

II. METHODOLOGY FOR COMPLETING THE SELF STUDY

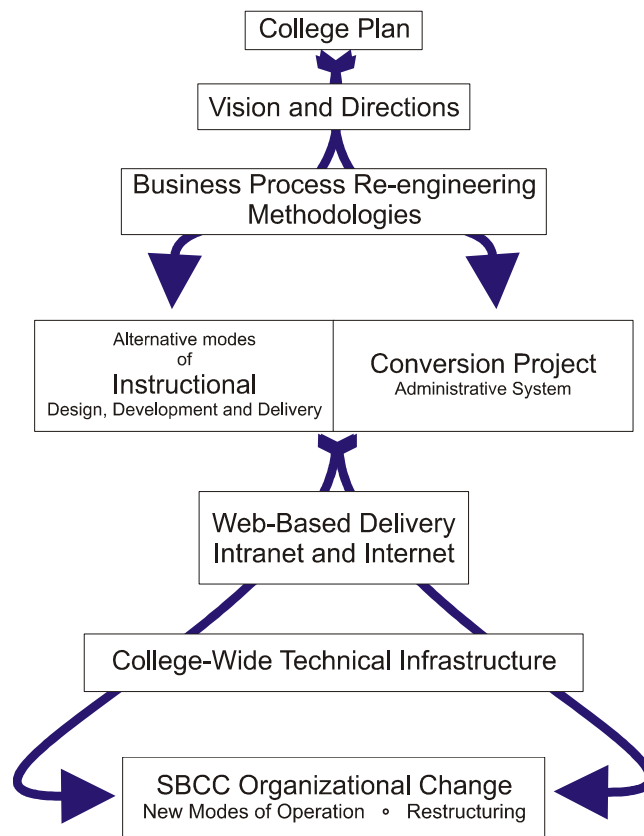
A. Background: Project Redesign

As noted in the proposal for the experimental self study, Santa Barbara City College is currently working to become a Model Community College through ongoing innovation and renewal. Since 1994, faculty and staff have engaged in Project Redesign, 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;
- Develop effective uses of technology and information.

The Project Redesign conceptual framework is illustrated in the chart below.



Since 1994, the college has made significant changes and taken steps in all major functional areas towards these goals. The college has embraced the notion that a Model Community College must undertake change while pursuing the fundamental purposes of its mission: student access, student success, quality instruction and services, and workforce development and training.

A major vehicle in promoting change has been the adoption and infusion of technology throughout the college. As initially planned in Project Redesign, SBCC is currently in the process of becoming a truly technology-enabled college through the implementation of the Oracle Student System, the Oracle Human Resource System (the Oracle Finance System has been already implemented and in production since July 1998), and Campus Pipeline -- a student portal application which will allow better communication with and service to students. In addition, the college is in its eighth semester of offering online courses.

The college has also 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 Santa Barbara City College 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 is reaching a new phase, and the alternative institutional self study is a perfect avenue for evaluating the progress we have made in this process since the last accreditation visit -- from the vision we stated at the outset of the Project Redesign effort to the present status of the college and to planning for the future.

B. Major Areas of the Self Study

The self study includes the following major areas:

Part 1. The first part of the self study, Sections III and IV, follows the traditional format of responding to recommendations of the previous accreditation visiting team. This part also includes the verification of the ten accreditation standards by discussing and referencing the relevant documents, policies, procedures and studies of the college.

Part 2. The second part, Sections V and VI, consists of the alternative approach to the self study, which addresses the relationship between the college's goal of becoming a Model Community College, and Project Redesign, which is the conceptual and operational framework by which we hope to achieve this goal as well as the methods and means that relate to various aspects of the innovation and renewal process upon which the college has embarked.

This portion of the study defines the college's concept of a Model Community College and specifies the plan for fulfilling that vision. In addition, the year of the institutional self study coincided with the year when the college developed its three-year plan for 2002-2005. A

special feature of our self study was to use the self study as the primary mechanism for developing the College Plan for 2002-2005. The College Plan is the institution's primary planning document. Developing the College Plan in concert with the institutional self study ensures that the outcomes of the self study are incorporated into the college's primary planning document.

We believe that this second experimental approach builds on the substantial effort of 1995-1996 by providing continuity to our earlier work and adding substantial depth and clarity to our institutional focus. In addition, we produced a College Plan that helps to provide the institutional framework for following through on our ambitious goals.

C. Process for Completing the Self Study

At the outset of the discussion of the accreditation self study, particularly the experimental elements, the college Superintendent/President, the Accreditation Liaison/Self Study Coordinator and the Executive Vice President of Educational Programs conferred to consider the clearest way of approaching the accreditation documentation. It was imperative that members of the college community understand the approach, support it, and contribute to the development of the ten standards. Discussions were undertaken with principal governing bodies to initiate and complete the self study. These discussions continued throughout the process. A self study timetable was developed specifying each task and corresponding development periods.

Once the basic structure of the self study outline and the timetable were determined, instructions were provided to the standard chairs for the writing of Phase 1 (follow-up on the recommendations of the previous, 1996, accrediting team and verification that the standards are being met). The Cabinet, College Planning Council and Academic Senate were continuously updated about the self study process and steps.

In parallel with the development of the first part of the self study, the college engaged in the preparation of the experimental portion of the report, which integrated the college planning process with the development of a Model Community College framework. The main phases in the development of the experimental section were as follows:

Development and discussion with college governance groups of a Model Community College framework	March – May 2001
Concept of a Model Community College and Vision Statement approved by the Board of Trustees	May 2001
Development and discussion with college governance groups of the 2002-2005 College Plan	May – December 2001
Writing and discussion with college governance groups of sections V and VI of the self study	January – April 2002

The self study team believes that by following this methodology, which has been supported by the Accrediting Commission, the college has been afforded the opportunity to undergo a more constructive and beneficial self study process than it would have had otherwise. The

insights the college governance groups and the college community, in general, have gained from the discussions related to the development of a Model Community College framework will guide our activities well beyond the timeframe of the accrediting self study and visit.