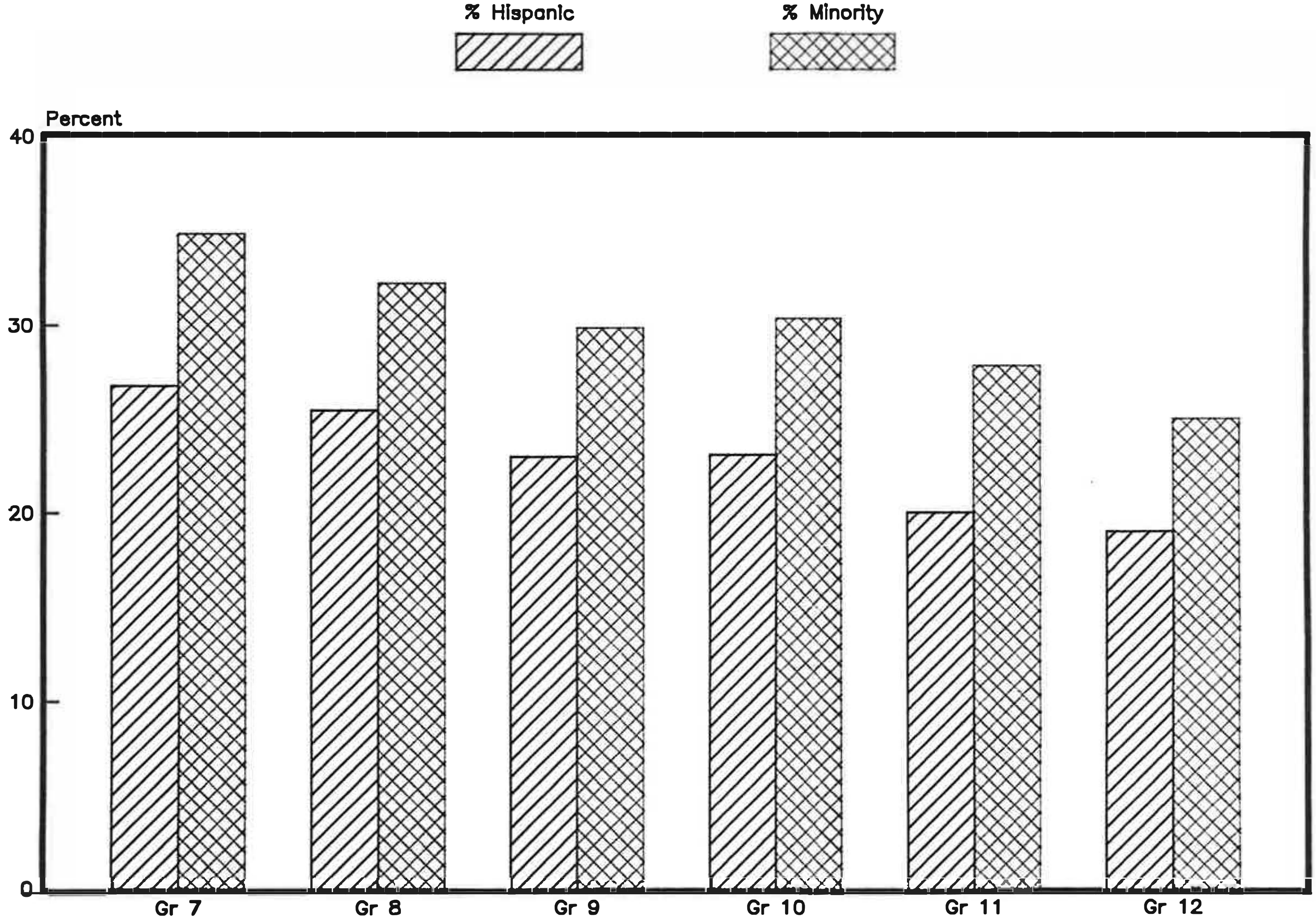
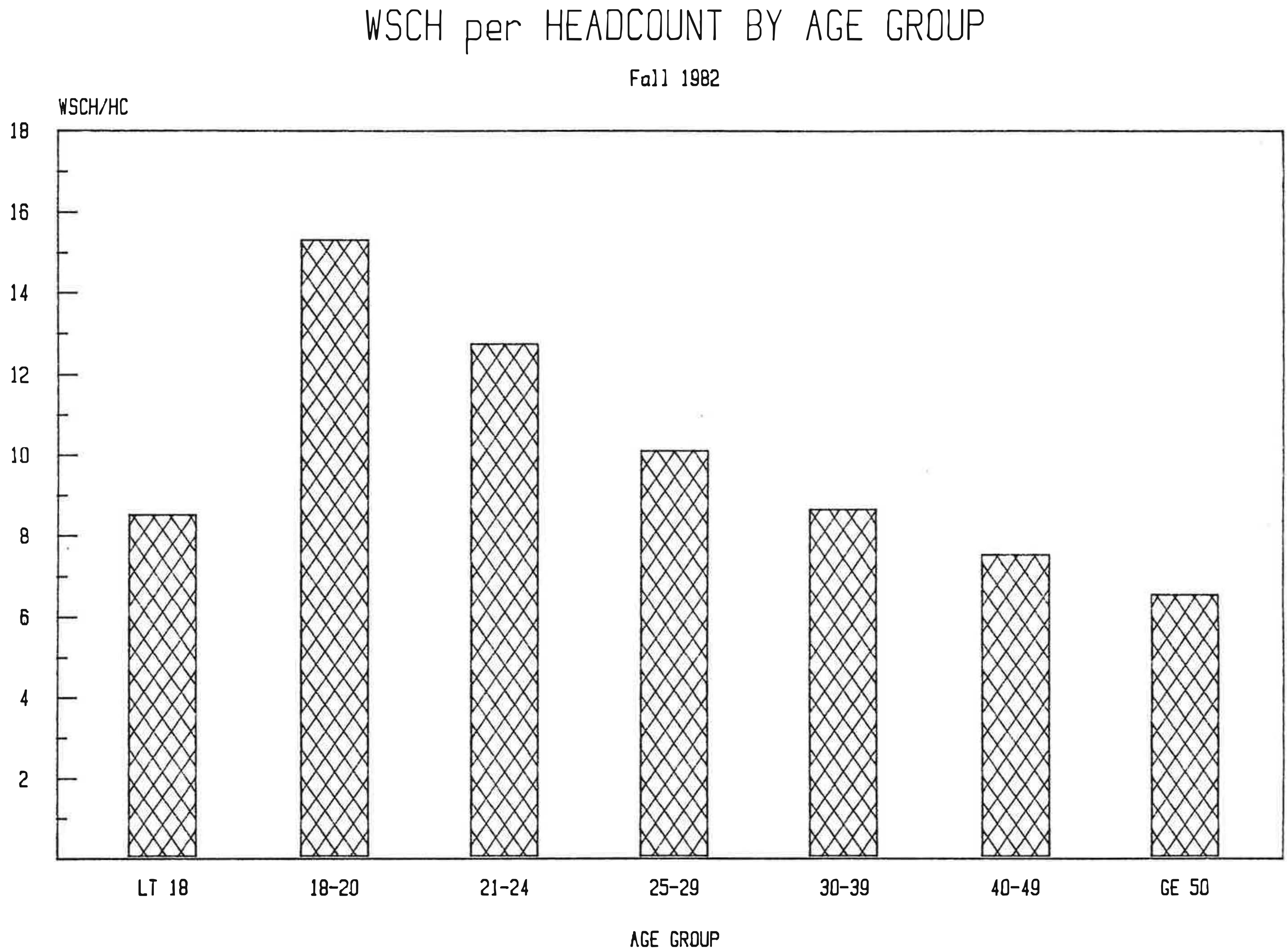

ENROLLMENT IN SBHSD BY GRADE
Spring Semester 1982
Headcount
2000
1800
1600
1400
1200
1000
800
600
400
200
Gr7
Gr8
Gr9
Gr10
Gr11
Gr12
Grade Level

MINORITY ENROLLMENT IN SBHSD

Spring Semester 1983



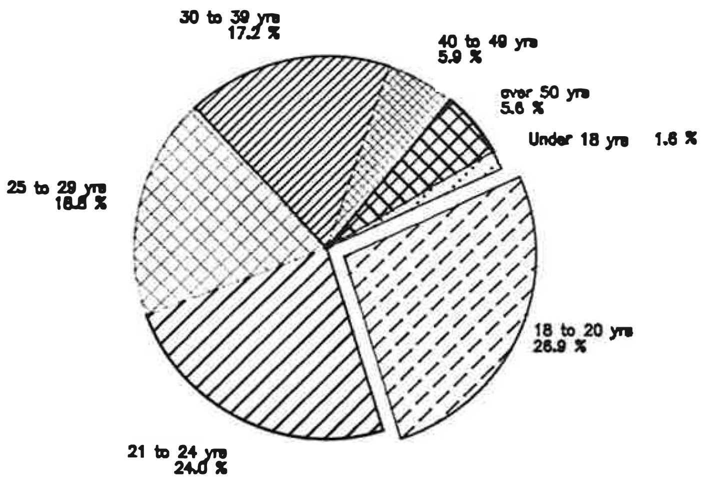


WSCH per HEADCOUNT BY AGE GROUP
Fall 1982
WSCH/HC
18
16
14
12
10
8
6
4
2
LT 18
18-20
21-24
25-29
30-39
40-49
GE 50
AGE GROUP

WSCH per HEADCOUNT BY YEAR
Fall Semester
WSCH/HC
16
14
12
10
8
6
4
2
1976
1977
1978
1979
1980
1981
1982
YEAR

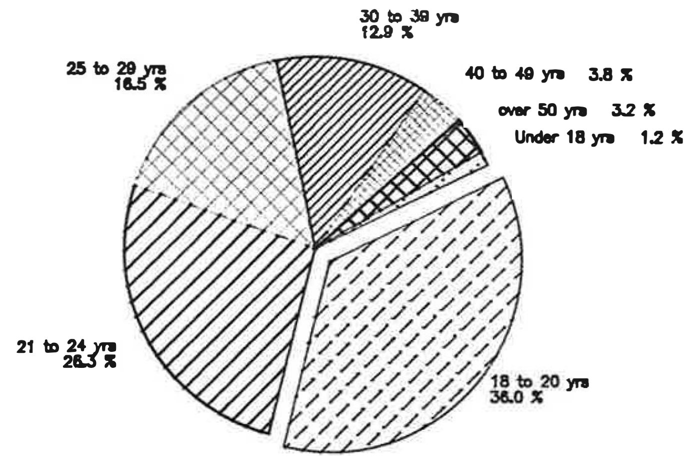
HEADCOUNT DISTRIBUTION BY AGE GROUP

Fall Semester 1982 (10820 students)



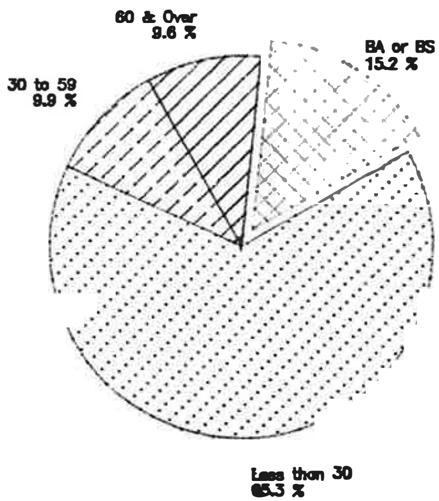
WSCH DISTRIBUTION BY AGE GROUP

Fall Semester 1982 (10820 students)



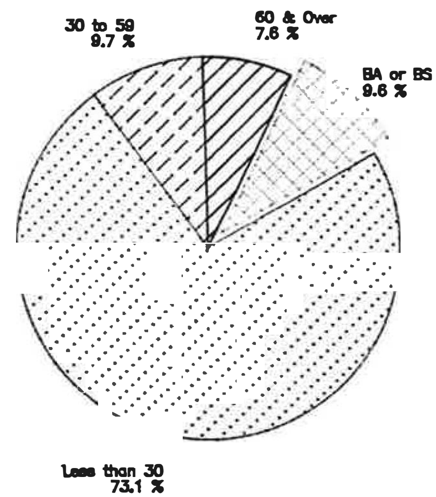
HEADCOUNT DISTRIBUTION BY UNITS EARNED

Fall Semester 1982 (10820 students)



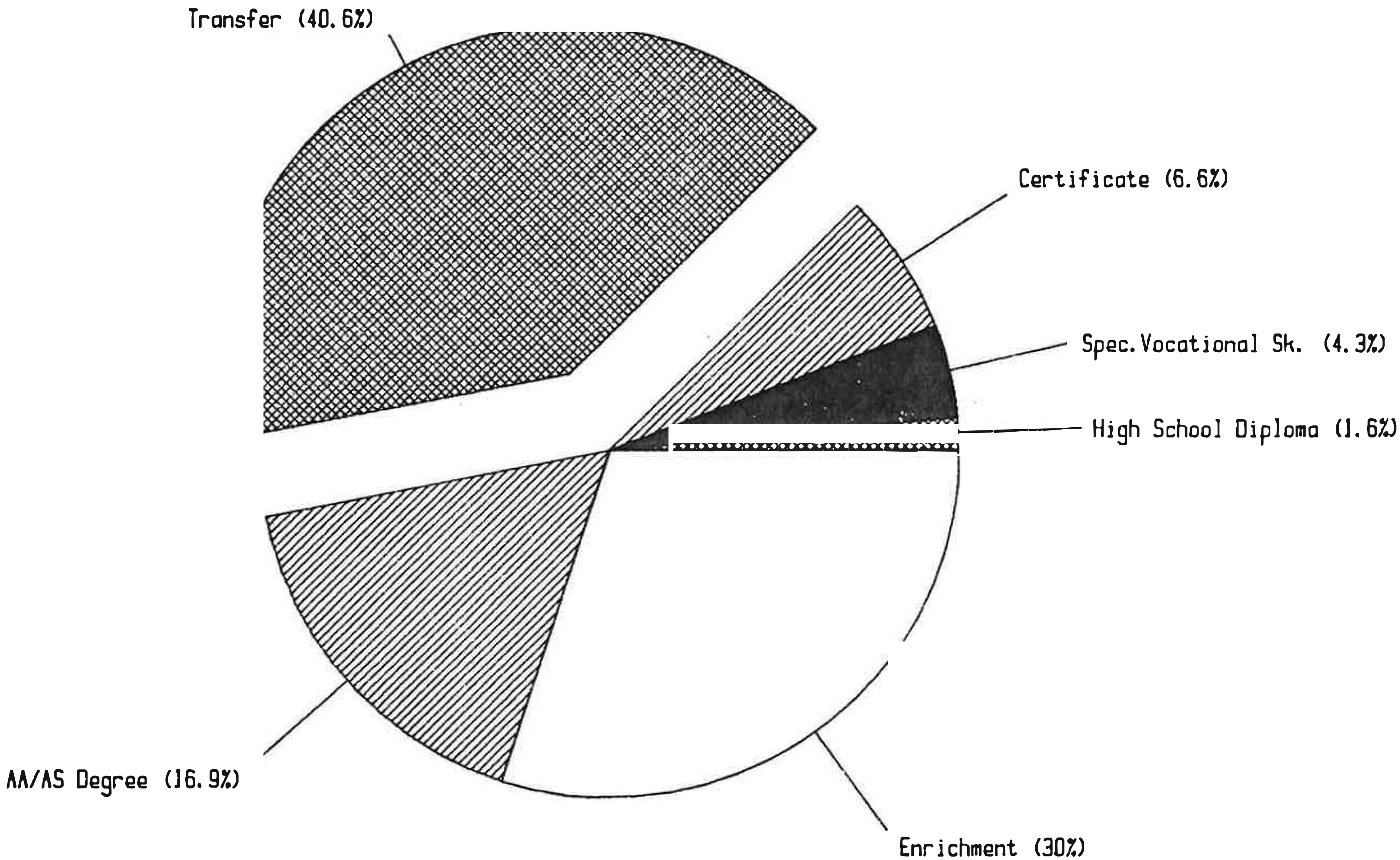
WSCH DISTRIBUTION BY UNITS EARNED

Fall Semester 1982 (10820 students)



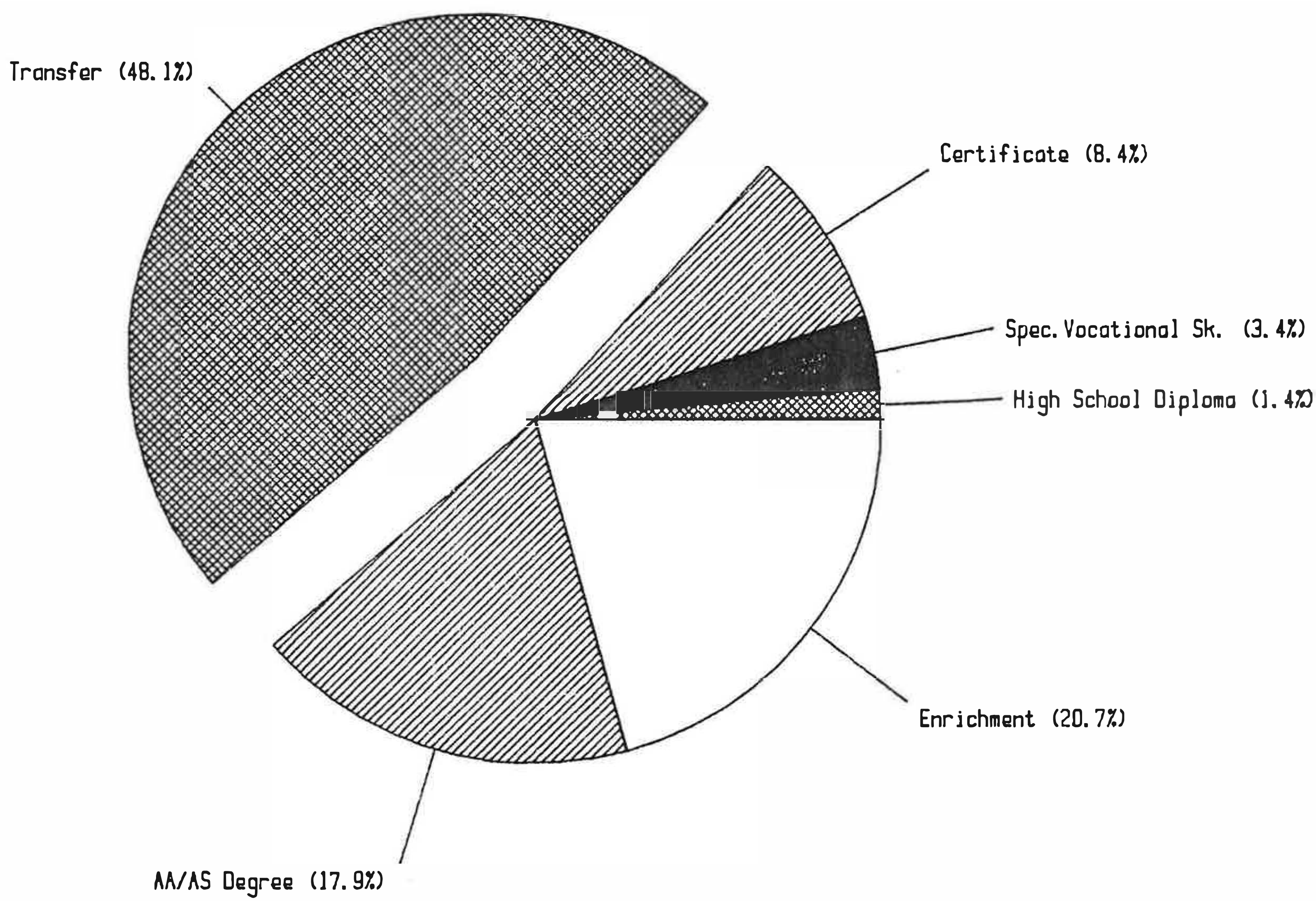
H/COUNT DISTRIBUTION BY GOAL

Fall Semester 1982 (10820 Students)



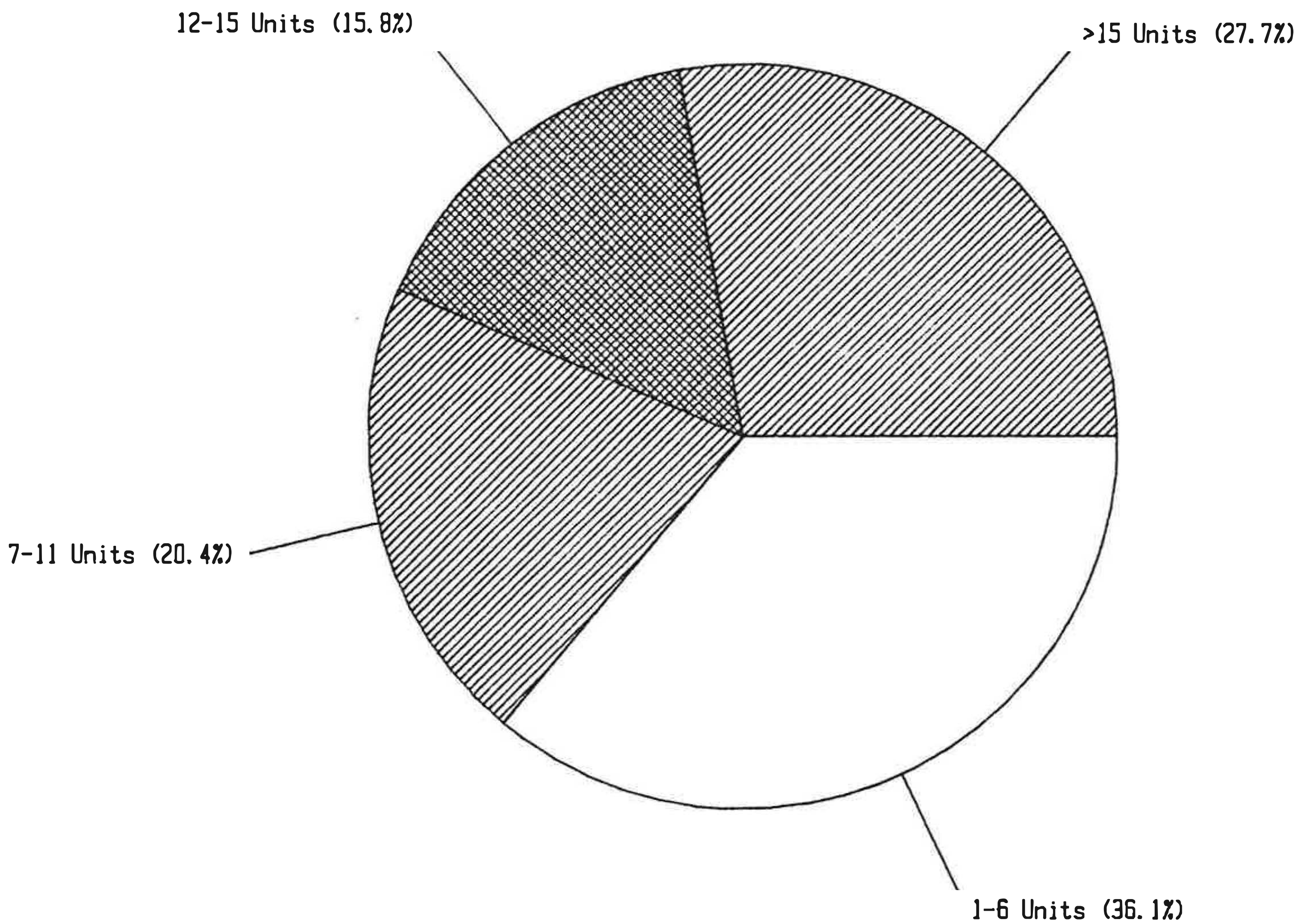
WSCH DISTRIBUTION BY GOAL

Fall Semester 1982 (10820 Students)



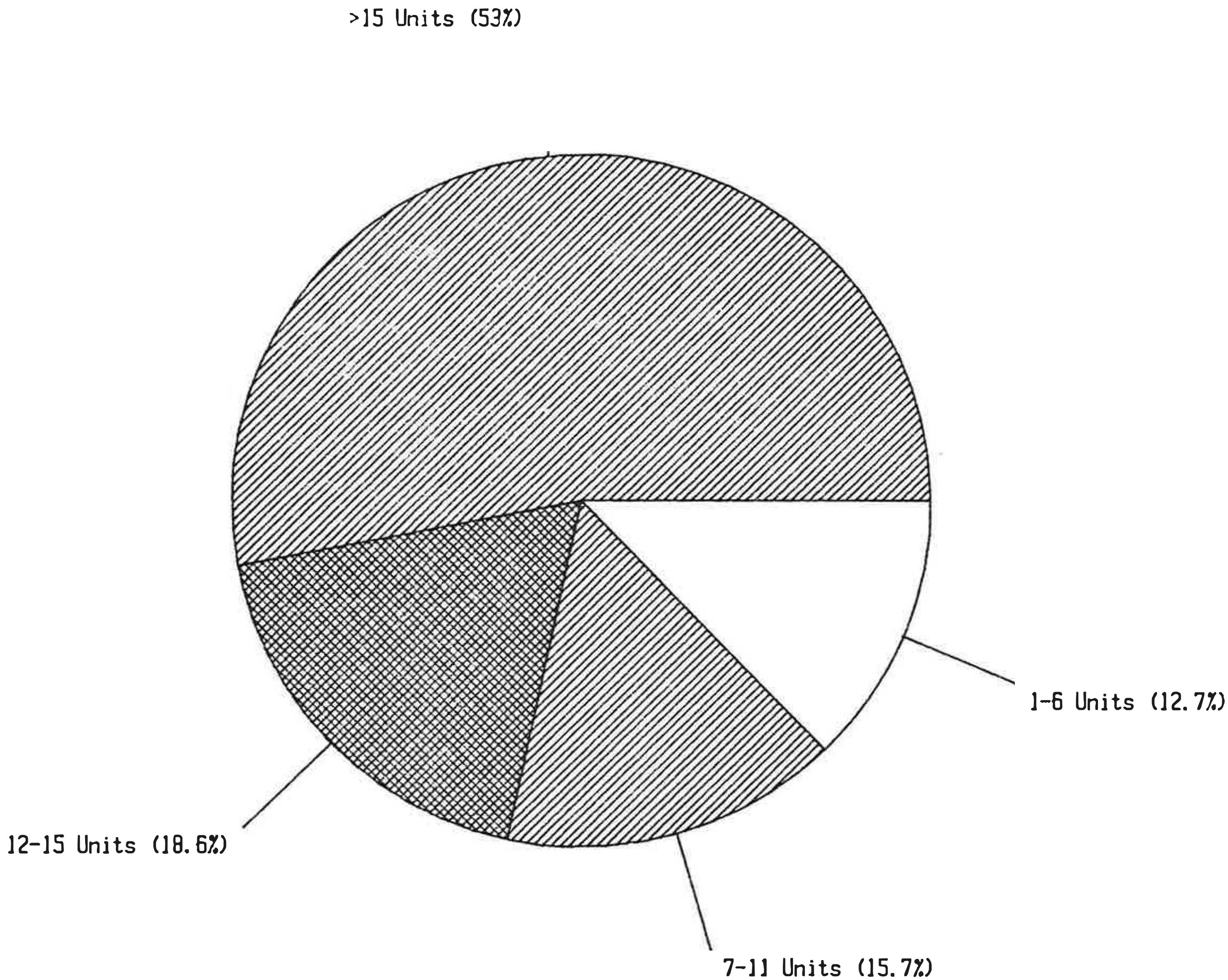
H/COUNT DISTRIBUTION BY UNITS ATTEMPTED

Fall Semester 1982 (10820 Students)



WSCH DISTRIBUTION BY UNITS ATTEMPTED

Fall Semester 1982 (10820 Students)



SANTA BARBARA CITY COLLEGE

DATE: October 11, 1983

TO: Department Chairpersons and Administrators

FROM: College Planning Committee

SUBJECT: DEPARTMENT PLANNING FOR 1984-89

Attached are forms for your use in submitting plans for next year and the subsequent four years.

Also attached is an updated Statement of Institutional Directions which has been prepared by the CPC. This statement is the result of a CPC analysis of the major external influences that seem to be shaping the future of SBCC, and states, in rather broad terms, some suggested SBCC responses. We ask that your planning efforts take into account the issues that are discussed in the Statement; and that your plans be responsive, as appropriate.

The plans you submit will be reviewed within your administrative unit and by the CPC and will become the basis of an Institutional Five-Year Plan which encompasses appropriate resource re-allocation.

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DEPARTMENT
FIVE-YEAR PLAN
1984-1989

1. OVERVIEW

A one-or two-paragraph description of the factors that influence the individual department's planning and the broad implications for the department in terms of desired or planned changes seen in the next five years in response to these factors It should include the general goals of the department. (Form A).

II. STATISTICS (Instructional Department)

This section summarizes relevant statistical data provided by the Instruction Office and/or Research Office supplemented by additional data the department may add to support its plans; e.g., WSCH trends, WSCH per FTE, dollars per WSCH (other key measures to determine program vitality). (Form B)

III. SPECIFIC PLANS

A. FIRST YEAR - 1984-85 (Form C)

A brief, but specific description of what the department proposes to do during 1984-85 in pursuit of its goals. Specific objectives should be stated in terms that permit subsequent evaluation of performance. For Instructional Departments, it should include new courses and programs, new delivery methods, new concepts of scheduling, cooperation with other departments (including Student Services).

For non-instructional departments, it should specify exactly what activities the department will carry out in the next year and especially what changes are anticipated from prior years. Where appropriate, such as the introduction of new programs, activities, or methods, a plan of evaluation should be included

This will be the basis of the department's budget request for the next year and therefore, should also detail any changes in requirements for <u>personnel, equipment, facilities,</u> and other key budgetary categories.

B. SECOND YEAR - 1985-86 (FORM D)

A more general description of anticipated changes of the department's plans for the 1985-86 year. It should be as specific as is reasonably possible, and include estimates for staff, equipment and facility needs.

C. THIRD/FOURTH/FIFTH YEARS - 1986-89 (FORM D)

A broad outline of the proposed changes for the third to fifth years of the planning cycle with emphasis on major goals and activities and significant changes in resource requirements (i.e., staff, equipment and facilities) needed to implement these plans.

D. SUMMARY OF STAFFING, FISCAL AND FACILITY NEEDS (84-85 TO 88-89) (FORM E)

Summarize, by year, the anticipated changes in certificated and classified staff; expected changes in non-personnel-related financial needs such as equipment; and, how the planned changes affect facilities utilization, i.e., need for more or less space, rearrangement of space, changes in type of space, remodeling, etc. These should be related to the specific program plans, enrollment trends, etc.

FORM A

FIVE-YEAR PLAN I-III

I. OVERVIEW - A brief description of the department's major goals, significant factors influencing the department's plans and implications of these factors with regard to these plans over the next five (5) years:

FORM B

FIVE-YEAR PLAN

______________________ DEPARTMENT

II. STATISTICS - Summarize data which you believe support your departmental five year plan:

FORM C

FIVE-YEAR PLAN

DEPARTMENT

III. SPECIFIC PROGRAM PLANS

A. 1984-85

Provide a brief, but specific description of objectives and, if applicable, describe changes in requirements for personnel, equipment, facilities, or other budgetary categories. As appropriate, include new courses, or programs, assure new delivery methods, scheduling concepts, or inter-departmental activities. Be as specific as possible. This information will serve as the basis for developing the 1984-85 budget, and the college's educational master plan.

OBJECTIVE	RESOURCE REQUIREMENT (Personnel, equip., facil., etc.)

FORM D

FIVE-YEAR PLAN

DEPARTMENT

III. SPECIFIC PLANS - continued:

B. 1985-86

Discuss specifically additional plans the department may have for academic year 1985-86. State objectives and identify major personnel, equipment and facility resources needs.

C. Subsequent Three Years (1986-89)

Discuss changes in department long-range goals and plans. Resource requirements (personnel, equipment, and facilities) should be outlined.

DEPARTMENT SUMMARY

DEPARTMENT ____________________

1984-85	1985-86	1986-89

ACCCA

The Newsletter of the Association of California Community College Administrators

Ad Com

JUNE 1983

Californians Once Dared To Dream Boldly

by
William Goss
President Emeritus, Cañada College

Beginning in 1910, grass-roots initiatives gave form to the public's insistent demand for an open door to college for people of every economic or social level.

Local courses to permit young people to transfer to upper division institutions literally popped up all over the state, financed primarily by local taxes.

The new open-door movement grew vigorously, adding vocational-technical and community services in both day and evening programs.

But now the dream is fading.

Public faith in education has faltered at the very time that resources became overstrained. The rush toward tuition as a solution threatens to forge a weapon that weak politicians will be all too ready to abuse: when revenues falter, just hike tuition another notch.

Unfortunately, this crisis comes at the very moment in which the need to prepare all our people for the post-industrial computer age is beyond dispute. As our economy rapidly shifts to high-tech, education of all as consumers as well as producers is absolutely fundamental both to personal fulfillment and to the nation's economic vitality.

The answer for community colleges is surely not retreat; it is instead clearly a time for renewed commitment and fresh initiatives.

Perhaps, in such a setting, the experience of some who have shared in the movement (as students and faculty) for fifty years, may have some value as California evolves new ways of achieving universal access.

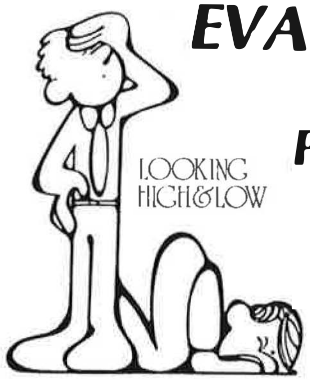
Based on one person's experience in one region of the state, these appear to be among the present imperatives:

1. **The need for even closer ties to our communities.** Our roots are profoundly local, our services are designed for a specific locale, but our financing (and ultimately, no doubt, the control) are at the State level.
   If we are to develop the political muscle to assure strong financing, it is urgent that we educate our citizens to the educational needs we serve and win their support at the state level.
   I remember vividly that when San Mateo faced in 1956 a crisis of "grow or stagnate," Julio Bortolazzo moved in boldly with a plan that transformed the district forever. His tactic: enlist the personal attention of thirty or so of the most prestigious leaders in the area, representing business, labor, churches, social organizations, and women's groups. Beyond that, spend a full year with them inviting the most drastic possible questions, and answering them fully and patiently. At that point, the committee then considered and finally adopted a forward-looking solution. The essential result was local commitment and enthusiasm.

(2) **Bold, long-range plans are imperatively needed.** The rule in California should be: "make no small or timid plans, which have no power to excite the mind."
   Again, using experience in San Mateo, the key to solid and sustained growth is a master plan that studies population and demographic trends, assesses financial resources and requirements, evaluates curriculum against the backdrop of community trends, and then charts a course of action.
   Surely, as we confront an era of retreat and retrenchment in public education, we need more–not less–planning. Such plans, moreover, should be made with the fullest possible participation by faculty, staff, and community organizations. Industry participation is crucial, all the more so because of the rapidity with which job requirements are being transformed. Our experience showed how heavy a burden it is to create and sustain industry committees. Not to do so, however, is a prescription for failure.

(3) **The major need for a new team approach.** New institutions have an exceptional chance for innovation. The early days of Cañada College offered such an experience, affirming a conviction that there are rich dividends to be realized from genuine efforts to involve a whole staff.

EVALUATION TIME



Please Complete

Evaluation Form on

Page 7.

CPC
10/18/83
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CHRONICLE
of Higher Education

April 13, 1983 • $1.25
Volume XXVI, Number 7

Higher Education Now Big Business for Big Business

By BEVERLY T. WATKINS

Higher education has become big business for big business.

As corporations have assumed greater responsibility for the education of their employees, they have begun to establish their own colleges and universities. About 400 business sites now include a building labeled "college," "university," "institute," or "education center," according to industry estimates.

Many corporate educational institutions offer the same range of courses available at traditional colleges. However, company programs are more likely to use a different format, such as the "short course" or "self-paced module."

Some of the company colleges admit students who are not employees.

Recently, a few have begun to offer traditional graduate programs. They have received approval from state education agencies—and, in some cases, regional accrediting agencies—to offer advanced academic degrees.

As a group, the institutions cover a wide spectrum of the corporate world and provide education and training for millions of people. Some examples:

▶ The Bell System Center for Technical Education, the American Telephone and Telegraph Company's national management-training center in Illinois, offers programs to about 30,000 students each year, not all of them Bell employees. Since the residential campus was established in 1968, it has provided programs ranging in length from three days to four weeks for 250,000 students from the system's 23 operating, research, and manufacturing companies. The center has a staff of 500 administrators, faculty members, and curriculum specialists. In 1980 A.T.&T. spent about $1.7-billion for employee education at the center and other locations.

▶ NCR Corporation, a manufacturer of information-processing systems for business, offers instruction to more than 100,000 employees a year at its Corporate Education Center in Ohio, at other sites in the United States, and at locations in 120 other countries. The corporation, which was formerly called the National Cash Register Company, maintains the Computer Science Institute for engineers, sales staff members, and other professional personnel, and the Management College and Career Development Center for corporate executives. About 800 instructors teach the education center's 650 courses.

▶ Arthur D. Little's Management Education Institute, a subsidiary of the management-consulting firm, has 57 students this year in a program leading to a master's degree in the science of management. Since it was established in 1971, it has awarded 674 such degrees to students from 49 countries. Students pay $11,000 for an 11-month program that includes courses in economics and industrial development, in-

Continued on Page 6, Column 1

Higher Education a Growth Industry for Big Business Continued from Page 1

ternational business, and energy-resource management. The institute is accredited by the New England Association of Schools and Colleges.

▶ Massachusetts General Hospital's Institute of Health Professions has 98 students in four master's-degree programs in dietetics, nursing, physical therapy, and speech and language pathology. Ten other students are studying for a graduate certificate in health-care social work. The independent graduate school, which is approved by the state board of higher education, admitted its first students in 1980. The programs, usually three terms in length, are open to all qualified students, who pay tuition of $7,500.

▶ The Wang Institute of Graduate Studies, an independent nonprofit educational institution in Massachusetts, awarded its first five master's degrees in software engineering last spring. The institute, which was established in 1979 by the founder of Wang Laboratories, a computer manufacturer, has 35 engineers enrolled in the program this year, each paying $8,000 in tuition. The institute was accredited last September by the New England Association.

▶ Hamburger University, the McDonald's Corporation's management-development center in Illinois, t[illegible]ns about 2,500 managers, super-[illegible]s, and other executives each [illegible]. More than 26,000 students, most of them McDonald's employees, have graduated from the fast-food chain's program, a self-paced curriculum that begins with basic operations and concludes with advanced management. The training center has asked the Illinois Board of Higher Education for approval to award an associate degree.

WANG INSTITUTE

The Wang Institute of Graduate Studies, established in 1979 by a computer manufacturer, is now accredited by the New England Association.

Credit for 2,250 Courses

Some corporations have always provided in-house education and job training for their workers. Today 2,250 such courses, offered by more than 140 business and industrial companies and other organizations, are of sufficient quality to merit academic credit, according to the American Council on Education, which evaluates formal educational programs of noncollegiate institutions.

Although no reliable figures are available, the American Society for Training and Development estimates that employers in the United States now spend between $30-billion and $40-billion on education and training for the work force each year. "Traditional" higher education, as provided by colleges and universities, costs about $80-billion a year.

Corporate officials say they have established their own educational institutions because colleges often do not provide the programs they need. Where useful programs do exist, they say, the academic approach is not suitable for their employees.

Most college administrators do not view the corporate programs as competing with their own institutions for students, although there was a flurry of concern over the corporate graduate-degree programs when they first began to appear.

"By and large, higher-education institutions are oblivious to the corporations," says Ernest A. Lynton, Commonwealth professor at the University of Massachusetts at Boston.

Mr. Lynton, who is conducting a two-year study of higher education and societal needs at the university's Center for Studies in Policy and the Public Interest, says, "A great deal of what is happening in corporate education is happening by default. The colleges and universities have not paid much attention to the growth of corporate education and the needs of employees."

When John E. Phillips, vice-president for corporate personnel at Aetna Life & Casualty, announced last spring that the insurance company was establishing a residential education center in Connecticut, he said it did not turn to existing higher-education institutions in part because of "the unique quality of education at Aetna and at similar companies."

"Most policy-and-mission statements in traditional academic settings speak of education as including the development of spiritual, physical, recreational, and other aspects of the individual, in addition to the vocational and occupational," Mr. Phillips said.

While that type of education is desirable, he said, it is "covered well by the existing system of higher education" and "is secondary to the process at Aetna."

Since Aetna "exists to provide financial services and make a profit doing it," Mr. Phillips said, the company's new Institute for Corporate Education, which expects an enrollment of 11,000 students next year, "should serve as a vehicle to advance these activities."

Theodore J. Settle, director of management education for NCR's Management College, says his company is interested in "building bridges" to higher-education institutions but has not found the colleges to be "viable delivery mechanisms for education" for employees.

"Flexibility and creativity are important in the design of the curricula and the delivery formats" and the colleges lack both, he says.

Mr. Settle recently summed up his views on the differences between corporations' needs and higher education's offerings this way:

"An intensive study experience versus one hour per day, three days per week for a semester. Older students versus 18- to 22-year-olds. Applications versus theoretical focus. New material versus a reordering of parchment-like faculty lecture notes from previous terms. On-site location versus the university classroom. High-quality, experienced faculty with excellent presentation skills versus whoever has an opening on his calendar."

'No Competition'

Mr. Lynton says the corporate graduate-degree programs have not caused much concern among academics because, "numerically speaking, they are not a very substantial part of the whole and they are no competition."

For example, he says, "Arthur D. Little and Wang are not duplicating anything any other educational institution is doing. Although there was some concern that the degree programs at Massachusetts General would stimulate other hospitals to award degrees, that has not happened."

He thinks degree programs "will always be a small fraction" of corporations' total educational offerings.

"There is a lot of non-degree education being done by corporations that in principle the colleges and universities could be doing," Mr. Lynton says. "A substantial amount—50 to 70 per cent—is in the supervisor, manager, or professional-personnel range. Much of it is company- or product-specific, but a surprising amount—20 to 40 per cent—is generic and at the baccalaureate or graduate level."

Mr. Lynton says he does not expect colleges to offer more employee education any time soon. "To do that," he says, "higher education would have to change some of its ways, and colleges and universities are slow to see the need to change."

November, 1981

ACCCA

The Newsletter of the Association of California Community College Administrators

Ad Com

Ten-Year Community College Enrollment Trends: Fewer Full-Time, More Evening, Female And Over 30

The California Department of Finance predicts that during the next ten years full-time community college credit enrollment will decline but credit evening enrollment, the proportion of female students, and the proportion of students thirty years and over will all increase. These predictions were enclosed with an October 1, 1981, memo sent by the Department to Community College Superintendents and Presidents. The Department is required to develop projections for each District to be used with the Five-Year Construction Plans. Each district received a ten-year projection of its enrollment and weekly student contact hours for day credit, evening credit, and noncredit courses. The following are the statewide trends projected by the Department of Finance:

Statewide Trends in Community Colleges Enrollment

The 1981 Capital Outlay projection of enrollment and weekly student contact hours shows a statewide increase in total enrollment of 2.4% from fall 1980 to fall 1981. This rate of growth is substantially lower than the growth in enrollment registered between the fall of 19~~79~~ 69 and the fall of 19~~80~~. 79

While the total credit enrollment is projected to increase by 4% from fall 1980 to fall 1981, the non-credit enrollment declines by 7% to reflect the change in funding for non-credit classes.

The past trend of slow decrease in full time credit enrollment over the years is apparent in the fall of 1981 and is projected to continue over the next ten years.

The total credit evening enrollment, at 44.3% of all credit enrollment, will continue to increase over the next ten years to reach 46.5% of total credit enrollment in the fall of 1990.

The proportion of full time day enrollment, which has been slightly decreasing from year to year, will continue on a downward trend until 1990 when it reaches 38% of total day enrollment.

The proportion of female students, at around 56% of total enrollment, remains basically the same for fall 1981 but is projected to increase by about 1.5% by 1990.

The past trend of increasing proportions of students 30 years old and over enrolling at a community college is not expected to reverse itself in the next ten years.

Implications Of Enrollment And Demographic Changes

Changes toward an older, part-time student body tend to support the contention of Harold Hodgkinson that institutions most capable of coping with the demands of 1985 will be those who have been responsive to demands for clarity of outcomes, specialization, and diversification. He anticipates that[1]

(1) higher education will be a much more segmented market. Few will "take" their education in one, two or four year blocks.

(2) remote study units made accessible by technological advances will make it not uncommon to find college graduates who have spent little time on a campus. Companies will make a great deal of money teaching adults in new ways ("Learn Chess from Boris, the Electronic Master").

(3) minimum competency standards will be required for a number of college degrees, particularly in public four-year colleges.

(4) systematic assessment procedures, oftentimes pioneered by the military and industry, will begin to be coordinated with higher education.

(5) certification of skills will become the most viable educational "coin of the realm" with credentials transferring easily from education to the work place and back again. Indeed, the work place will be the college for many.

(6) faculty will include distinguished practitioners who share expertise for short periods and a large group of part-timers (at least 50% of teachers in higher education). But "faculty" will also have to include the one million teachers who teach adults in non-college settings.

[1] *Harold L. Hodgkinson, "A Futuristic Look: Education in 1985,"* Innovation Abstracts, *National Institute for Staff and Organizational Development North American Consortium, Vol I, No. 4.*

How many companies operate without a clear strategy? Surprisingly many since most executives tend to be operationally oriented and often fail to recognize the...

SEVEN ASSUMPTIONS THAT KILL STRATEGIC THINKING

BY BENJAMIN B. TREGOE
CHAIRMAN AND CHIEF EXECUTIVE OFFICER
KEPNER-TREGOE, INC.

Few senior executives today question the importance of strategic thinking. Over the past 10 years th message about strategy has been delivered to top-level managers in countless articles and books, in workshops and conferences. A new strategic planning industry has mushroomed with scores of business school professors and dozens of consulting firms descending on boardrooms to proselytize and promote it.

Yet, despite widespread agreement that strategic thinking is vital, quite a few senior executives complain that they are handicapped when it comes to setting strategy and that they are less effective than they could—and must—be, given the turbulence of market forces.

Our research and work with hundreds of CEOs and their top teams in the U.S. and abroad suggest that there exists some almost insurmountable barriers to effective strategic thinking. These barriers are not external obstacles but internal impediments—blind spots—in the perception of top managers. So pervasive and detrimental to strategic thinking are these blind spots that we have come to call them the seven deadly assumptions of strategic thinking.

Consider each assumption, test your thinking—and the thinking of your subordinates—against the assumptions we have ob rved. Later, we invite you to test your strat gic I.Q.

ASSUMPTION I:
My top team is a closely-knit group. There is basic agreement on corporate strategy.

Even though a small number of people work together closely, it is dangerous to assume that everyone shares the same understanding and commitment to the organization's strategy.

Recently, a client of ours, a leading firm in the medical supply business, held a strategy session which revealed a typical misunderstanding. Before discussing future strategy, we divided the group into small teams and asked each team to define the current strategy. "That should take 20 minutes," the CEO said confidently.

He was wrong. Four hours later, disagreement over the current direction persisted.

How can this be? Quite simply, most top executives sp nd about 95 percent of their time on operating decisions. The cumulative effect of these op rating decisions is often the presumed strategy. True strategic thinking, however, is rarely done, except occasionally at executive committee meetings or at the annual retreat.

Strategy is an organization's future self definition. It is, or at least should be, the framework for the operation of th business, for long-range planning and day-to-day decision making. Strategy defines *what* the organization ought to b ; operational planning and the decisions that flow from it determines *how* the organization will get there. When strategy is not discussed, when the organization's future vision is muddled in the minds of key players, common understanding and agreement become impossible.

Without a shared und rstanding, the top team will veer off in different directions. It also becomes easier to make key decisions ba ed solely on concr te, agreed upon, operational criteria, such as cost/return considerations, fit to current sales and marketing plans, or fit to existing human resource capabilities. These are important criteria, but if an organization is headed in the wrong direction, the last thing it needs is to get there more efficiently.

ASSUMPTION II:
Our top team controls our organization's direction.

This assumption may be true, but don't count on it. Unless senior management consciously sets strategy, you risk having the organization's direction developed implicitly, or by others inside or outside the organization: middle management, the government, banks, competition or labor unions.

A company we know in the commodities business had no clearly stated strategy. Organized by divisions which operated in different countries, operational plans for the business were formulated below the top tier of management, at each division. Top management approved plans, based on operational criteria. One division's plans called for convertin management capabilities in selling commodities to buying a luxury hotel and selling rooms. In another, a steamship company was purchased. These activities strayed from the original commodities business. This company's direction was really being determined by the actions of middle management.

In another case, a company enjoyed considerable success with a specialized product for the leisure market. As a result the president was approached about the prospect of taking his company public. Investment bankers made it look appealing. As plans moved along for a public underwriting, the very basis of the company's success proved a problem. The company manufactured and held a strong position in the stereo market with a single, widely accepted product. Investment counselors felt this single-product position would be viewed as a weakness in the stock market. Accordingly, the president was encouraged to develop and introduce a series of other products for the same marketplace. The new products never took hold. When the company retrenched and concentrated on its established strengths, growth picked up again. The president found it did not pay to let the investment community dictate his company's direction.

ASSUMPTION III:
If it's long-term, it's strategic.

It is not safe to equate time with strategy, despite the existence of what might be called the time-frame mystique: "If it's one or two y ars out it's operational; any longer, it's strategic." Strategy is more a matter of *direction* than time. For example, many lon -ran e plans tend to be o erational, not strategic. hey project, usually wit varying degrees of optimism, the current operations of the business. But, they fail to consider the key strategic questions: Where

should the organization be headed? What should the nature and direction of the organization be?

Conversely, a short-term decision may be strategic. An acquisition to secure a source of supply may meet a short-term objective. But, if this acquisition brings a major new technology into the organization, it may change the long-term direction of the business.

If you assume that strategy equates with the extended time horizon, you may be letting long-range operational thinking—the how—substitute for strategic thinking—the what. In addition, the strategic significance of short-term decisions may be undetected. One day, you may awaken to find that the question of your organization's future is a closed issue; it has been pre-empted by a short-term but strategic decision.

ASSUMPTION IV:
Because the corporate strategy is clear, the strategy of various business units is clear and compatible with the overall direction.

There are too many cases of organizational units both at the line and staff level being at odds with the overall strategy or with each other. For example, a wood processing company's strategy dictated that it capture a significant segment of the wooden door market in Western Canada and the U.S. Unfortunately, the relevant division had different plans. It sought, instead, to diversify and made an extensive effort to penetrate the tubular furniture market.

Another firm, which is a division of a large subsidiary with headquarters outside the U.S., was tied to the worldwide bulk chemical operations of the parent organization. The subsidiary was pushing the division to be a profitable producer and marketer of finished chemical products in its existing markets. The parent organization wanted it to supply raw materials to its worldwide network. The chemical division was in the middle of competing strategies.

The dangers involved with Assumption IV can also work in reverse. Don't assume that because the units of a business have clear strategies, the corporate strategy is also clear. In many organizations, the strategy at the unit, division or subsidiary level is often clearer than at the corporate level.

Several years ago, we visited the president of a small conglomerate to discuss strategy. The timing was perfect. The president had just received the long-term plans of the five companies that made up the organization. In the midst of our discussion, it suddenly occurred to the CEO that he was about to review these plans in a strategic vacuum. The organization's overall direction was really being set by the sum total of these five long-range plans. There was no corporate strategy.

But conglomerates are not alone. We worked with a four billion dollar company in the insurance industry. It had a clear strategy at the unit level, a reasonably good strategy at group level and a fuzzy and questionable strategy at the top. This organization was doing its most incisive strategic thinking everywhere but at the top.

ASSUMPTION V:
Because our organization is in good shape, there is no need to be concerned about strategy.

This is highly questionable. When an organization is on the run, when it is being chased by competitors or hounded by banks, government agencies or debilitating market pressures, it generally has little time to think about strategy. Companies in serious trouble are too busy reaching for the operational fix: increased capital expenditure or delays, hiring limitations, tighter inventory control and pricing changes. (I recall writing to W.T. Grant just before its demise, offering to help redefine Grant's strategy. "Too busy" was the response.)

Contrast Grant's response to crisis with that of a company in the industrial manufacturing and supply business. Its primary product is a holding device for customers in the heavy equipment and transportation industries. The company is well run, has an enviable balance sheet and a dominant market share. Yet, the CEO is losing sleep. What is on his mind is not his competition but his customers. The holding device he manufactures is currently vital to his customers. An indispensable product sold to a cornered market sounds great, but this CEO's utopia could be short-lived. His customers are working to eliminate the need for the device. Five years from now both the product and his organization may well become obsolete.

> *I recall writing to W.T. Grant just before its demise, offering to help redefine Grant's strategy. "Too busy" was the response.'*

"Where should I take the business beyond the next five years?" asks the CEO. "What new products and markets should we have on tap when the moment of truth arrives?" "What can I build on?" The questions on this CEO's mind are the most basic strategic questions. After raising them, this CEO stepped back to examine the nature and direction of his business in light of the changing environment. Once he decided what the new long-range strategy should be, he could make operational decisions accordingly.

The lesson is clear. The best time to think about strategy is when an organization is on top. This way, when crisis comes, the organization has a starting point for making whatever strategic and operational changes may be necessary.

ASSUMPTION VI:
Our long-range plan tells us where we're going.

Bad thinking! The biggest impediment to strategic planning is the assumption that strategy and long-range planning are one and the same. Long-range planning is, indeed, a valuable tool, but as with any tool it is effective only when properly used. Strategic thinking must be separated from and precede long-range planning.

Long-range planning tends to be based on projections of current operations. While long-range plans are frequently developed recognizing economic, environmental, socio-political and technological changes, such information is used chiefly to determine how expansive or cautious the organization should be about projecting its current operations. These considerations tend not to be used as a basis for determining a strategic direction. The vice president of operations and a director of a major corporation summed it up this way: "When I came into this position, I had to develop a business plan. I found that the way plans were put together was to use a straight-line extrapolation approach. The senior people who assembled the plan said that our growth rate for the past several years had been between 4 and 6 percent, so that should be the type of growth rate in the future. One of our products had averaged a 32 percent growth per year in one geographical area. They just assumed the same growth rate in the future. Two things were missing. There was a technical flaw, in that a multitude of variables were simply ignored. More important, the plans lacked a long-term sense of direction and value. They didn't address the issue of where we wanted to go."

Extrapolations from present trends rarely work in the absence of clearly defined objectives. In fact, many managers do not set objectives which define their future because they lack an approach to assist them. They are forced to build their future on the quicksand of future projections rather than on a clear definition of what they want their organization to be. As a result, the operating plans which companies make determine their strategic direction, rather than the reverse.

Where long-range objectives do exist to guide planning, they are invariably defined financially. Once set, projections for products, markets and resources are then developed to achieve these objectives. But who gives attention to the fundamental *strategic* question: What determines the future scope of the organization's products and markets? When financial goals determine long-range planning objectives, the cart is before the horse.

Critical considerations about what determines product and market scope, the resources to use to support them and the results to be achieved get preempted. Plans are formulated without examining these strategic issues.

Frequently, long-range plans are built up from the lowest levels, where information exists to make projections. These projections from various parts of the organizations are consolidated and, in total, become the recommended plan. By the time these reach the top, there is virtually no opportunity for injecting fresh insight about the future. The comment of one chief executive immersed in the planning cycle is typical: "By the time we get through with our long-range planning cycle, we are all so engrossed in the precision of our projections that we have lost our ability to question whether they are taking us where we want to go."

Long-range plans also tend to be overly optimistic. This results primarily from the desire of those making the projections to do better in their respective areas in the years ahead. This optimism tends to exist at all levels within the company thereby blurring distinctions between the weaker and stronger areas of the organization, which are vital for the efficient allocation of resources. By the time this optimism reaches top management, every unit has predicted that given "x" amount of new resources, it will do "y" amount better in the year ahead. One executive put it this way, "If you do sales forecasts from the bottom up, you're going to end up with far more optimistic sales projections than you could ever realize, simply because you compound the areas of optimism as you go up the ladder."

Long-range plans tend to be inflexible (even though they are usually presented in three-ring binders as evidence of their flexibility). It takes a tremendous amount of work to project three years ahead, let alone five years and beyond. Without a clear strategic framework to define what the organization wants to be, long-range planning is forced to build a composite picture of the organization by projecting every detail of the business forward. How else can it arrive at a total view of the organization's future?

Long-range planning is really more short-range than anyone cares to admit. Theory suggests that planning should project five years and then recede to the first year. But how can this be done in the absence of a structured framework for looking ahead five years? Lacking this, sheer necessity leads managers to reverse the theory and begin by projecting from the first year. In addition, projections which are farther in the future are "iffy" at best. Since there is so much work involved, the first year usually gets the most thorough analysis. After all, the manager knows he can make changes in the following years; it is only the coming year that cannot be changed. In effect, this year's plan becomes the budget. The shorter the time focus, the more easily a manager is locked into the constraints of current operations, and the less likely he is to be influenced by information of potential strategic significance. Anyway, most rewards for performance are only measured by first-year results.

ASSUMPTION VII:
Our top team is bright, talented, experienced. Therefore, they've got what it takes to set strategy.

Top executives we have encountered have achieved positions of responsibility mainly because they have a proven track record of success. But, it is not safe to assume that they, therefore, know how to go about setting strategy. This should not be a surprise. Most managers advance in the organization because they have been successful operationally. Financial incentives and career paths reflect the fact that most of a manager's time and effort is spent in the day-to-day details of the business.

Just as predictable is the fact that once managers reach the top positions in their organizations, they continue to be operationally focused. After all, their careers have been made on the strength of operational achievement. So why switch now? Many managers, therefore, unknowingly face a disturbing dilemma. Their new responsibilities require an understanding of what strategy is, how it can be set and managed. Yet their frame of reference continues to be operational.

Many managers simply do not know how to set strategy because most organizations lack what can be called a tradition of strategic thinking. There is no significant reservoir of formalized experience that can be tapped to enable managers to gain the needed strategy skills. If they inquire about strategy, they will most likely be given the tools of long range planning. Or, they might be pointed in the direction of the "entrepreneurial" CEO who has superb strategic instincts, but who knows little about how his own flashes of insight come about, much less being able to tell others how to become equally well endowed. ■

While serving as a social scientist with the Rand Corporation in Santa Monica, Ca., from 1955 to 1958, Dr. Tregoe and his colleague Charles H. Kepner became aware of the critical need that managers have for a logical method of solving problems and making decisions. Both resigned from Rand to devote themselves to problem solving and decision-making techniques. From this collaboration grew the consulting firm which bears their names. Kepner-Tregoe, Inc. is located in Princeton, N.J. Dr. Tregoe co-authored, along with John Zimmerman, *Top Management Strategy* (Simon & Schuster), a volume on strategy techniques that is widely popular among chief executives.

TESTING YOUR STRATEGIC I.Q.

While the seven assumptions cited here inhibit strategic thinking, there is no reason why CEOs and their top teams should be paralyzed by them. Perhaps, the first step for effective strategic thinking is avoiding common mistakes in planning. Test your strategic I.Q. and the quality of strategic thinking of your subordinates by considering the following questions:

Has top management consciously determined what it wants the organization to be—the nature and direction of the business—over the next few years?

Do you know the details of your organization's strategy?

Would each of the other key managers share the same vision of your organization's future strategic direction?

Is your strategy sufficiently clear so you and the key managers around you can readily agree on what new products and markets your current strategy would include and exclude?

Is your strategy used for making future product and market choices (as opposed to making such choices solely on the basis of cost/return analysis, manpower availability, skills required, and the like)?

√ **Are your strategic deliberations held separately from your long-range planning efforts?**

Is your future strategy clearly determining what you plan, project and budget (as opposed to your plans, projections and budgets determining your strategy)?

Are your assumptions about the business environment used for setting strategy (as opposed to their being used mainly as a basis for long-range planning projections)?

Is your future strategy clearly determining your decisions relating to acquisitions, capital appropriations and new systems (as opposed to such decisions determining your strategy)?

Do your line divisions or business units have clear, stated strategies?

Do these business-unit strategies state precisely how they support your corporate strategy?

Do your key staff departments have clear strategies and do they state precisely how they support your corporate strategy?

Do these staff department strategies fully support corporate and business-unit strategies?

Is the overall performance of your organization and its business units reviewed on both strategic accomplishment and operating results?

The more questions you answered "no," or could not firmly answer "yes" to, the more your company's strategy is in trouble. If you answered "no" to all, then you can probably hold last rites for strategy in your organization. It is officially deceased. ■

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Community Colleges Face Tough Competition for Funds, First-Time Students, Report Says

WASHINGTON

Community colleges, which now enroll nearly half of all first-time college students in the United States, could face sharp controversies over their financing and intense competition from other colleges and universities in the next decade, according to an economic analysis of their prospects published this week by the Brookings Institution.

In *Financing Community Colleges: An Economic Perspective*, David W. Breneman and Susan C. Nelson argue that in the years of expansion from 1960 through the mid-1970's, community colleges had virtually no competition for the nontraditional students that make up a large part of their enrollment.

"For many years community colleges were in the vanguard of the movement to extend postsecondary education to groups not previously served, and the more traditional colleges and universities ceded them that activity," they say.

However, they add, "as the number of people aged 18 to 21 declines, community colleges will experience much greater competition from the rest of higher education."

That growing competition, say Mr. Breneman and Ms. Nelson, will require state legislatures and other policy-making bodies to answer several difficult questions. Among them:

▶ "Should the comprehensive mission of the community colleges be maintained, or should public policy encourage a greater division of labor among institutions, with each type concentrating on those educational functions that it performs best?

▶ "Should public universities be encouraged to undertake many of the same programs that community colleges have heretofore emphasized, such as noncredit short courses, remedial programs, community services, avocational programs, or narrowly vocational or technical offerings?

▶ "With excess capacity in the college and university sector, should full-time baccalaureate-oriented students aged 18 to 21 be encouraged to enroll directly in a four-year college or university rather than in the first two years of a community-college transfer program?

▶ "Should tuition in community col-

Continued on Page 20, Column 1

Community Colleges *Continued from Page 1*

leges be kept several hundred dollars below that in public universities, or should the state adopt a more neutral pricing policy among its institutions?"

Mr. Breneman, a senior fellow at Brookings, and Ms. Nelson, a staff economist at the Council of Economic Advisers, write that if it is desirable for community colleges to evolve as "community-based learning centers," then they should look more to local and private agencies for financial support and less to state and federal governments.

"The case for state or federal subsidy of community-based learning centers is hard to make and does not derive much support from economic analysis," they add. "The primary state interest in community colleges is likely to remain in the more traditional functions of academic transfer and vocational-technical programs. . . ."

enerally, the authors favor policies toward higher education that "would result in the community colleges' enrolling fewer full-time academic transfer students of traditional college age and retaining a dominant position in those activities that four-year institutions have not undertaken traditionally or are likely to do less well."

They recommend that "state education officials play an active role in supporting these natural directions of development through statewide planning that en a and strengthe s ins i utiona division of a or, an that they accordingly review and change as necessary the incentives built into financin formulas."

e increa e competition among institutions "could be healthy and lead to educational improvements or could be damaging and wasteful," they add. "We believe the worst outcome will occur if competition turns into a free-for-all with each institution trying to enter as many educational markets as possible, regardless of educational capability."

Copies of *Financing Community Colleges: An Economic Perspective* are available for $22.95 each in hardcover—$8.95 in paperback—from the Brookings Institution, 1775 Massachusetts Ave., Washington 20036.

—MALCOLM G. SCULLY

Los Angeles Times

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Profound Change

Workplace: Site of Latest Revolution

By DAVID TREADWELL and TOM REDBURN, *Times Staff Writers*

LACKAWANNA, N.Y.—Like his father and grandfather before him, Dennis Knauer went to work for Bethlehem Steel with every expectation of earning himself a piece of the American dream. And for 17 years he was not disappointed. But today, at 39, laid off for almost a year and struggling to get by on a janitor's wages, he sees little hope for himself or even his three school-age sons.

"The American dream will probably never change," he said. "But will the American worker be able to achieve it anymore? I don't think even my kids are g ing to be able to."

On the other hand Robert Werner, a 52-year old d signer for an

First in a series

Orangeburg, N.Y., semiconductor equipment maker, feels that he is "stepping into the future" these days. His high-growth firm has a "no layoffs" policy, he works with the latest computer-assisted tools, and he is reaping the fruits of following his father's advice: "Don't go into heavy industry—it's a dead-end street."

Dennis Knauer and Robert Werner have never met and probably never will. Yet they are bound together in ways that neither can escape or fully understand. They symbolize the bittersweet coming of a new American revolution, a change as potentially profound as any to shake the American people since they first began to put down roots in a new and uncharted world. It is a revolution in work and working—a revolution that will alter the ways people earn their living, raise their families, pursue their private hopes and live with one another as citizens.

Restructuring of Economy

In the decades ahead, most experts agree, computers, robots, lasers and a host of other new technologies—coupled with the quickening pace of scientific change, growing foreign competition and shifts in consumer demand—will radically restructure the world economy, transforming the job market, the workplace and the nature of work its lf in this country.

But the coming revolution involves far more than the arrival of new technology.

The jobs that people go to day after day, year after year—and the positions they aspire to as they pursue their personal dreams—shape their lives as almost nothing else does. Work reaches into people's deepest feelings about themselves, their families and their country.

As a result, the technological transformation of America will send shock waves surging outward to shake not only individuals but also the entire social fabric of the nation. And the changes, which are independent of the current recession, will continue to be felt long after the country's present economic troubles are forgotten.

The lives of almost everyone will be al red—rich an poor, winners and losers. There will be tragedy and disappointment for some, wealth and new opportunity for others But almost no one will escape the personal tensions, economic dislocations and political upheavals generated by changes unmatched since the great transition from agriculture to manufacturing in the late 19th and early 20th Centuries:

—Workers riding the crest of the technological wave will face relentless pressures to update their skills and shift job assignments. Pay, fringe benefits and working conditions will be good for those who can change, but succe will require determination, hard work and far more adaptability than most U.S. workers are used to. Hidebound work rules will not exist and, as designer said "Do it right the first time is the motto in h."

ed workers in heavy industry, long the elite of he -collar work force, will see supposedly secure jobs disappear forever—to be replaced by long-term or even permanent unemployment, low-grade work, the gnawing pain of lost status and blighted opportunities. Costly retraining and relocation programs will help only a relative few. As labor economist Lloyd Ulman of UC Berkeley observed, "Unemployed auto workers may be al e to get other jobs, but what will they earn?"

Majority May See Little Change at First

—The majority of American workers, who are neither steel workers nor computer wizards, may see little cha e at first. But the transformation will intensify co petition for ordinary jobs and drastically change the kinds of opportunities for advancement that are available to all.

—For the nation as a whole, there will be divisive political fights over priorities, over how best to divide government revenues that will be increasingly inadequate to meet all needs. Demands for greater investment in modernization will collide with demands for greater spending on social programs to alleviate the harshest aspects of job displacement—medical insurance for the unemployed and subsidized job training, for example.

"America is on the verge of a second industrial revolution," said USC Prof. James O'Toole, head of a campus project on research into the future and author of "Making America Work."

Ultimately, the coming upheaval may leave the nation stronger and richer than before. The shift from farm to factory turned the United States into an economic superpower offering its citizens an unprecedented standard of living. The new technologies boost productivity and, in theory at least, could create more opportunities than they destroy.

How quickly the revolution progresses will depend on the strength of the economy. If recovery from the present recession is weak and the "spurt-sputt pattern of feeble economic growth continues, investment capital for new technology will be scarce and unsettling changes will come more slowly. For most Americans, that will only be trading one set of troubles for another, of course because weak economic growth also means chronic high unemployment, stunted opportunities and damaging political struggles over who gets what.

Whether the pace of change is a little slower or a little faster, moving from the era of smokestacks and mighty engines to the invisible miracles of high-tech will bring overwhelming problems for those living through the transition.

"Revolutionary changes of this magnitude always entail a mixture of blessings and curses," O'Toole said.

"The 19th-Century Industrial Revolution ultimately led to the great advances in living standards, social equality and democracy enjoyed today in Europe, Japan and North America. But along the way a heavy price was paid as workers were exploited, traditional community values were destroyed and Dickensian slums were created," O'Toole pointed out.

It has been estimated that high technology will affect up to 45 million jobs in this country, with as many as 15 million positions permanently eliminated. The Congressional Budget Office estimates that 3 million jobs—15% of the current manufacturing work force—could be lost by the end of this decade alone as computerized labor-saving devices reduce the need for workers in older industries, especially automobiles and steel.

Already, basic industries have been shrinking—and will continue to do so—while the high-technology and service sectors of the economy have been expanding. But the pace of change is expected to accelerate sharply over the next two decades, as new advances in technology pour out of esearch labs and into the workplace.

"Robots, automation, commun cations, computers are changing the entire occupational infrastructure of U.S. industries," said a recent report by Occupational Forecasting Inc., a private firm in Arlington, Va., that projects job market trends.

Many such changes are already evident.

Bank tellers, for instance, are becoming obsolete as more and more automatic teller machines are installed. At one St. Louis bank, computer technology permitted

Automatic teller machines are making bank tellers obsolete.

35,000 more transactions to be handled a day with 10% fewer tellers, according to a Massachusetts Institute of Technology study. And Citibank in New York City now demands that patrons with balances below $5,000 not use human tellers and instead make their deposits and withdrawals by machine.

Who, specifically, is likely to thrive during the coming revolution? And what will it mean for them?

Workers with special skills or professional training, particularly in the high-tech fields, will be the big winners in the jobs sweepstakes.

Occupational forecasting is more an art than a science, particularly for any outlook beyond the next 10 years, but estimates are that employment opportunities for computer systems analysts—"software" experts who tailor computer programs to fit a particular business—will grow by 68% to 80% in this decade alone. In the 1980s, this will be the fastest growing occupation of all those requiring a college degree, according to the Bureau of Labor Statistics.

"To put it in a very simple-minded way, we are moving from an economy resting on the motor car to an economy resting on the computer," said John Naisbitt, author of the best-seller "Megatrends."

Growth rates will also increase rapidly for law clerks, physical therapists, architects, aero-astronautic engineers and economists, the Bureau of Labor Statistics predicts. Other experts foresee dramatic jobs gains in robotics, lasers, biogenetics and other more "futuristic" fields as the pace of change quickens.

There is a catch in all this, however. While the growth rates in these and some other occupations will be high in percentage terms, in many cases the actual number of new jobs created will be relatively small.

For professionals such as architects and economists, this is true in part because only relatively affluent persons can afford their services. And in job categories tied directly to new t hnology, opportunities will be limited by the fact that high-tech operations are usually far less labor-intensive than were the mechanical processes that replaced handwork in the first Industrial Revolution.

Even the demand for computer programmers, which is currently seen as a promising career with unlimited potential, may diminish soon because of dramatic changes in technology.

"We are on the verge of develop ng self-programming computers," said Victor Walling, director of the business futures program at SRI International, a leading research firm based in Menlo Park. "It is crazy to be talking about the need to develop computer programmers in schools today when the need for them is going to shrink dramatically within a decade."

Special Breed of Worker In Demand

Moreover, success in capturing the best new jobs will demand a special breed of worker. High-tech companies in this country are locked in fierce competition—not only domestically but internationally. The constant struggle to be innovative, resourceful and productive requires a worker who is highly educated, self-starting, capable of switching jobs as technological change dictates and devoted to producing top-quality work.

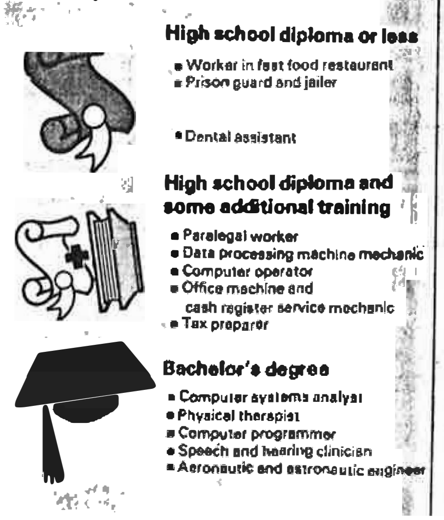
"The old days, like in Detroit, where anything goes and you could come in with a hangover if you liked and still do a day's work are over," said Robert Werner, the high-tech designer at Materials Research Corp. in Orangeburg, N.Y..

At Materials Research, on-the-job training, in-house seminars and outside training sessions start almost from the employee's first day—and never cease. As a rule of thumb at MRC, a newly hired college graduate with a degree in computer science becomes obsolete within a year and a half if he does nothing to upgrade his education.

"Today, when you hire someone, you better make up your mind that that person is a living, breathing, dynamic organism that requires continual education," said Sheldon Weinig, a former professor of metallurgy who is now MRC's chairman and chief executive officer. "The assumption of the future is that the employee must be contin ally educated to survive in this world."

One of the most unusual features of MRC is that unlike most American companies, it has a "no-layoffs" policy—a relatively new rule similar to those adop

Education Requirements for the Fastest Growing Occupations in the 1980s

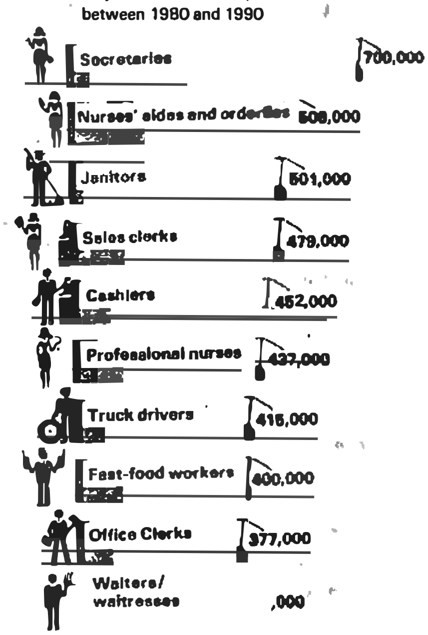


Source: Bureau of Labor Statistics

Los Angeles Times

Where the Jobs Will Be in the 1980s

Projected increase in positions available between 1980 and 1990



Source: Bureau of Labor Statistics

MICKIE GARRETT / Los Angeles Times

by computer giants IBM and Hewlett-Packard Co. The goal is to maintain a stable work force with high morale. By most accounts, it does just that.

"I think it's the greatest," said Werner, who joined the company three years ago. "Everything here, it's like I'm stepping into the future."

But such a policy, along with the lightning tempo of technological advances, means that employees must be ready to change from one work role to another—sometimes totally different—as circumstances or corporate executives dictate. At MRC, there is none of the protracted negotiating over changes in assignments or work rules that has been common in America's basic industries.

Says the company's employees handbook: "Job assignments will be for an indefinite length of time, established by the company according to business necessity. Your responsibility if you are reassigned is to be flexible and continue to contribute to the best of your ability towards the goals and objectives of the company."

The advantages of this approach are obvious. But with them comes a new kind of stress for some workers, and a loss of the employee rights guaranteed by union contracts in the steel, auto and similar industries.

At the other end of the spectrum from Werner and MRC are blue-collar workers in the basic industries that long formed the brawn of America's economy. Instead of being the envy of the world, as they once were, these workers are fast becoming the walking wounded.

Decline in Blue-Collar Jobs Dramatic

Blue-collar employment in the steel industry has shrunk from a peak of 620,400 in 1953 to 290,500 in 1982. Textile-mill employment peaked in 1952 at 1.07 million and fell 41% to 634,000 last year. Blue-collar employment in the auto industry has fallen 30% from its peak of 760,500 in 1978 to 533,000 last year.

By most estimates, the slide will continue even after the present recovery picks up steam. The recession has cost millions of workers their jobs, but it has masked the far more fundamental changes already under way in the structure of American jobs. When economic growth resumes, it will not lead to the kind of employment gains normally exp rienced in the past, many economists say.

General Motors, for example, had planned to be as fully automated as its Japanese competitors by the end of the 1980s, but the timetable has been set back because of GM's inability to raise the needed capital for expensive robots. "But as soon as the economy turns around and capital starts flowing again into corporate coffers, GM and every other industrial giant is planning to convert their cash into new machines—not into hiring workers," USC's O'Toole said.

Some unemployed workers—a minority, no doubt—will find new jobs relatively easily. Others will not, becoming so-called "displaced workers"—a term that seems alien in a country founded on the bright promise of steady jobs and good pay for anyone willing to work hard.

'Already Facing Serious Difficulties'

These dislocated workers "are already facing serious difficulties in securing new employment, in many instances because jobs with earnings and fringe benefits comparable to those lost simply do not exist and in other instances because displaced workers cannot or wish not to relocate in other areas to accept whatever jobs may be available," a Congressional Budget Office study concluded.

The plight of the blue-collar worker is everywhere evident here in Lackawanna. The sprawling Bethlehem Steel plant was once the world's fourth largest, turning out billions of tons of rolled steel for the auto industry and providing the residents of this Lake Erie community with a comfortable living. During the 1960s, employment at the mills reached 22,000.

Since then, with the steel industry's changing fortunes, jobs have dwindled to around 8,600. And by the end of 1983, 7,300 jobs will be eliminated as the company carries out plans to shut down most of its operations here.

To Knauer—as to thousands of other steel workers in the nation—that spells the end of a vision he had carried with him even before he first entered the mills: "When you saw people that had worked in there for 40 and 50 years and you realized that the memory of this plant goes back before most people were even here, you figured—that's security!" he said.

Now he wonders what will happen to him.

Luckier than most other laid-off steel workers, Knauer landed a job last January as a custodian at a public school. But it pays less than $6 an hour, far below the $14 an hour he was earning as a millwright. And even that job is threatened by possible retrenchment in the school system as Bethlehem's planned shutdown further erodes the local tax base.

As for relocating, the time for that may have come and gone—even if Knauer did not have a wife and three children and a home that is almost paid for. "I made some contacts with some friends out of state not too long ago," he said. "They said, 'You should have done it a year ago. Things are too tight here now.' "

Finding work for the Dennis Knauers of the country is no short-term problem. If the United States remains competitive in the basic industries—autos, steel and rubber—it will be through automation and through a division of labor that relies extensively on foreign production.

As the technological revolution progresses, it will create a steady stream of Dennis Knauers.

Ironically, the nation at the same time faces a shortage of skilled workers. As Sen. Lloyd M. Bentsen (D-Tex.) said recently, "Department of Labor projections of labor demand, supply and training capacity indicate that there will be a shortfall of at least 2.5 million skilled workers in this decade."

The catch is that the skills needed to bridge the shortfall are often not the skills that many jobless workers possess or can readily acquire. Bentsen pointed out that each year between between now and 1990 there will be a shortage of about 57,500 industrial machinery repairmen, 28,000 computer operators, 21,300 mechanics and 19,000 licensed practical nurses, to list but a few examples.

Said Walling, manager of the business futures program at SRI International: "Unless government and industry can find imaginative ways to retrain, even to educate these people, they will face bleak life prospects. And society will face the terrible burden of an angry and dispossessed working class."

Between the high-flying world of new technology and the shrinking domain of basic industries are the millions of other Americans—secretaries, truck drivers, carpenters, bookkeepers, cashiers, fast-food workers and the like—who may see little immediate change as the revolution unfolds.

In the debate over the transformation of the American economy, these people are often overlooked—as if nothing existed between the out-of-work steel puddlers in Lackawanna and the computer jockeys

Among leaders in business and industry, there are parallel appeals for government policies that will facilitate capital formation and other prerequisites of modernization. Business has also urged protection from overseas competition and reductions in restrictions on its freedom of action.

Responding to such cries from their traditional constituencies, both major political parties are scurrying to find answers or at least proposals. Their efforts are complicated, however, by the fact that the advent of new technology compounds the existing problems of how to shape national and international economic policies in an increasingly competitive world—a world in which giant corporations, often working hand-in-glove with government, can move production facilities, management and know-how anywhere in the world that offers an economic advantage.

National Investment Corp. Proposed

The so-called "Atari Democrats," a group of liberals seeking to forge a Democratic agenda for the 1980s that takes technological change into account, have called for modernization of the nation's educational system, greater investment in research and government steps to enhance U.S. competitiveness.

Senate Democratic Leader Robert C. Byrd of West Virginia has proposed founding a National Investment Corp. to shore up basic industries and start new ventures with government loans, while Sen. William V.

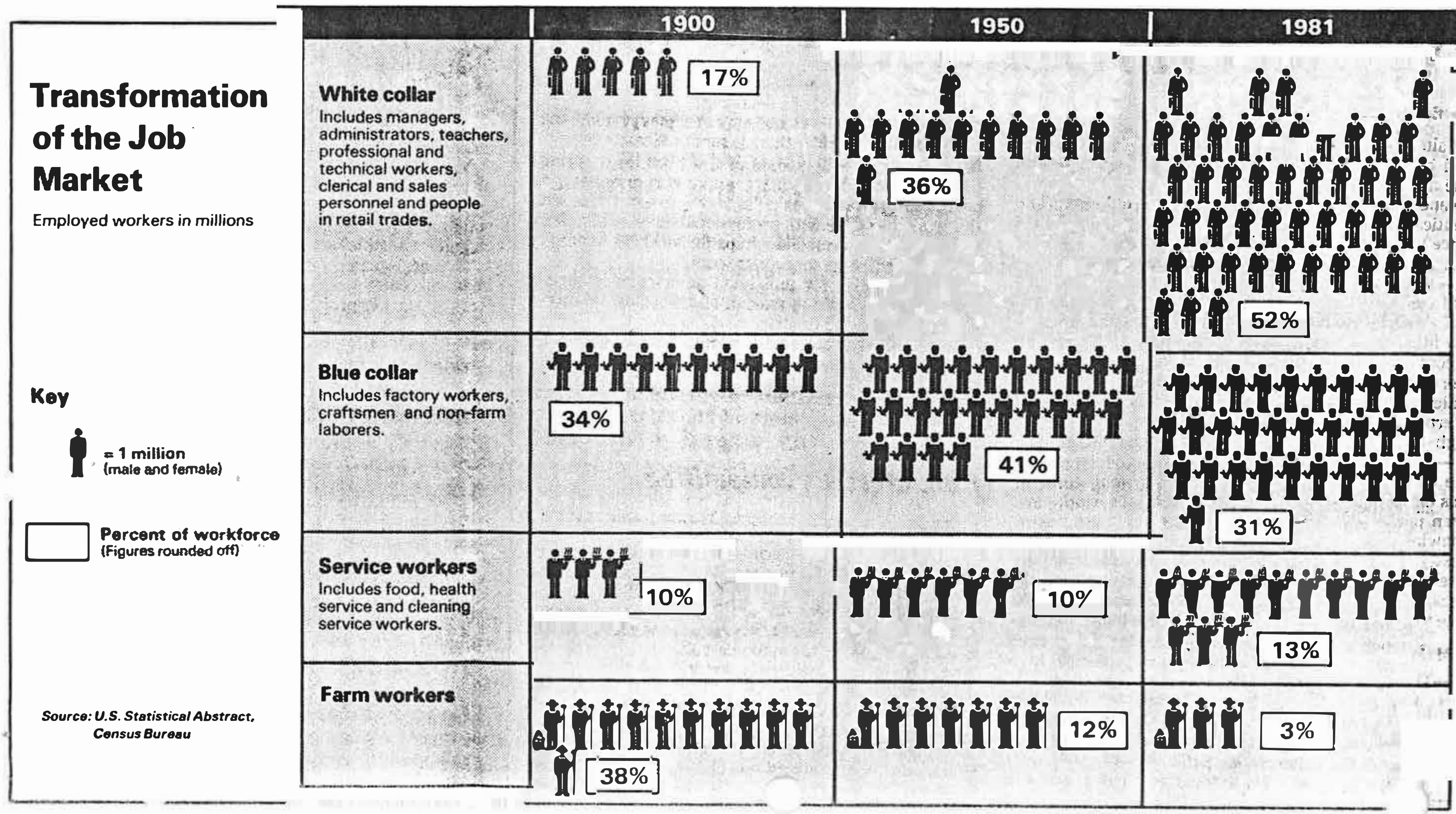
Roth Jr. (R-Del.) is among those who would follow Japan's lead in establishing a Cabinet-level department to coordinate international economic strategies.

The Reagan Administration, while wary of anything that smacks of national planning or government control, has advocated a tougher stance on unfair foreign competition.

Thus far, little but rhetoric has come from the political arena.

As changes multiply and the impact on individual lives grows more dramatic, however, pressure on government will escalate. In the decades ahead, the revolution in America's workplace seems certain to move to the center of the nation's political agenda.

"The forthcoming revolution is not a matter of 'if,'" USC's O'Toole said. "It is a question of 'when.'"



STATEMENT OF INSTITUTIONAL STRATEGIES

I. TRENDS IN DISTRICT DEMOGRAPHY

While the overall population of the district has stabilized at about 170,000, there have been some significant changes in the age and ethnic structure of the population in the recent past. In general, the district is getting older, with at least a one-year increase in age at each quartile. Only 20 percent of the population is under 18, compared with 24 percent in 1975, and this figure can be expected to decrease for several years. Among the younger population there is also an increasing percentage of minorities. In Santa Barbara County only 21.7 percent of whites are under 18 years, while 37.2 percent of Hispanics and 31.1 percent of blacks are under 18.

Strategies

1. Increase recruitment programs in the secondary schools aimed at minority students and identify and encourage potential transfer students among them.

2. Develop a student college readiness program having the elements of assessment, advisement, developmental education, and methods of retention.

3. Recruit and retain more full-time students in transfer and occupational programs.

4. Identify and meet the needs of the non-traditional (especially older) students in both credit and non-credit programs.

5. Pay particular attention to Affirmative Action goals and procedures in faculty hiring.

II. TRENDS IN ENROLLMENT

Recent years have seen some very significant changes in enrollment patterns at SBCC. There are more part-time students, many more women,

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more students seeking self-enrichment, more occupational students, more developmental students, more older students, and more students with advanced education. These changes suggest that there may be implications with respect to many of the programs and services of the college to serve a more diverse clientele. A greater demand is placed on certain support services, student goals are becoming more diverse, the spectrum of student capabilities is broader, and the personal lives of students are often more constraining with respect to study.

Strategies

1. Expand and strengthen developmental programs to assure that more students are able to pursue college work successfully.

2. Develop programs specifically aimed at meeting the needs and objectives of older students.

3. Determine the optimum scheduling considerations for this diverse clientele and schedule classes at convenient times and places to more effectively meet the needs of all students.

III. EFFECTS OF HIGH TECHNOLOGY

At a very rapid pace our society is being permeated by a variety of new devices and scientific breakthroughs that are subsumed under the term "high technology." This phenomenon is having a profound effect on peoples' personal lives and is revolutionizing the workplace from the office to the assembly line. Although this situation is manifested in many ways, it is perhaps most ubiquitous in the area of information technology, i.e., computers and communications.

Strategies

1. Increase programs which serve the employment needs of local business, e.g., Computer Science, Electronics.

2. Give serious consideration to the introduction of new programs or expansion of existing programs to train students in these new technologies, such as automation, holography, solar energy, laser technology, bionics, telecommunications.

3. Expand the use of data processing technology in instructional programs and administrative services.

4. Introduce these new technologies, where appropriate, into occupational programs at an early stage.

5. Provide opportunity and encouragement for faculty members to undergo retraining to keep abreast of new technologies and for administrators to become familiar with the use of Management Information Systems technology in planning and decision-making.

6. Enter into agreements with local industry and business to offer work-site training programs related to these technological applications.

7. Offer new courses specifically aimed at retraining and upgrading for employees of local firms.

IV. EDUCATIONAL DEFICIENCIES IN SOCIETY

The rate of change in society and the rapid advance of technology have created a dichotomy in American society between those who have the intellectual, academic, and emotional ability to adapt, and those who do not. On the one hand we have increasing functional and technological illiteracy while on the other hand it is becoming increasingly important to have post-secondary education to survive in society.

Strategies

1. Increase emphasis on varied teaching strategies to accommodate a diverse student population.

2. Expand recruitment efforts and support services for those who are in need of post-secondary educational opportunities but are unlikely to be inclined or able to avail themselves of opportunities (e.g. EOPS, programs for re-entry adults, college readiness).

3. Contact and work with youth-oriented agencies to encourage college enrollment of more young people.

4. Increase the awareness among high school students and dropouts of the consequences of a lack of education in today's society.

V. ECONOMIC AND LEGISLATIVE TRENDS

The "taxpayer revolt" which has constrained the ability of local and state agencies to raise funds, coupled with a severely stressed economy, has created a serious crisis in community college funding. Barring a sudden and unusually vigorous upturn in the economy, it can be expected that community college funding will be level at best, and possibly deteriorating. Support for public funding of non-credit programs, which traditionally constitute a large part of SBCC's program offerings, has been eroding. Pressure is mounting for the imposition of some form of fees or tuition as a means of alleviating these fiscal stresses.

The fiscal situation, and especially the shift from local to state sources of funding, has been accompanied by an increasing trend toward centralization of community colleges and increasing state controls, restricting local options, and a shift of emphasis toward more traditional transfer, occupational, and developmental education.

Strategies

1. Use the Foundation for SBCC as a source of supplemental income to realize goals beyond mere maintenance of existing programs.

2. Exploit methods of increasing productivity including use of CAI and other media, better retention of students, more efficient scheduling.

3. Reallocate existing resources in order to direct them to more effective programs and those which are most responsive to the district's mission.

4. Make use of private business as a resource by increased cooperation and coordination, contracting for special classes to meet business needs, and taking programs and classes to the worksite.

VI. RESOURCE CONSIDERATIONS

Present economic circumstances dictate that all of the resources of the college--staff, equipment, and buildings--be used in the most effective manner possible to achieve the goals and objectives implied by the College Mission and this statement. The college must achieve an appropriate mix of regular and part-time faculty, classified support personnel, and administrative/management staff. It must also find ways to maintain job satisfaction and compensation so as not to lose the best people to employment in other sectors. Finally, there must be ways to assure staff vitality and innovation by bringing in younger people with fresh ideas and approaches.

Equipment maintenance and obsolescence become an increasing problem as funding in this area is deferred year after year in the face of tight budgets. It is necessary to define priorities and to find ways of providing the equipment needed to support a modern and diverse instructional program.

Buildings also are a problem. At certain times floor space is at a premium, yet we are considered to be overbuilt by state standards and can expect little state support for building expansion. Furthermore, major maintenance problems have been deferred for lack of sufficient funds.

Strategies

1. Recognize and understand the very real constraints on resources and the need to resort to reallocation of existing resources in effective planning.

2. Carry on an aggressive program to augment regular funding sources by outside resources.

3. Make efficient use of staff and facilities by providing productivity aids and by creative scheduling.

4. Develop incentives for early retirement of older staff members.

5. Develop incentives for faculty retraining to fit into a changing curriculum.

VII. ALTERNATIVE DELIVERERS OF EDUCATION

A great deal of post-secondary education--perhaps over half--is now being provided by agencies outside the usual higher education community. These alternative deliverers include proprietary schools, in-plant courses by private business and industry, and training programs offered by the military for its own members. Community Colleges are also experiencing increasing competition from the public and private four-year colleges in both their regular offerings and extension programs, sometimes at significantly greater cost to the students.

<u>Strategies</u>

1. Evaluate alternative deliverers of educational services to determine what advantages they offer and determine whether SBCC can and should attempt to provide comparable services.

2. Negotiate, where appropriate, with other deliverers to provide programs of instruction that meet their needs and offer the advantages sought by their students.

VIII. TREND TOWARD INTER-DEPENDENCE OF NATIONS

Largely as a result of the new technologies, especially in transportation and telecommunications, the world has grown smaller and nations more interdependent. Multi-national corporations have become common. The possibility of war is as great as ever, but the potential consequences are infinitely more devastating. For these reasons, it is becoming more important for us to increase our understanding of other cultures and our ability to co-operate in a multi-cultural milieu.

Strategies

1. Increase both the numbers and diversity of foreign students by active recruitment.

2. Explore new programs (both academic and support) and courses to heighten student awareness of multi-culturalism, including a possible faculty and/or student exchange program.

BPM/sw

Dear

Santa Barbara City College is attempting to evaluate its student services as is the rest of the college. In order to be evaluated properly, we are going to try to evaluate the quality of our services, but I need your assistance in evaluating ourselves in comparison to other colleges. This survey is being sent to 17 California community colleges which either have between 8,500-17,000 students or 5,500-7,700 credit program A.D.A. (1982-83). All the information I'm requesting should be based upon your 1983-84 credit program. If you have the college budget readily available, it should take 20 minutes to complete.

If this information would be helpful to you, please indicate on the form and I'd be happy to give you a copy of the results.

We are proceeding quite rapidly in this process so I am requesting that you try to return it to me by November 4th. Enclosed is an envelope to return the survey.

Thanks,

Lynda Fairly
Administrative Dean, Student Services

I. College (Credit Program Only)

A. Enrollment

Full-time (12 units or more)

Part-time

B. Budget:

College as a whole $_______

Student Services $_______

C. Dean/V.P. Student Services

Certificated Staff FTE

Classified Staff FTE

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II. ADMISSIONS AND RECORDS

A. Total Budget $_________

B. Functions (Please check specific items performed by the Admissions and Records Office)

____Application Processing	____Showing of Records
____Registration	____Pulling Files (for counselors)
____Transcript Preparation	____Attendance Accounting
____Transcript Evaluation	____Residency Verification
____CSU General Ed. Certification	Data Entry (Applications)
Enrollment Verification	Data Entry (Student Information Change)
Records	Data Entry (Adds & Drops)
____Independent Study	____Grade Change Petitions, Credit by Exam, Readmission
____Credit/No Credit	
____Update Current Files	____Incompletes
Distribution of Grade Reports	Other
____Microfilming Instructor Records	______________________________

C. Full-Time Staff

Administrative Secretary (% time_____)

____Office Supervisor (% time_____)

Administrator (% time_____)

Clerks (#______)

D. Hourly Employees (Not Including Registration) (Dollars Per Year)

1. Classified Hourly $_______
2. Student Hourly $_______

E. Registration

1. Budget $_______
2. Personnel FTE

Regular Admissions/Records Office Staff
College Staff, Other Offices ________
Hourly Employees ________
Student Workers ________ $_______

III. COUNSELING AND GUIDANCE

A. Area

Area	FTE Counselors	Students Served (If Known)
Assessment Center	______	______
Career Center	______	______
Adult Re-Engry Program	______	______
Gender Equity Program	______	______
Placement Office	______	______
Foreign Students	______	______
Advanced High School Students	______	______

B. Service Area

Service Area	
____Academic Advisement	______
____Evaluation for Associate Degrees	______
____Evaluation for Certificates	______
____New Student Group Orientation/Advisement	______
____Placement Testing	______
____Preparation and Distribution of Educational Information	______
____General Education Articulation Agreements with Transfer Institutions	______
____Lower Division Major Preparation Articulation with Transfer Institutions	______
____Mandatory Advisement for Students on Probation or Disqualification Status	______
____Career Testing	______
____Career Seminars	______
____Liaison with High Schools	______
____Drop-in Center Counseling	______
____Visitations to Businesses and Organizations for Recruitment	______
____Veterans Counseling	______
____Evening Counseling Hours	______
____Evaluation for Adult High School Diplomas	______
____Transition/Transfer/Concurrent Enrollment with University of California	______

C. Counseling Budget $__________

D. Number of Full-Time Contract Counselors ______________________

E. Number of Hourly, Part-Time Counselors________________________________

F. Total FTE Counselors____

G. ____Administrator (% time_____)

H. ____Classified FTE

IV. FINANCIAL AID

A. Staff

____Administrator (% time____)
____Classified FTE
____Certificated FTE
Hourly Classified $_____
Student Workers $_____

B. Approximate Number of Students Who Filed for Aid (82-83) #__________

C. Number of Students Who Received Aid (82-83) #__________

D. Total Dollars of Aid Disbursed (82-83) $__________

Grants $__________
Loans $__________
Scholarships $__________
Work-Study $__________

E. Total Numbers of Students on College Work-Study (82-83) #__________

V. EOPS

A. Staff (EOPS and District Funded Staff Assigned Directly to EOPS)

		District % Paid	EOPS % Paid
____Administrator (% time_____)		______	______
____Classified		______	______
____Certificated		______	______
Hourly Classified	$_____		
Student Workers	$_____		

B. Approximate Number of EOPS Eligible Students at Institution (82-83)
#__________

C. Approximate Number of EOPS Students Served by EOPS (82-83)
#__________

D. Total EOPS Allocation (82-83) $__________

Part A - Administration $__________

B - Student Services $__________

C - Direct Aid to Students $__________

VI. STUDENT ACTIVITIES

A. Staff

____Administrator (% time______)
Certificated ____)
Classified ____) Check One
)
____Classified FTE
____Certificated FTE
Hourly Classified $______
Student Workers $______

B. Dollars Generated by Sale of Activity Cards (82-83) ______

C. Total Funds Controlled by Student Senate/Body (82-83) ______

D. Student Activities Office Duties: Please Check if Applicable

Housing	______	Dances	______
Student Senate/Body	______	Fundraisers	______
Student Grievances	______	Elections	______
Commencement	______	Poster Control	______
Awards Banquet	______	Travel Information	______
Security	______	Trips	______
Bookstore	______	Snack Shop	______
Athletic Productions	______	Arts/Crafts Sales	______
Noon-Time Activities	______	Parking	______
Intramural Program	______	Campus Clubs	______
Alumni Association	______	Cafeteria	______
Dormitory	______	Student Publicity	______
Lost and Found	______	Other	______
			______
			______
			______
			______

VII. BOOKSTORE

A. Operating Budget $_______

B. Profit Making Yes_____ No_____

C. Administered Through:

____Student Services ____Outside Agency

____Business Office ____Student Senate

____Other______________________

D. Full-Time Staff

____Administrator (% time_____)

____Manager ____Secretary

____Textbook Buyer ____Cashiers

____Shipping/Receiving Clerk ____Other______________________

E. Part-Time Staff (Dollars Spent Per Year)

1. Hourly Classified $_______

2. Hourly Student $_______

F. Items Sold (Please check items sold)

____Non-Textbooks ____Soft Drinks

____Supplies ____Gift Items

____Newspapers ____Class Rings

____Candy ____Sport Attire

____Food ____Cap/Gown Rental

____Magazines ____Student Art Show

____Cigarettes ____Other______________________

VIII. HEALTH SERVICES

A. Staff FTE

____Head Nurse or Director of Health Services
____Nurse Practioner
____Additional Nurses
____Clerical Staff
Hourly Physicians: Hours/Week________
Laboratory Technologist: Hours/Week________
Mental Health Counselors: Hours/Week_______
____Other - Please Specify

B. Please Indicate Services:

Service	Approx. Number of Students Served (If Available)
____Accident Insurance	________
____Processing of Accident Insurance Claims	________
____Health Education Days	________
____Optional Health Insurance	________
____Consulting Physician	________
____Dental Insurance	________
____Dermatologist	________
____Orthopedics	________
____Eye, Ear, and Throat	________
____Gynecologist	________
____Mental Health Counselor	________
____TB Testing for Student Workers and/or Staff	________
____Maintain Employee Health Records	________
____CPR and First Aid Instruction	________
____Health Screening	________
____Diagnosis and Treatment	________
____On-Campus Laboratory Services	________
____X-Ray Services	________
____Evening Nurse	________
____Other (list)	________
	________
	________

C. Hours of Service Provided A.M.____________ P.M.__________

IX. SECURITY

A. Total Budget $_______

B. Functions

____Enforce Parking/Traffic Regulations
____Fine Collection
____Impound Bicycles
____Register Bicycles
____Secure Buildings
____Crime Prevention
____Distribution of Crime Prevention Literature
____Investigation
____Make Arrests
____Other___________________________

C. Housed Under

____Student Services
____Business Office
____Other___________________________

D. Full-Time Staff FTE

____Administrator (% time_____)
____Coordinator (% time_____)
____Security Patrol Officers
____Police Officers
____Secretary (% time_____)
____Other___________________________

E. Part-Time Staff (Dollars Spent Per Year)

1. Security Patrol Officers (Hourly Classified) $_______

2. Security Patrol Officers (Hourly Students) $_______

F. Parking Plan

____Yes (please attach)
____No

G. Parking Fees for Students (per semester) $_______

H. Types of Crime (Approx. number per year)

1. Violent

____Rape

____Robbery

____Murder

____Aggravated Assault

____Other________________________________

2. Property Related

____Burglary

____Auto Theft

____Grand Theft

____Petty Theft

____Other

I. Hours on Campus

1. Weekdays A.M.____________ P.M.______________

2. Weekends A.M.____________ P.M.______________

X. Veterans

A. Total Budget $________

B. Number of Active Students #________

C. Staff FTE

____Counselor

____Clerk

____Other

D. Housed With

____Financial Aids

____Admissions/Records

____Counseling

____Other____________

E. Functions

____Monitoring Records
____Outreach
____Newsletter
____Seminars/Forums
____Liaison with VA
____Veterans Club

____Referrals (off campus)
____Job Placement
____Enrollment Certification
____Disburse Checks
____Veterans Recognition Day
____Scholarship
____Other____________

XI. Other Services Provided by Your College Under the Auspices of Student Services

Assessment Center

Cafeteria

Child Care Center

____Handicapped Student Services

____Work Experience Program

Other __________ __________,

Survey Compiled By:

NAME____

COLLEGE____

ADDRESS____________________________________

____

____

PHONE # ____________________________________

I would like a copy of the results: Yes_____ No_____

Thanks so much for your assistance, and I'll thank each of you personally at the Dean's meeting in January!

Please try to return this by November 4th. If you have an organization chart of personnel or services, please enclose for additional clarity. Thanks!

Return in self-addressed enclosed envelope to:

Mrs. Lynda Fairly
Administrative Dean, Student Services
Santa Barbara City College
Santa Barbara, California

October 5, 1983

To: Dave Pickering

From: Charles Hanson C.

Re: ITEMS FROM COLLEGE PLANNING COMMITTEE MEETING ON OCTOBER 4th

Dr. MacDougall reemphasized the need for the planning process for 1984-85 and beyond.

1. Funding For 1983-84

   Review of steps and actions taken by the Governor, Legislature, Board of Trustees, Chancellor's Office, etc. Apparently there will be no action taken until January when it will be too late for Spring semester planning. At this point it is assumed there will be no additional funding for community colleges unless the Governor softens his position about fees and reinstates the community college base due to the recently projected State surplus.

   Enrollment may require additional paring of expenses since we apparently are down in terms of fees as well as ADA. The Board also would like to make the Goleta Valley payment if at all possible, rather than defer it an additional year.

2. 1984-85 Budget Development

   The Planning/Budget Calendar, 1983-84, was distributed (copy attached.)

   You will note that the Planning Budget is scheduled for completion by November 4th, therefore my assumptions regarding the need to project expenses/income in October was vindicated.

   Dr. MacDougall indicated we will assume the 1982-83 level of funding, meaning restoration of the 7.7% cut in 1983-84. Our discussion regarding the the four alternatives might still be appropriate since other scenarios should be considered. Therefore, we should proceed with our estimates on the summary page based on the four levels we discussed:

   a) State funding level for 1982-83 with 5% ADA decline.

   b) State funding level for 1982-83 with mandatory student fees of $50 per semester (6 units or more), and $5 per unit with less than 6 units, and 5% ADA decline.

   c) Same as "b" but with 10% ADA decline.

   d) State funding level for 1983-84 with 5% ADA decline.

   e) State funding level for 1983-84; ADA capped at 1982-83 level.

NOTE: I have added "e" since it might be appropriate to project a steady state of funding.

3. Role of CPC in Institutional Planning and Budget Development

   Distributed at meeting (copy attached.)

CLH:mr

cc: Cabinet

CPC
10/12/83
Item #4

SANTA BARBARA CITY COLLEGE

DATE: April 20, 1983

TO: Peter R. MacDougall

FROM: Burt Miller BPM

SUBJECT: SUMMARY OF MANAGEMENT COMPENSATION

The following data are derived from ACCCA Management Report - 3/3 "Management Compensation," by Jerry C. Garlock of El Camino College. All 70 districts are represented in the report, but single college districts are reported separately. Not all colleges reported data for all 3 positions.

POSITION	SBCC	MEDIAN	LOWER QUARTILE	AVERAGE	MAX.	MIN.
Dean, Instruction Office	$48,198	$	$	$	$	$
1-Campus Districts		50,047	46,255	50,886	63,912	42,953
All Districts		51,388	47,895	51,272	63,912	42,953
Dean, Business Office	48,528					
1-Campus Districts		45,595	43,395	48,748	63,912	26,250
All Districts		49,372	43,597	48,234	63,912	26,250
Chief, Student Service Office	48,198					
1-Campus Districts		48,585	44,644	48,862	62,224	34,849
All Districts		49,436	44,028	49,485	62,224	34,849
Required on the job days	229					
1-Campus Districts		226	229	228	248	213
All Districts		226	229	227	248	209

BPM/ml

CPC
10/18/83
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