

## Fall 2001 Projects

1. Faculty Resource Center / R5 and ECOC - complete
2. Entertainment Tech – punch list
3. Campus Center plaza - complete
4. Gym wall - complete
5. Student Services 250 / HVAC - complete
6. Business/Communication entry – design complete,  
construction start date Mid/late October - complete November 17
7. Schott Auditorium – 95% complete, except drapes, lights, audio visual
8. Cafeteria electrical (coffee bar) – Complete Oct 1
9. Staff Lounge – complete – new request to paint ceiling grid lighter color
10. Studio Theatre – 80% complete, long lead items, job complete late December
11. Parking lot surfacing - complete
12. Student Services roof - complete
13. Rob Reilly's office remodel- complete
14. Cosmetology – Change order for \$6k for electrical, storefront modifications,  
construction estimated complete by mid-October
15. Print Shop classroom – Architect selected, Christmas break construction period
16. Lighting retrofit – 95% complete, Estimate finish by Oct 1
17. Energy audit – 80% complete (ac, lighting) Est. finish by Nov 1, power profiles
18. Co-generation study – site survey complete, waiting for power profiles
19. Life Science/Geology – Color palette decision needed, ready Oct 1
20. Classroom fans – 7 rooms, 2 per room, complete by Oct 1
21. Electrical study / upgrade of the Campus Center – complete by October 1
22. Wake Center landscaping – underway – drainage to be added at College cost
23. Campus Center water heater – Estimate \$50k – co-gen implication
24. Campus Center compressor room re-configuration – Estimate \$30k
25. LRC chiller – latest estimate \$160k, October Board bid approval
26. FPP's for Gym remodel and Physical Science – submitted September 1
27. Stadium entrance – design complete,
28. Oak Restoration area stairway (\$100k set aside) Select new Architect?

29. Gym drinking fountains – on order – RO units under consideration
30. Gym training room expansion – Estimate \$5-10k, complete mid-Oct
31. HRC Demo kitchen – Architect proposal in process –
32. HRC new kitchen equipment installation – currently in storage – waiting electrical upgrade of building
33. Campus Center Plaza Trees / Other new trees – Girvin to provide plan
34. Loma Alta Vertiver Grass installation
35. Compost facility creation – not started
36. Campuswide Bathroom upgrade – begin Admin, Humanities
37. Administration 218 suite flooring / Painting
38. Stained Glass lab – 95% complete
39. Men's locker room improvements – wall, new lockers, door – not started
40. Schott Center computer lab – complete
41. Wake Center room 9 – complete
42. Walkway lighting – must be complete by May 02
43. Waterproof Bridge – must be complete by May 02
44. Elevator repairs – with Architect – bid approval at October Board meeting
45. ADA project list - \$450k state scheduled maintenance – complete May 02
46. Schott Center portables' air conditioners – to replace/relocate
47. Bookstore casework – design underway
48. Bookstore carpet replacement – complete during Christmas break
49. Art gallery lighting – estimated \$8k, waiting for second bid
50. Printmaking yard sink – sink installed, roof in design, est. complete mid-Oct
51. Reduce gym seating – required because of new gym wall, complete mid-Oct
52. Sculpture area roof – Architect engaged, plans by Oct 1
53. Humanities storage area – Architect selected, not started

# Communication with ACCJC and Agreement about Non-traditional Self Study

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November 13, 2000

Dr. David Wolf, Executive Director  
Accrediting Commission for Community and Junior Colleges  
3402 Mendocino Avenue  
Santa Rosa, CA 95403

Dear David:

The purpose of this note is to formally request that Santa Barbara City College be allowed to conduct an experimental self-study with the accreditation visit to follow in 2002-03. SBCC was allowed to conduct such a study and host a subsequent team visit for our last accreditation in 1996-97. I felt, and I believe the Commission did also, that the visit was beneficial to both the College and the Commission.

A second such visit would allow us to capitalize on our earlier work and look deeply and in a more focused manner at our institution than the regular self-study process may allow. Specifically, we want to focus on the aspirations we have outlined for SBCC through Project Redesign and produce a College Plan that will more effectively identify how we can attain the outcome of developing a model community college for the 21<sup>st</sup> century.

The proposal enclosed explains our approach. The institutional document for the visiting team would be divided into two parts. Part one, in addition to providing our responses to the recommendations of the previous team, would review the accreditation standards and provide verification that the College is meeting those standards. We recognize that the requirement to validate the accreditation standards are being met is fundamental. We propose providing a series of reports and documents for each standard that would enable the team to verify the College is meeting these standards.

Part two of the experimental accreditation review would provide the College with an opportunity to carry out a thorough planning process in which the College defines what is meant by a model community college for the 21<sup>st</sup> century, identify the action steps necessary to enable the College to achieve the definition of model community college, and develop mechanisms for assessing our effectiveness in accomplishing what we have defined. The outcomes produced will include:

- ◆ Institutional definition of the elements that comprise a model community college;
- ◆ A plan by which Santa Barbara City College will move forward to develop its version of a model community college for the 21<sup>st</sup> century; and,
- ◆ A plan for evaluation and assessment of institutional effectiveness related to the new model.

In our previous experimental self-study for accreditation, the time and effort required was in excess of that required to complete the standard institutional self-study. If the Commission accepts our request to conduct a second experimental self-study, it is our desire to define the process and expectations in advance enabling the College to achieve its work within an institutional workload that approximates the traditional self-study.

We seek the Commission's approval for the experimental self-study and permission to work with the Executive Director to clarify the products that will ensure ACCJC and SBCC objectives are met.

Sincerely yours,

Peter R. MacDougall, President

# Memo

**To:** CPC  
**Cc:** Dr. MacDougall  
**From:** Andreea Serban  
**Date:** 9/4/01  
**Re:** Institutional Self Study Update

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As outlined in the Self study table of contents approved by ACCJC, the self study is comprised of two major areas: 1) the verification of the ten standards and 2) the experimental study.

## 1. Verification of the Ten Standards

In order to meet the requirements of the Commission and be able to write the verification narrative for each of the ten standards, we need to gather a comprehensive list of documents and materials. Over the summer, with assistance from a student worker, Cynthia Hohlestein, we have completed the identification of the needed documents and have already gathered many of the needed documents. We hope to have the initial round of documentation gathering completed by September 20, if all units and individuals cooperate. Throughout the year, we will add or update these documents, as needed.

The persons responsible for each of the ten standards, in conjunction with their assigned support teams, will write a 2-3 page narrative documenting why we meet each standard. The approach that we intend to follow for the write-up of this section follows the method used at the last self-study (see attached example of write-up for standard II at that time – Educational Programs). Once a draft of this section is ready, it will be circulated for feedback.

We will need to re-confirm with ACCJC that this approach for the verification of standards is sufficient. We will ask for their feedback on a draft of this section.

## 2. Experimental Study – Section V

Using the attached template/matrix and definitions of MCC21 drivers, Dr. MacDougall and each of the VPs in consultation with their staff will write a 2-3 page narrative discussing how the drivers will affect the operations of the college in all areas and facilitate the achievement of the college goals and objectives for the next three years.

**Table of Contents for the SBCC Self-Study  
(Self-Study needs to be completed by June 1, 2002)**

- I. Introduction
  - SBCC's Focused Self-Study: Background
    - A. Compatibility of objectives between Accreditation and Project Redesign
    - B. ACCJC approval for SBCC to conduct an experimental re-accreditation process (Self-Study and Accreditation Team Visit)
    - C. Areas of departure from the traditional Accreditation process
    - D. Means for ensuring that the Standards for Accreditation are met or exceeded
    - E. Description of the SBCC experimental self-study
- II. Methodology for Completing the Self-Study
- III. Responses to recommendation of the previous Accreditation Visiting Team
- IV. SBCC's verification that the Ten Standards are being met
  - A. Institutional Mission
  - B. Institutional Integrity
  - C. Institutional Effectiveness
  - D. Educational Programs
  - E. Student Support and Development
  - F. Information and Learning Resources
  - G. Faculty and Staff
  - H. Physical Resources
  - I. Financial Resources
  - J. Governance and Administration
- V. SBCC's approach to defining and achieving a model community college for the 21<sup>st</sup> century: Building on SBCC's project redesign
  - A. Concept of a model community college
  - B. Recent actions to achieve a model community college
  - C. College plan for 2002-2005 to achieve the concept of model community college
  - D. Methods of evaluating achievement of college plan goals and impact on institutional effectiveness
- VI. Conclusions
  - A. Summary of SBCC's approach to defining and achieving a model community college for the 21<sup>st</sup> century
  - B. Opportunities and challenges for the future
- VII. References

### SBCC Self Study Tasks and Timeline

	STATUS	Feb-01	Mar-01	Apr-01	May-01	Jun-01	Jul-01	Aug-01	Sep-01	Oct-01	Nov-01	Dec-01	Jan-02	Feb-02	Mar-02	Apr-02	May-02	Jun-02
Plan the approach to the self study, establish tasks and timelines	Completed	X																
Develop initial list of documents used in 1996 self study. This will be used as a baseline for the next steps for gathering, developing, updating the necessary documents.	Completed	X																
Confirmation with/approval of the process by ACCJC	Completed			X														
Write the concept section - model community college for the 21st century	Completed		X															
Obtain institutional consensus regarding the concept of a model community college for the 21 st century (reviewed and endorsed by CPC and Academic Senate)	Completed			X	X													
Concept of model community college and vision statement endorsed by the Board of Trustees	Completed					X												
Documentation for the Ten Standards (gather, update and/or create necessary documents)	Under way					X	X	X	This will continue between September 01-April 02 (as new documents become available, they will be added), but the majority of the documentation should be set during Summer 01.									
Write summary judgment of why we think the standards are met or exceeded	Under way							X										
Develop file with supporting documentation for each standard (if additional, relevant materials become available later, they will be added and an addendum to the self study will be developed)	Under way					X	X	X	This will continue between September 01-April 02 (as new documents become available, they will be added), but the majority of the documentation should be set during Summer 01.									
Produce college plan for 2002-2005	Under way																	
Confirmation of the process for developing the college plan	Completed		X	X														
Environmental scanning	Completed			X	X													
Develop draft of college goals and objectives	Completed					X	X	X										
Develop methods of assessing the college goals and objectives; also clarify methods for assessing institutional effectiveness and ensuring integration with the college plan	Under way							X	X									
Draft of the college plan reviewed and refined (CPC, Academic Senate, Associated Students, Classified Council)									X	X	X							
Board approves College plan for 2002-2005												X						
Write self study													X	X				
Review of the self-study by CPC, Academic Senate, Associated Students, Classified Council															X	X		
Self-study complete, Board approval																		X

# IV. SBCC STANDARDS VERIFICATION

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## STANDARD TWO: EDUCATIONAL PROGRAMS

### Standard 2.A – General Provisions

The achievement and maintenance of high-quality programs in an environment conducive to study and learning are the primary responsibilities of every accredited institution; hence, the evaluation of educational programs and their continuous improvements is an ongoing responsibility. As it analyzes its goals and discovers how conditions and needs change, the institution continually redefines for itself the elements that will result in programs of high quality.

A number of processes are in place to evaluate, strengthen and, where appropriate, redefine the College's educational programs. Processes used to assess and enhance the effectiveness of the College's programs in promoting learning and achievement include:

1. The Academic Affairs Program Review Model (IV.2A.1), which requires that each educational program undergo a comprehensive evaluation every five years;
2. Departmental two-year plans (IV.2A.2), which specify a department's goals and objectives;
3. Faculty evaluations (IV.2A.3), which are required of all faculty members;
4. Institutional and department-based research studies designed to assess the effectiveness of educational programs in achieving their objectives (IV.2A.4);
5. Occupational program advisory committees (IV.2A.5) that meet with College faculty and staff to review the quality and responsiveness of the instructional programs in preparing students to succeed in career areas in which they are being prepared;
6. The procedures established and administered by the Academic Senate's Curriculum Advisory Committee for adding, modifying and eliminating instructional programs and courses (IV.2A.6)

and for ensuring that all instructional offerings meet College and Title V requirements;

7. Procedures for redesigning core instructional processes to promote student learning in the most effective and efficient manner possible, as illustrated by Project Redesign (IV.2A.7); and
8. A well-defined administrative structure for coordinating and administering the instructional program (IV.2A.8). Through its shared governance model, instructional administrators, department chairpersons and members of the Academic Senate play a significant role in the administration, evaluation and consistent improvement of the College's educational programs (IV.A2.9).

### Standard 2.B – Curriculum Planning and Evaluation

Curriculum planning is designed to achieve the aims of the institution, and considers current and future needs for human, financial and physical resources. This systematic planning is based on continuing institutional self-evaluation and assessment of the needs of the institution's constituencies. All appropriate segments of the institution are involved in planning.

The planning and evaluation processes noted in the response to Standard 2A provide the vehicle for continuously assessing the effectiveness of the programs in meeting the educational needs of the College's constituents. Appropriate faculty, administrators, classified staff and students are actively involved in each of the institution's planning and evaluation processes (IV.2B.1). These curriculum planning and evaluation processes have resulted in decisions to drop the Dental Assisting and Machine Shop programs and to add new programs in Certified Nursing Assistant/Home Health Aide, Multimedia Arts/Technologies and Telecommunications. The processes for adding, modifying and deleting courses and programs are described in the Academic Senate's Curriculum Advisory Committee's Policies and Procedures (IV.2B.2).

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## IV. SBCC STANDARDS VERIFICATION

### Standard 2C – General Education

The educational program is designed to give students a substantial and coherent exposure to the major broad domains of higher education. All programs leading to the Associate Degree include a major area and a general education component (IV.2C.1). In order to fulfill the College's general philosophy and goals, students completing an Associate Degree are, as per Title V, required to complete general education courses in the natural sciences, social and behavioral sciences, humanities, language and logical thought (IV.2C.2).

The general education requirements allow students to explore elements of the intellectual and ethical traditions to which they belong. In addition, institutional requirements for the Associate Degree require that students complete courses to satisfy four of the five following requirements: American Institutions; Physical Education/Health; Intermediate Algebra; Multicultural/Gender Studies; and Communication (IV.2C.3).

### Standard 2D – Special Programs Offering Courses For Credit

All special courses and programs, which include courses for credit, whether conducted on- or off-campus, are integral parts of the institution. Their functions, goals and objectives are consistent with other elements of the institution; they maintain the same academic standards as regular campus programs; and they are planned and evaluated by the same processes as the regular educational programs.

The College is solely responsible for the academic integrity of all instructional programs and courses which bear the institution's name, and this responsibility is fulfilled in a consistent and comprehensive manner. Primary responsibility lies with the academic departments, Academic Senate, Academic Affairs Deans and Vice President. In addition, the Superintendent/President and Board of Trustees review conclusions reached by these groups and in-

dividuals. The College is in compliance with Standard 2D.

The credit program offers off-campus opportunities for students through its scheduling of regular credit courses, contract education opportunities, work experience placements, College courses at high school sites, study abroad programs, and a Cosmetology program contracted with a private school.

Off-campus regular credit courses are offered at the Selmer O. Wake Center, one of the College's Continuing Education facilities (IV.2D.1), and at high schools within the institution's service area (IV.2D.2). These sections meet the same course and instructor standards as courses offered on campus. They are monitored by the appropriate department chairperson and division dean.

Most contract education courses are offered as non-credit experiences. When contract education courses are offered for credit, the program director is required to coordinate them with the appropriate department chairperson and division dean. Contract education courses offered for credit must be a part of the curriculum, and all courses and instructor standards must be met (IV.2D.3).

Work Experience courses are offered as part of the curriculum in 18 occupational programs. In addition, a General Work Experience course is offered for non-occupational program students desiring work experience. College policies and procedures for conducting Work Experience courses adhere to the policies and procedures specified in Title V (IV.2D.4).

The Cosmetology Program is offered as an off-campus occupational program through a contractual agreement with Santa Barbara Beauty College. All courses have been approved by the Curriculum Advisory Committee and comply with Title V expectations. The contracts have been approved each year by the Chancellor's Office (IV.2D.5). All Cosmetology instructors are required to meet the minimum qualifications for community college instructors, and direct College supervision is provided by a dean of Academic Affairs and a certificated program coordinator.



## IV. SBCC STANDARDS VERIFICATION

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The College's Study Abroad Program is recognized as exemplary throughout the state. All Study Abroad offerings are comprised of existing credit courses (IV.2D.6). Students are required to enroll in all credit units offered as part of the Study Abroad Program (typically 15 units for semester-length programs offered in the fall and spring terms; and six units for those offered in the summer). A certificated instructor is given reassigned time to coordinate the Study Abroad Program. The International Education Committee oversees the offering of Study Abroad credit programs. This committee serves as an advisory group to the Vice President for Academic Affairs. Its responsibilities include monitoring the effectiveness and academic integrity of Study Abroad programs, selection of programs to be offered, selection of faculty, and assurance of compliance with institutional policies (IV.2D.7).

The College does not offer distance learning courses at this time. However, it may do so in the near future. All distance learning course offerings will adhere to the policies and procedures for distance learning specified in Title V.

### Standard 2E – Credit for Student Achievement

**Evaluation of student learning or achievement and the award of credit are based upon clearly stated and distinguishable criteria.**

When new courses are proposed to the Curriculum Advisory Committee, criteria for credit determination and expectations for student performance are included and considered. In order to gain approval, all proposals for new and/or modified courses must meet Title V and College requirements. These include the specification of learning outcomes, course content, and the criteria to be used in the assignment of the grade (2E.1). Instructional departments are required to have their course outline on file in the Office of Academic Affairs.

The Essential Skills, English and Math departments have established exit proficiencies from one level of pre-collegiate classes

to another and from pre-collegiate classes to college-level classes (IV.2E.2). The ESL Department has established exit proficiencies from one level to the next for beginning through intermediate levels. Advanced-level ESL students are administered the same exit essay exam as Essential Skills and English students (IV.2E.3).

Department chairpersons and academic deans stress to faculty the importance of providing to students clear and specific grading criteria in course syllabi and other materials distributed at the beginning of each term (IV.2E.4). General grading criteria and procedures are also described in the *General Catalog* (IV.2E.5). The College does not provide a means for granting credit for prior experiential learning other than through the credit by examination procedure described in the *General Catalog* (IV.2E.6).

Policies governing the distinctions between courses which offer degree and non-degree credit adhere to those specified in Title V and are described in the Curriculum Advisory Committee's Policies and Procedures (IV.2.E.7), the *General Catalog* (IV.2E.5) and the *Schedule of Credit Classes* (IV.2E.8).

All degree and certificate programs must be approved by the Curriculum Advisory Committee, the Board of Trustees and the Chancellor's Office. The criteria used by each of these entities in approving a new degree or certificate program mirror those specified in Title V (IV.2E.9). All degree and certificate programs are included in the department-based comprehensive program review required once every five years (IV.2E.10). In addition, occupational education programs are reviewed by advisory committees and, in some instances, state and national certification boards to ensure that the programs are equipping students with the skills needed to succeed in the workplace (IV.2E.11).

### Standard 2F – Articulation

**The institution has a systematic procedure for articulating its programs with secondary schools, baccalaureate institutions, and with employers who hire occupational students.**

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## IV. SBCC STANDARDS VERIFICATION

The College has been extensively involved in articulating its instructional programs with high schools in its service area. The Articulation Council, comprised of faculty, administrators and counselors from area high schools, the Regional Occupational Program (ROP) and Santa Barbara City College, serves as an intersegmental body to oversee articulation activities (IV.2F.1). The Articulation Council reviews policies, procedures and activities in such areas as coordinating the administration of the College's English and math assessment tests to high school seniors interested in attending SBCC, sponsoring joint meetings of high school and College instructors in specific subject areas to discuss course articulation issues, and exchanging information on college-bound rates of high school seniors and the performance of high school graduates on the College's assessment exams (IV.2F.2 and IV.2F.3).

Representatives from area high schools, the ROP and SBCC also participate in the Santa Barbara Tech-Prep Consortium. Accomplishments of the Tech-Prep Consortium include: (1) development of 14 articulation agreements between high school/ROP and SBCC occupational education programs; (2) development of career pathways in Computer Information Systems and Office Information Systems; (3) offering applied academic courses in math, biology/chemistry, physics and communication; and (4) participation in professional development workshops on strategies for integrating academic and technical competencies into all courses (IV.2F.4).

The College, the University of California at Santa Barbara (UCSB), the Carpinteria High School District and the Santa Barbara High School District are co-sponsoring a project to develop a three-year bachelor's degree program. This program will enable qualified students to complete their freshman year of college while in high school by taking designated courses offered by SBCC and/or UCSB. After completing their high school and college freshman year requirements, the students would be guaranteed admission to UCSB as sophomores or, if they take their second year courses at SBCC, as juniors (IV.2F.5).

Academic departments, primarily through the department chairpersons and the deans of Academic Affairs, engage in ongoing dialogues with their counterparts in primary-receiver colleges and universities. Much of this effort is coordinated through the College's Transfer Center and its articulation officers. The articulation officers serve as the primary liaison between the College and transfer institutions with respect to changes in lower division requirements, articulation agreements, and proposed new and modified courses and programs (IV.2F.6). The College has guaranteed admission agreements with 15 transfer institutions and for 52 specific majors, including computer science and engineering at UCSB (IV.2F.7).

The College receives reports from UC and from individual California State University (CSU) campuses on the number and performance of its transfer students (IV.2F.8). In addition, the College contacts non-UC and CSU colleges and universities to which students requested transcripts be sent to determine if they enrolled at those institutions (IV.2F.9). This information, along with the data provided by UC and CSU, are reviewed each year as part of the College's transfer effectiveness planning process.

Information on students' satisfaction with SBCC and their perceptions of their preparation for transfer is obtained through a survey distributed periodically to all students who had transferred to UCSB during the prior year (IV.2F.10).

The relevance of courses to job requirements is ensured by a systematic analysis of specific job requirements and curriculum review. Feedback on the relevance of the curriculum and the adequacy of student preparation for the workplace is provided by the occupational education advisory committees (IV.2F.11), the comprehensive instructional program reviews (IV.2F.12), faculty contacts with employers of program graduates, and periodic surveys of former occupational education students (IV.2F.13).

For a variety of reasons, including low response rates and response bias, SBCC has abandoned the strategy of sending surveys to former occupational education students to determine job placement rates, earnings and satisfaction with the educa-

## IV. SBCC STANDARDS VERIFICATION

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tion they obtained at the College. Instead, the College has developed, in conjunction with the Chancellor's Office and the California Employment Development Department (EDD), a method for tracking the post-college job placement and earnings of former students, one to three years after they last attended SBCC (IV.2F.14 and IV.2F.15).

### Standard 2G – Noncredit Courses and Programs

**Non-credit courses and programs, whether offered on- or off-campus, are integral to the educational mission of the institution.**

Non-credit courses and programs are subject to review by an established Curriculum Advisory Committee, which serves as a subcommittee of the Continuing Education Advisory Council. Subsequent to approval of new courses and programs by the non-credit Curriculum Committee, recommendations are forwarded by the Vice President for Continuing Education to the District Curriculum Committee of the Academic Senate. Questions or concerns regarding actions are communicated to the Vice President for Continuing Education by the Chair of the Senate Curriculum Committee and/or the Vice President for Academic Affairs.

The evaluation of non-credit courses is carried out by administrative staff on a term-by-term basis. There is currently no formal program evaluation. A procedure and timeline for program evaluation will be established during the Spring 1996 term.

Programs are administered under stated and well-publicized policies and procedures. These are delineated in the *Continuing Education Faculty Manual* (IV.2G.1). During Summer 1995, efforts were initiated to consolidate all policies into one document. It is expected that this effort will be completed by the end of the Winter 1996 term.

Several efforts have been made to improve coordination with institutional credit programs. The most noteworthy of these ef-

forts are delineated in the College's responses to the previous team's recommendations (See Standards 2 and 6).

### Standard 2H – Community Education and Services

Community education courses are an integral part of the Continuing Education Division, and fall under the administrative authority of the Vice President. All standards for course approval, articulation and coordination of non-credit programs apply to community education activities.

Community liaison is an ongoing activity and is most evidenced by the Continuing Education Community Advisory Council (IV.2H.1). This council is made up of 40 community leaders representing a wide cross-section of professions, interests and groups in the program service area. Members serve two-year terms and are required to attend quarterly meetings of the Council, as well as serve on various subcommittees.

The College has written policies and procedures for the use of college facilities by the public (IV.2H.2). These policies and procedures are maintained and administered by the Director of Administrative Services.

The District submits the above documentation in support of its conclusion that Standard Two is met.

## STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT

**The institution establishes and maintains an environment that fosters the intellectual and personal development of students. Student services reflect an institutional concern for students' physical and mental health, facilitates educational progress and helps students relate to others in the institutional community.**

**Proposed Format for Writing Section V of the Self Study – SBCC’s Approach to  
Defining and Achieving a Model Community College**

<b>Model Community College Drivers and Processes (Means)</b>	<b>College Plan 2002-05 Outcomes (Ends)</b>
<ul style="list-style-type: none"> <li>- Technology</li> <li>- Regionalization/Globalization</li> <li>- Collaboration</li> <li>- Flexibility</li> <li>- Societal/Community Changes</li> <li>- Learner Needs/Expectations</li> <li>- Knowledge Management</li> <li>- Accountability Regulations</li> <li>- Employee Development</li> </ul>	<b><i>Student Outreach and Responsiveness to the Community</i></b>
	Goals 1-4, Objectives 1-16
	<b><i>Student Learning and Achievement</i></b>
	Goals 5 – 6, Objectives 17- 33
	<b><i>Governance and Management</i></b>
	Goal 7, Objectives 34 - 35
	<b><i>Technology</i></b>
	Goals 8 –10, Objectives 36 - 42
	<b><i>Facilities</i></b>
	Goal 11, Objectives 43 - 47
	<b><i>Fiscal Support</i></b>
	Goal 12, Objectives 48 - 50
	<b><i>Human Resources</i></b>
Goals 13 – 14, Objectives 51 - 60	

8/30/01

## **Model Community College Drivers and Process (Means)**

### **Technology:**

*What role can technology play in promoting the achievement of the college's goals and objectives?*

The college has or is in the process of implementing a number of technologies including Campus Pipeline, WebCT, Oracle iPortal, Discover Web-based reporting, Oracle HR, Finance and Student System and Web-based Self-Service Systems for employees and students.

### **Regionalization/Globalization:**

The college needs to prepare its students to function effectively in a diverse and inter-connected society.

### **Collaboration:**

The college can more effectively achieve its goals and objectives by collaborating with educational, business, government, non-profit, and other organizations. Examples of successful collaborations in which the college is engaged include: Employee University program with the County, Dual Enrollment Program with local high schools, joint nursing programs with Cottage Health Systems and joint facilities use projects with the City of Santa Barbara

### **Flexibility/Adaptability to Change:**

Rapid and significant changes in many areas will continue to affect the college. The institution's ability to anticipate, respond and adapt effectively to these changes will influence the college's viability and effectiveness in achieving its goals and objectives.

### **Societal/Community Changes:**

Demographic, economic, technological and social/cultural changes will continue to affect the college (e.g., housing costs and limited supply, changes in job market, projected increase in Hispanic population and decrease in the number of local area school-age students). The college must constantly monitor and develop effective responses to these changes.

### **Learner Needs/Expectations:**

The college is responsible for meeting the diverse educational needs and expectations of students. These needs include the availability of programs that are easily accessible and responsive to the unique needs of an increasingly diverse

and demanding population. Students will increasingly seek educational opportunities that are perceived as being of high quality, likely to help them achieve their desired outcomes, convenient and responsive to their individual needs.

**Knowledge Management:**

One of the by-products of an information society is the escalation of information that is potentially available to students, faculty and staff. Strategies are needed to facilitate the organization and delivery of massive amounts of information and to make it manageable and useful to its intended audiences. In addition, strategies to equip students with the skills needed to manage and use information must be integrated into the curriculum.

**Accountability/Regulations:**

The college will continue to be affected by changes in local, state and federal regulation and demands for increased accountability. The college must constantly monitor changes in regulations and ensure their proper implementation. In addition, the college will need to constantly evaluate the attainment of the outcomes for which it is being held accountable for achieving.

**Employee Development:**

In order to achieve its goals and objectives, the college will need to provide appropriate professional development opportunities to advance the knowledge and skills of its employees. An employee professional development program should be integrated into the fabric of the college.