

V. SBCC'S APPROACH TO DEFINING AND ACHIEVING A MODEL COMMUNITY COLLEGE

A. Introduction

The purposes of this section are to define the college's concept of a Model Community College, to outline the plan for fulfilling that vision and to illustrate the connection between the elements of the concept and the 2002-05 College Plan. This section is the core of our experimental self study as described in the letter to ACCJC dated November 13, 2000. The College has embraced the premise that a Model Community College must undertake change while pursuing such fundamental purposes as student access, student success, quality instruction and services, and workforce development and training.

As mentioned in the Methodology section, SBCC faculty and staff have engaged in Project Redesign since 1994. This initiative has been a comprehensive re-engineering effort of all areas of the college's services (Instructional Services, Student Services, and Business Services), which has changed the way portions of educational programs are delivered and how the college operates.

The five stated goals of Project Redesign are:

- Transform college practices to meet future challenges effectively;
- Improve the quality of instructional programs and support services;
- Develop a client focus for college operations;
- Enhance the fiscal condition of the college; and
- Develop effective uses of technology and information.

The work and discussions conducted in support of Project Redesign represent the basis and springboard for our commitment to become a Model Community College. The college has conducted a thorough process of identifying the conceptual framework to guide college goals, operations and processes for the next three years and beyond. The framework relies on two major components: 1) a vision statement that affirms the strategic purposes and direction for the college, and 2) a set of forces for change, identified through an extensive environmental scan and discussions among the college governance groups, which have influenced and will influence the achievement of the goals and objectives of our plan. A fundamental assumption of our Model Community College is that it is a dynamic organization, based on a solid vision statement, but capitalizing on the forces for change that influence our internal and external environments.

The nine forces for change identified are dynamic and will constantly shape what we have defined to achieve through the College Plan for 2002-05. Each of these forces for change is defined in this section. They include:

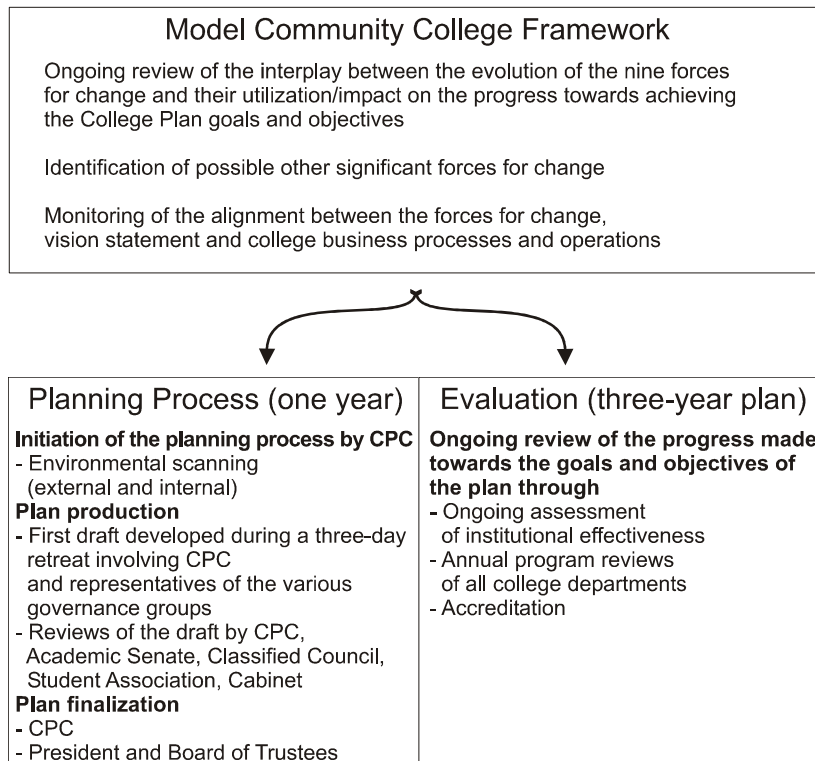
- Learner Needs/Expectations
- Societal/Community Changes

- Collaboration
- Regionalization/Globalization
- Flexibility/Adaptability to Change
- Knowledge Management
- Technology
- Employee Development
- Accountability/Regulations

This section demonstrates how the planning process is dynamic and how the College Plan will continually be responsive to the changes in the college’s environment. Thus, the plan needs to be viewed as a document that supports continuing adaptability. Once the plan goes into effect, it will be continuously monitored and evaluated to ensure that its goals and objectives are achieved. At SBCC, the College Planning Council (CPC) will assume this task. This governance group will assess the extent to which the plan is being fulfilled by evaluating progress on the plan against the Vision for a Model Community College and the extent to which the college is taking advantage of and responding to the forces driving change.

The section also illustrates how applicable forces for change have influenced or will influence the development and achievement of the goals and objectives in each of the major areas of the 2002-05 College Plan. Our intent through this review of each of the major sections of the plan is to exemplify how the elements of the Vision Statement for a Model Community College and the forces for change are interacting over time as the primary means by which the institution, through its College Planning Council, will monitor its progress to achieve the objective of excellence it has established for itself. Figure 1 displays the college planning and evaluation approach within the context of its concept of a Model Community College.

Figure 1.



As a result of discussions among various constituents of the college community and governance groups, SBCC has adopted the following vision statement to guide its conceptual framework of a Model Community College. The statement was approved by the Board of Trustees at its meeting on May 24, 2001.

B. Vision Statement for a Model Community College

SBCC will provide many ways for students to access the college's high quality and affordable higher education programs. Students will achieve academic success in greater numbers as they prepare for *transfer*, acquire *occupational* competencies and the academic *skills* required for succeeding in higher education. The college will develop new ways to fully respond to the needs of its community. Such efforts will focus on a comprehensive *continuing (adult) education program* and targeted programs to provide *economic development*.

As a Model Community College, SBCC will serve all segments of its community while expanding its efforts to meet the educational needs of groups traditionally underserved. To achieve unprecedented levels of community responsiveness, SBCC will collaborate with local organizations to identify and respond with programs to meet educational needs. The college will operate knowing that it is a part of the larger community. The college's development and operations will be consistent with the environmental well-being of our larger community.

The college will continue to value and promote educational change and innovation that increases the quality, efficiency and effectiveness of our programs. The following four core values will continue to guide institutional decision making:

- A commitment to excellence in all that the college undertakes;
- A focus on students in determining policies, practices and programs;
- A commitment to faculty and staff collaboration and collegiality; and,
- An environment that is both psychologically and physically supportive of faculty, students and staff

SBCC will achieve its goal of becoming a Model Community College by capitalizing on the strengths of its culture and values and its mission by becoming a fully technologically enabled institution. The potential of technology will be leveraged to provide students with maximum possible independence and college responsiveness to meet the student's educational objectives. Technology will be applied to increase the college's efficiency, effectiveness and communication, and build a community of students, faculty and staff all of whom are committed to educational excellence and student success.

The above statement is a broad-based description of the college vision. We also recognized the importance of communicating the vision in a way that reflects the core of our values in a brief, but meaningful, message. This message is incorporated into the motto we adopted for the college: "SBCC is committed to the success of each student."

C. Model Community College: Forces for Change

As mentioned at the outset, through a rigorous environmental scanning and numerous discussions that engaged the campus community, nine major forces for change have been identified as shaping the internal and external environments of the college for the foreseeable future and influencing our ability to progress towards the Vision of a Model Community College. These forces are defined below and the definitions reflect our understanding of their applicability to our environments and impact on our college.

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 increasingly will 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.

Societal/Community Changes:

Demographic, economic, technological and social/cultural changes will continue to affect the college (e.g., costs and limited supply of housing, 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.

Collaboration:

The college can achieve its goals and objectives more effectively 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, joint facilities use projects with the City of Santa Barbara and community technology centers.

Regionalization/Globalization:

The college needs to prepare its students to function effectively in a diverse and interconnected society to enable them to achieve a greater world view and deeper understanding of other cultures and an ability to work effectively within an increasingly diverse environment. Improved communications capabilities have expanded the community served by SBCC. We will increase our regional efforts for program development and delivery.

Flexibility/Adaptability to Change:

Rapid and significant changes in all instructional and service areas as well as in college business processes 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.

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. Knowledge management is the institutional process that results in the best use of the organization's collective knowledge. Knowledge management captures knowledge from internal and external sources and shares and utilizes this knowledge to achieve the organization's mission. Utilization of the organization's collective knowledge is integrated into carrying out the institution's business processes. 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.

Technology:

The application of technology will play a critical role in the achievement of the college plan goals and objectives. Key drivers in this area include: universal access and connectivity for students, faculty and staff; rapid growth of the Online College and the use of technology-mediated instruction to supplement classroom instruction; move to Web-hosting and application service providers to provide 7x24x365 support and management of instructional and administrative application; mobile and wireless messaging and communications; personalized Web content management using portal technology; use of knowledge management technologies and tools to enhance the intellectual capital of the institution; training and development of students, faculty and staff on the effective use of technology; and ability to recruit and retain qualified information technology staff. The college has or is in the process of implementing a number of Web-based technologies to implement these directions, including Campus Pipeline, WebCT, Oracle iPortal, Discoverer Web-based reporting, Human Resources, Finance and Student Systems and Web-based Self-Service Systems for employees and students.

Employee Motivation and 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.

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 proactively monitor changes in regulations and ensure their proper implementation. Where appropriate, the college should be involved in and respond to proposed new regulations. In addition, the college will need to evaluate the attainment of the outcomes for which it is being held accountable.

D. Integration of the Forces for Change and the 2002-05 College Plan

Student Learning, Achievement and Development

The most important measure of the institution's success in becoming a Model Community College is the extent to which it has achieved the three goals and 23 objectives in the Student Learning, Achievement and Development section of the College Plan. All of the goals and objectives in the College Plan are designed to facilitate student learning, achievement and development. Each of the nine forces for change will have a significant influence on the approaches taken by the college to achieve the goals and objectives in this section of the plan. At times, one or more of the forces for change will serve as enablers in helping the college to achieve desired outcomes. At other times, the forces for change will provide the stimulus to change the methods used to achieve the goals and objectives. The roles of **technology** and changes in **accountability and regulations** will be used to illustrate how the forces for change will influence the attainment of the goals and objectives in this section of the College Plan.

Faculty and staff will systematically monitor, experiment with and use technologies to promote the achievement of the goals and objectives pertaining to student learning, achievement and development. To illustrate, the college will expand its use of computer-based testing to assess students' learning and life management skills needed to succeed in college. The computer-based assessment tests will provide students and college staff with a diagnostic profile of the student's strengths as well as areas in which he or she needs assistance. Students will be provided with specific suggestions on steps to take to enhance their learning and/or life management skills.

A number of the new software systems will greatly enhance the college's ability to monitor students' progress toward achieving their educational objectives, as well as provide appropriate interventions in a timely manner. The widespread use of Campus Pipeline will enable students, faculty and support staff to communicate electronically with one another. The capacity to communicate with students on a just-in-time basis will enhance the college's effectiveness in providing appropriate feedback and information to students. Similarly, the college's Web-based self-service systems will enable students to access needed resources (e.g., tutors, counselors, library resources, progress and grade checks) anytime and anyplace. The Student System, as well as other Oracle and non-Oracle products such as the Darwin degree audit system, will enable the college to track the progress of individual students as well as students that are part of a cohort group (e.g.,

students who are about to be placed on academic progress probation). This capability will enable college staff to identify students needing assistance and to devise customized and timely interventions to respond to those needs.

The Online College at SBCC offers students a convenient, customized alternative to traditional classes. Tailored to meet the needs of students' lifestyles, courses can be completed via the Internet on students' own time, at home or in on-campus computer labs. Students can now choose from over 60 online courses that offer highly personalized instruction, ideal for the self-learner. Learning, research and discovery of new knowledge are at the students' fingertips.

The college has developed and will continue to enhance its Web-based Faculty Teaching and Learning Seminar materials. These materials contain descriptions of best instructional practices that faculty and support staff can adapt in their courses and in the delivery of services to enhance student learning and achievement.

Changes in state, federal and accrediting agency regulations and requirements for accountability are examples of how one of the nine forces for change can affect the processes of the college. The Partnership for Excellence outcome measures, and the proposed changes in the accrediting commission's standards that require a comprehensive documentation of student learning and achievement, are examples of how this force for change will affect the college. An essential component of becoming a Model Community College is an organizational structure and processes that anticipate and respond in an effective and timely manner to externally mandated changes in federal, state and accrediting agency regulations and accountability requirements.

Student Outreach and Responsiveness to the Community

An essential component of creating a Model Community College is to have processes and programs in place that remain responsive to the post-secondary educational needs of all segments of the district's service area. The four goals and 12 objectives in the Student Outreach and Responsiveness to the Community section of the College Plan reflect the institution's commitment to provide a comprehensive and dynamic access, recruitment and retention plan that will guide its efforts to serve students at all stages of their interactions with the college.

To varying degrees, each of the nine forces for change influences the attainment of the goals and objectives in this section of the College Plan. To illustrate, advances in **technology** available to the college will serve to enable the achievement of the desired outcomes pertaining to student outreach and responsiveness to the community. The college's Web site will be revised and continuously updated to include materials necessary for effective outreach and recruitment. Included in the college's Web site materials are complete and updated department and program brochures, the college class schedules and catalog, and the ability to make inquiries and request specific information. The college's new Student Information System will allow the college to customize the information sent to individuals and track the status of students from their first contact with the college through the time they

last attended the college. It will also provide prospective, current and former students with the ability to do the following anywhere and anytime:

- Make an inquiry and request information
- Receive advising via the Web (e.g., academic, career, financial aid)
- Apply to the college via the Web
- Update personal information (e.g., address changes, educational objectives)
- Search for classes and build a class schedule
- Interact with college faculty and staff
- Enroll in/withdraw from classes
- Make payments via the Web
- Access academic records
- Request transcripts and degree, certificate and/or transfer requirement certifications via the Web
- View grades received for individual course assignments, tests and papers

Providing students with the capability to access core information, services, resources and staff anytime and anyplace fundamentally changes their relationship with the institution. In addition to promoting access and individualization of the information provided, making these Web-based services available to students will contribute to students' abilities to function independently, not only at the college but also in all of their future pursuits.

Collaboration represents another of the nine forces for change that will influence the attainment of the goals and objectives in this section of the College Plan. Collaboration through partnerships with other entities requires an understanding that, through cooperation, identified needs of partners often are best met by shared resources and expertise. In its quest to become a model community college, the college will expand its efforts to enter into partnerships with local high schools, post-secondary education institutions, businesses, governmental agencies, and non-profit and community-based organizations. The college's Dual Enrollment Program with area high schools, the workplace learning program (CREATE), and the college's Center for Management and Staff Development, which oversees the partnerships with Santa Barbara County Employees' University, and Santa Barbara County Schools, are examples of the approach that will be followed in identifying and responding to the education and training needs of our community. A unique feature of each of these initiatives is the collaborative approach that is taken in planning and developing jointly sponsored instructional offerings that are responsive to the needs of a specific group of employees, or employer or industry, but open to anyone who can benefit from the instruction provided.

Other forces for change that will affect the strategies used to achieve the goals and objectives pertaining to student outreach and responsiveness to the community are **flexibility/adaptability to change** and **knowledge management**. The college will maintain a horizontal organizational structure (cross-functional teams) for the development and implementation of new initiatives that respond to community and student needs. As illustrated by the Access/Recruitment Cross-Functional Team, this structure promotes collaboration among various units within the organization that play a role in contributing to

the attainment of the goals and objectives in this area of the College Plan. Having access to knowledge of multiple facets of the college's operations enables the institution to respond in a timely manner with appropriate involvement of all affected parties from various organizational units in a non-hierarchical manner. Cross-functional teams will be continuously modified and reconstituted to reflect the changing needs affecting the college.

Faculty and Staff

The responsibility for implementing the goals of our Model Community College rests with SBCC faculty and staff. For this section of the College Plan, two goals and 11 objectives have been identified.

Among the nine forces for change that will significantly influence developments in the college's continuing reach towards excellence are: **employee motivation and development, flexibility and adaptability to change, and societal and community change.**

SBCC's **employee motivation and development** efforts are moving to new levels of scope, and quality and systematic application for both faculty and staff. The recently implemented faculty teaching and learning program is acknowledged for yielding many positive results for new and existing faculty. Further development and refinement will enhance this fundamental faculty training experience. Efforts now underway to assess and monitor systematically the development of staff throughout the organization have been acknowledged by senior management as a priority. The Center for Management and Staff Development will coordinate the delivery of credit programs for faculty and staff development. Human Resources and Legal Affairs will assume responsibility for all staff development programs. A major focus of the college's professional development initiatives is to enhance faculty and staff knowledge and skills for promoting student learning and achievement.

The areas of **flexibility and adaptability to change, and societal and community change** are also seen as having a substantial effect on this area of the plan. Mechanisms that enable the institution to anticipate, respond and adapt to change effectively will be essential. Staff at many levels must have the capacity to monitor, assess the influence of, and develop responses to demographic, economic, and technological changes that will affect the college's operations. An increase in the flexibility of SBCC to adapt to such change will be a key ingredient in the college's ability to meet its aspirations.

Governance and Management

It is well established that an organization's efficiency, effectiveness, and ultimate success are related to its competencies in both planning and management. An organization's capability to identify and broadly affirm its direction, and subsequently to establish internal operational mechanisms that enable timely decision making and coordination of the workforce, are needed to achieve an organization's mission. Although institutions of higher learning are highly decentralized, the ability to establish overall direction, make timely decisions, and manage to

achieve goals and objectives are equally important considerations. It is through the college's governance and management processes that institutional effectiveness is achieved.

In the area of governance and management, two goals and six objectives have been established. If these are achieved, the college will move closer to functioning as a Model Community College.

It is assumed that all nine drivers or forces for change will influence this area of the College Plan; however, three examples are provided. **Knowledge management** is a key consideration and SBCC will seek to enhance its capabilities in this area. Throughout the organization, capabilities need to be developed for individuals to utilize broad-based information sources to enable high-quality decisions to be made in a timely matter. Efficiencies and end results will be enhanced by managing data and information and applying the understandings gained to timely decision making.

Flexibility and adaptability to change challenge the college's management staff to be alert to change and capable of creating and supporting the institution's mechanisms to respond to it. Processes that enable changing conditions to be assessed, options for actions identified and timely, action-based decisions to be made, will be required in the future governance and management of the college. Such capabilities are seen as essential to the vision of a Model Community College being achieved.

A final illustration of the influence of a force for change is the area of **accountability and regulations**. The governance and management areas of the institution have the primary responsibility for such accountability. Identifying the measures of effectiveness and constantly monitoring those measures to improve the institution will be required. A continuing capacity to provide timely reports for increasingly complex accountability and accreditation requirements will also be needed.

Applications of Technology

In developing a Model Community College, there is no one area that presents greater challenges or contains more potential than the area of applications of technology. The college's increased capacity to apply technology to develop capabilities throughout the college is viewed as a central focus. The potential to serve students and support faculty better, major factors in the college's long-term success, will be advanced substantially by applying technology wisely. Two goals and 11 objectives have been defined in the College Plan to address this area.

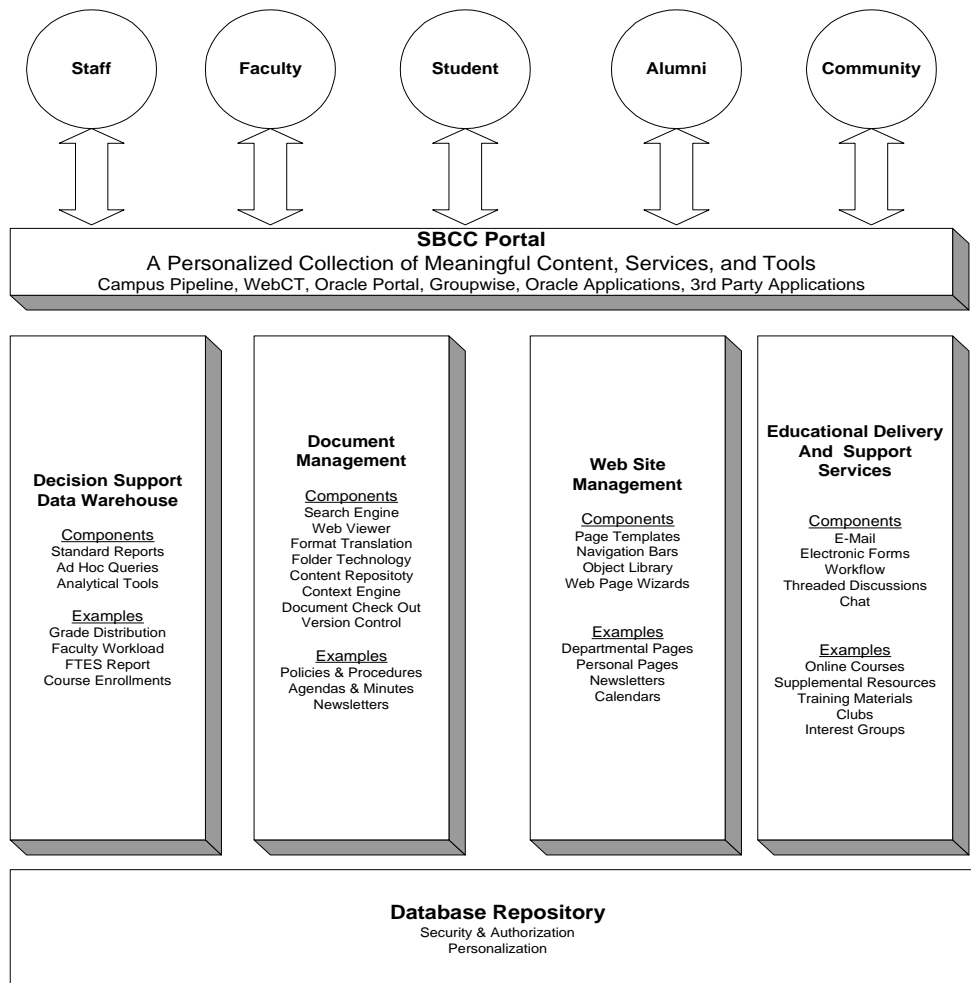
Learner needs and expectations will influence how technology is applied. Learner needs are expected to change as a result of exposure to alternatives to the traditional forms of delivering higher education. Students increasingly will seek educational opportunities of high quality that are tailored to the outcomes they desire and convenient and responsive to their needs. The college must be aware of these changes in student expectations and be responsive to them. **Regionalization and globalization** present the college with opportunities to serve learners in other geographical areas through distance learning technology. In doing so, the college

will also be able to present programs locally that heretofore could not be offered because of a low critical mass of students present in the district. The ability to capitalize on resources that are regional or global will be of increased importance to the college, and it will be through this area that more of the college’s potential will be realized.

Technology as a major force for change will permeate all aspects of the institution. The college’s capability to fully exploit the potential of tools, such as Campus Pipeline, WebCT, Oracle iPortal, and Discoverer Web-based reporting, will positively influence its pursuit of a Model Community College.

Figure 2 provides a conceptual framework for SBCC’s use of portal technology to improve the availability of information to the college community. Four key elements are required to implement this framework: document management; Web content management; decision support systems; and content communication and delivery. SBCC will use a variety of technology tools to achieve these required components. Based on recommendations of the College Web Steering Committee, the College Cabinet and College Planning Council make decisions on web technology development priorities, resource requirements, and policies.

Figure 2. SBCC Portal Framework



Facilities

Facilities must be adequate to meet the full range of needs presented in the operation of a comprehensive model community college. Well-maintained physical structures, an extensive utility infrastructure to support campus facility operations, full accessibility, a safe, non-toxic environment and grounds that are attractive are among our objectives. Energy efficiencies, proper and systematic maintenance of facilities and equipment to assure safety and maximum long-term use, and a focus on environmental safeguards are expected. Three goals and 14 objectives have been defined in the College Plan.

The forces for change provide a means to evaluate whether there is fullness in approaching the issue of facilities. For example, the area of **learner needs** is one. Facilities frequently have a significant impact on convenience, accessibility, comfort and other issues of importance to students. In recent years, the college developed facilities for programs such as multimedia arts, film and video production, digital photography, physical education, and new science laboratories and computer facilities for biology and sciences. Each of these facilities is designed to provide faculty and students the physical environment needed to promote student learning. Through a focus on learner needs, advances in facilities will be made.

Certainly, **accountability** is important in regard to both efficient and long-term use of the major investments acquired to develop and operate campus facilities. Responsibilities will be assigned to Facility and Operations staff to monitor effectiveness in meeting state and federal health and safety regulations and in maintaining and fully utilizing the college's facilities.

Employee development is an area in which there is a direct connection to the facilities area of the plan. The ability to capitalize on training programs for custodial and maintenance staff will be of substantial importance in highlighting the need for and development of professional skills and approaches necessary to achieve facilities-based goals and objectives at a superior level of performance.

Fiscal Support

The college is entering another challenging period in regard to its finances. The institution's needs exceed its present level of financial support and that gap is expected to widen. Thus, the college will seek to accomplish the one goal and three objectives in the College Plan if it is to become a model.

The forces for change will again become a valuable reference to assess whether we are accomplishing all we can. The area of **collaboration** provides a good example. By linking with government and non-government entities, there can be an increase in our capacity to carry out our mission and yet not have the facility or staff investments that might normally be required. The Foundation for 51, £ÀûÉç can be an even greater asset. Through the collaboration of the Foundation staff with college administrators, an expanded resource development base can be achieved. Funding for targeted areas and for expansion of the college's endowment to support new institutional initiatives will be sought. The capacity

to support innovation and change, vital to maintaining the college's culture of innovation and achieving its goal of a Model Community College, will be enhanced by expanding the size of the college's endowment.

Knowledge management again becomes an enabler by providing data and information related to costs and more readily enabling sound decisions to be made based on costs and benefits. Through this method greater operational efficiencies should be achieved. This capacity to bring data sources from throughout the institution to fiscal decision making will be a valuable tool. Such knowledge management skills, broadly applied throughout the institution, will be vital for efficient financial management.

With resources becoming even more limited, the ability to provide connections between investments made to outcomes received will be more of an expectation. Thus development of capacities to respond to such **accountability expectations** will be more critical, particularly in the financial area. The college expects to be able to meet these accountability requirements.

E. Conclusion of the Section

As initially planned in Project Redesign, SBCC is evolving into a technology-enabled college. The implementation of new applications and information systems will enable the college to better communicate with and serve its students.

The college has made important organizational structural changes in order to better align the functions and operations of the college and improve its ability to respond to students' needs. In July 2000, the college completed the merger and restructuring of the divisions of Academic Affairs and Student Affairs into the division of Educational Programs. Two other major divisions of the college -- Information Resources and Human Resources -- have undergone restructuring as well.

All these changes have strengthened SBCC but have also brought new challenges in ensuring that the college has the appropriate human and financial resources needed to carry out these goals. Project Redesign has reached a new phase translated into the conceptual framework of a Model Community College to be used as a foundation and benchmarking basis for SBCC's planning efforts. Our approach ensures that the College Plan remains dynamic and responsive to achieving the vision of the college.