

Institutional Definition of Elements that Comprise a Model Community College – Draft for Discussion

	Traditional Model	New Model
Student Outcomes	Course grade – primary measure of outcome	Multitude of methods, techniques and data sources for assessment of student outcomes
Students	Somewhat homogeneous, less prevalence of non-traditional student populations	Diverse student population with varying needs and goals; higher prevalence of students 30 years of age or older
Instructional delivery	On campus, “paper and pencil” One size fits all	Alternative deliveries, technology enhanced Time and place are negotiable
Instructional offerings	Pre-established sequence of courses and programs Majority of courses semester based (17 weeks)	Responsive to customer needs Combination of short- and semester-based courses, with more emphasis on the former Emphasis on accelerated programs Student-built programs of study
Student services	On campus, one service at a time, limited service hours	Integrated services – “One stop shop” Online self service, available 7/24/365
College business processes	Cumbersome workflow, paper based, redundant data entry and data systems by various offices Silos – units conduct their business with limited interaction with others	Electronic, integrated data systems shared by all units Streamlined, coordinated, efficient processes among various units Outcome based, cross functional teams
Decision making support, institutional research and planning	Access to data and information limited to professionals with programming skills Canned, limited reports, paper format	Customized and personalized information Structured, in context, timely Web deployed Portal based, readily available
Faculty and Staff	Specific roles for faculty and staff Minimum collaboration between different disciplines and between faculty and staff for instructional purposes	Faculty and staff roles will be dynamic and intertwined Increased outsourcing of core functions
Personnel Policies	Rigid, tightly defined positions within the college Predefined job responsibilities and classifications Predefined work schedules	Flexible, knowledge workers who are mobile and acquire new skills as needed Reviewed and revised frequently to accommodate the fluid nature of the working environments Flexible work schedules, telecommuting Recruiting will become more aggressive
Information Technology	Data processing for administrative processing Clear delineation between the IT staff responsibilities and functional users	Technology as a means to achieve the goals of the college Increasing need for joint planning and collaboration between instructional and administrative technology
Finances	As determined by state allocations	State allocation; aggressive fundraising and collaborative ventures.
Facilities	Centralized campus	Centralized campus and many satellite locations + online delivery
Community	Local service area	Regional training, intersegmental, online
Governance	Independent, local CC governing boards	Interjurisdictional collaborations

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

Model Community College Drivers and Processes (Means)
- Technology - Regionalization/Globalization - Collaboration - Flexibility - Societal/Community Changes - Learner Needs/Expectations - Knowledge Management - Accountability Regulations - Employee Development

Tentative Definitions

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.

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