

CURRICULUM Executive Summary

Charge to the Curriculum Committee:

The Curriculum Focus Area Team was charged with creating an ideal curriculum plan to addresses ECC's projected future needs. During the team meetings they were to assess ECC's curriculum currency, delivery, integration and coordination relative to student and employer needs as well as to transfer students.

Desired Outcomes:

To sustain a high quality, responsive, innovative, relevant curriculum suited to the present and future needs of ECC's service region.

How Recommendations link to fulfillment of the Vision, Mission and Core Values

The heart of the college enterprise is the faculty-student relationship as actualized by the curriculum. Every other aspect of the college's activities support the curriculum. ECC's vision ultimately ties directly to its academic aspirations. ECC's mission is to develop and deliver the highest quality, most responsive, most relevant curriculum possible for the students who attend and graduate to fulfilling careers.

Focus Area Team Summary List of Recommendations

1. ECC should have a flexible, relevant, dynamic curriculum and curriculum models with specific incremental pathways for career success
2. Provide professional development for staff and enhance interdepartmental communication
3. Create win/win/win curriculum partnerships business and industry
4. Have a 24/7 campus that provides anytime, anywhere access
5. Build niche markets to serve identified areas of need

Resultants International, Inc. Summary List of Recommendations

1. ECC should provide alternative time degree programs for student convenience
2. Establish articulation agreements all across the region
3. Conduct Academic Audit and Review to right size programs
4. Establish one campus to be responsible for each program
5. Extend academic support for all students
6. Create a regional approach to curricular planning
7. Extend the number and types of academic extracurricular activities
8. Establish student career compendium models for lifelong learning...
9. Establish process for careful, yet expeditious, curriculum development
10. Encourage cross-departmental collaboration
11. Assure continual opportunities for faculty development
12. Undertake market research to assess new and existing markets
13. Create program profiles so that institutional research data can be easily compared
14. Develop a common set of academic metrics to use across all ECC programs

Wendel Duchscherer Summary List of Recommendations

1. Multiple venues should be integrated with academic planning

Focus Area Teams Curriculum Recommendation #1

Create a Dynamic curriculum that is flexible, adaptable, focused, relevant, challenging, inspiring, and comprehensive that includes a routing mechanism for assessment and revision. Provide short term, incremental job specific pathways/steps/roadmaps to career success that are outcome oriented to enable the students to experience incremental success along the way. This could start in High School.

JUSTIFICATION

ECC's programs would be defined by opportunities for success, whether that success is continuing one's education at a university or employment. The student's goals and aspirations matched with ECC's capabilities would create models for students to follow. A major part of this strategic initiative involves the expectation that people will continually need to update their skills, upgrade their certifications and competencies, and adjust their skills to meet changing employment opportunities. Fewer and fewer people would be employed at one job for life, as a consequence the need for ECC to maintain contact and opportunities for students is essential. Career path curriculum allows students to follow defined tracks, while being able to adjust to changing workplace and societal conditions.

Action Plan

1. Conduct a full-scale curricular audit
2. Streamline the Intake process
 - a. Create a profile of success, specific to programs
 - b. Profile the student and match to success profile
3. Improve admissions by first assessing through placement testing, then admitting to the area of compatibility
4. Improve Delivery
 - a. Utilize teacher education programs @ Buff. State/U.B.
 - b. Initiate partnerships with 4 years institutions
 - c. Create summer programs "summer institute" for ECC counselors to advise students needing remedial services
 - d. Add a for a coordinator for teacher education programs
 - e. Relocate counselors to academic buildings
5. Improve Student Services
 - a. "De-centralize" student services
 - b. Increase student service counselors ratio
 - c. Add and identify "social workers" in counseling centers

Cost of Strategy 1 : 5-year projection: \$5 million

Clarus report implementation: \$5 million (Cost of One-Stop Shop, enhanced service, additional staff, and training)

Community College Model Programs:

The Knowledge Net: Connecting Communities, Learners, and Colleges is published by the American Association of Community Colleges and the Kellogg Foundation, is considered the definitive look at recommendations for community college strategic development. Highlighted recommendations include:

Curriculum

- review their vision of the role of general education and align their core courses with this vision.
- develop comprehensive strategies for providing an array of experiential learning opportunities, including service learning, that promote democratic skills along with academic and technical competence.
- make dynamic curriculum construction, management, and delivery processes, including collaborative arrangements, an institutional priority in planning and resource allocation.
- use recognized occupational skill standards in developing curriculum for occupational education and training.
- repackage their courses, policies, and schedules to meet the needs of lifelong learners as customers.
- develop policies to ensure excellence and appropriateness in high school concurrent enrollment programs.
- embrace remedial education as an access point to higher education and increased opportunity and must make remedial courses mandatory for all learners who need them.
- give reentry and disadvantaged learners, including those in remedial programs, the same priority and support as all other learners.
- Each of the colleges listed below has realigned their academic programs to the changing needs of their communities. In particular, they have developed life-long learning models to allow students of different ages to attend college, meaning more night, weekend, and other course scheduling that allows optimal learning in the minimum time or in non-traditional times. For example, San Jacinto College features inter-session programs – two-week intensive classes, in-between the regular semesters, allowing them to register students at home from other colleges and universities, people on vacation, people wanting a just-in-time class, and other non-traditional groups.
 1. Northeast CC, Norfolk, NE (Lifelong learning community center)
 2. Grand Rapids CC, Grand Rapids, MI (Technology Center)
 3. Hudson Valley CC, Troy, NY (Lifelong learning approach to packaging and presenting information to students)

4. Henry Ford CC, Dearborn Heights, MI (Center for Lifelong Learning: non-credit programs approach)
5. San Jacinto College District, Pasadena, TX

Focus Area Teams Curriculum Recommendation #2

Facilitate professional development to ensure a well qualified, highly skilled, supported, and supportive staff. Enhance communications within ECC inter-departmentally; provide a sense of ownership and "buy-in" to the vision.

JUSTIFICATION

ECC cannot survive without a professional staff.

Action Plan

1. Establish clearly defined vision, mission and measurable goals for the College and communicate them effectively along with the support of an active advisory council.
2. Establish a communication system that utilizes effective channels of communication for all factions of the College
3. Establish incentive programs that stimulate growth at all levels
4. Make available professional development monies allocated to each department on a yearly basis
5. Providing staff development sessions for peers – internal as well as external
6. Establish possible career tracks for all employees
7. Reward cost saving suggestions which are adopted
8. Publicize success of students/graduates within/outside institution

Cost of Strategy 2: 5-year projection: \$15 million

- i. Improved communications systems: \$5 million
- ii. Faculty development, training, retraining, and program development: \$5 million
- iii. Staff development: \$5 million

Focus Area Teams Curriculum Recommendation #3

Partner with business private industry to access state-of-the-art equipment, through co-ops and internships. Creates a win/win/win with industry, the students and ECC.

JUSTIFICATION

Strong relationships need to be forged with business and industry to ensure the future success of the college. Building a curriculum that addresses needs of students, employers and the college reinforces the relationship as one of mutual value. Identifying industry and business partners that can provide equipment, goods or

services as a part of an interdependent relationship helps foster long term involvement.

Action Plan

1. Involve existing and prospective business/industry partners in the development of curriculum
2. Provide College credit for community education courses/workshops
3. Promote on-site training and consulting by ECC faculty
4. Develop on-going internship relationships with companies
5. Solicit businesses to provide up-to-date facility and equipment for training of ECC students
6. Explore new grant monies to support cooperative learning (internships) with business and industry
7. Negotiate ongoing commitment from local government to use ECC students for internships
8. Partner with Chambers of Commerce to make members aware of advantages of interaction with ECC departments.
9. Solicit Alumni input to develop new partnerships

Cost of Strategy 3: 5-year projection: Savings of \$ 9 million

- i. Leveraging equipment, training, and other costs with partners: \$5 million in savings and new funds
- ii. New grants and contracts: \$5 million in new funding
- iii. Staff for managing grants, contracts, and partnerships: \$1 million cost

Focus Area Teams Curriculum Recommendation #4

ECC should have a 24/7 campus that provides anytime, anywhere access. From distance learning to web-enabled libraries to instant availability of information, ECC in the future will be highly accessible and open to its constituents and one that can be customized by students and staff to accomplish their goals through a variety of means, effectively and conveniently.

JUSTIFICATION

A 24/7 campus implies continuous operations, whether virtual or real, and the capability to deliver services anywhere in the world. While typically associated with technological access, for ECC the 24/7 concept also means that there will be people on campus as well, whether in dorms or apartments, working, or studying. Thus, the ECC of the future will be a combination of technologically enabled systems and a people friendly environment.

According to the CLARUS study¹, only 10% of employees surveyed are currently taking classes via the Internet while 45% of Western New York employers with 50+ employees use the Internet as one of their training methods. In addition, 1/3 of ECC's potential students stated that they would enroll in classes via the Internet as an alternative method for attending college courses.

Action Plan

1. Appoint 24/7 leader
2. Create a 24/7 Task Force that includes representatives from all user groups
3. Identify all components and parts that affect or are affected by the concept of 24/7
4. Contact/visit existing 24/7 operations
5. Identify technology, space and resource needs

Community College Model Programs:

The first three colleges listed below have each been recognized for developing a single location for all student services, process engineering for ease of receiving services, and aligning computing systems, college needs, and student needs. In all cases this has been a multi-year commitment, involving the entire college community.

Models for providing admissions, registration, financial aid, degree audits, placement tests, career services, business services (for students), and other student affairs programs together can be found at:

- a. Lake Michigan Community College, Benton Harbor, Michigan
- b. Portland CC, Portland, Oregon
- c. Cuyamaca College, El Cajon, CA
- d. Terra CC, Fremont, OH
- e. Cayuga CC, Auburn, NY (one-stop days, a simplified approach to student registration)
- f. South Seattle (WA) Community College (model career center)
- g. Northwestern Technical College (GA)

Focus Area Teams Curriculum Recommendation #5

ECC should build additional Niche Curricular Markets similar to the successful dental hygiene niche market.

JUSTIFICATION

The future ECC will have identified both the markets and the means to institute and fund new programs and to sustain existing programs. Niche markets can respond to existing populations (e.g. over 15,000 workers in retail foods), anticipate new markets

¹CLARUS Corporation, Erie Community College: Market Assessment Summary of Results, March 2001, Slides 110, 113 and 159, available in the Office of the President, ECC.

(e.g., system administrators for distributed wireless networks), or even create markets (e.g., economic development professional programs). In the current environment, possibilities might include certification programs in hotel, restaurant, and casino management, mortuary services, retail food, retail sales, system administrator for distributed wireless networks, construction trades, and telephone call center specialist.²

Also, please see Don Doucette's article "The Community College Niche in a competitive Higher Education Market" for a discussion of the broader niche that ECC might occupy in the regional post-secondary education market.

Action Plan

1. Do service area market analysis to assess demand
2. Develop additional curriculum partner relationships with local businesses to identify possible new niche market opportunities
3. Aggressively market targeted niche programs to secondary institutions and non-traditional students who are 25+ years of age
4. Expand marketing of the Dental Hygiene program
5. Explore creation of a Mortuary Science niche market program
6. Explore consolidation of all Computer Technologies programs into one department.³

Community College Model Programs:

The Knowledge Net: Connecting Communities, Learners, and Colleges is published by the American Association of Community Colleges and the Kellogg Foundation, is considered the definitive look at recommendations for community college strategic development. Highlighted recommendations include:

Credentialing

- identify alternative approaches that augment conventional academic transcripts to communicate fully a learner's skills, knowledge, and relevant experience to prospective employers or other educational institutions.
- analyze the learning assessment process and become centers for the assessment of specific skills required by employers.

New markets

² ADDENDUM page xxv lists the 35 job categories according to the U.S. Department of Labor that are expected to grow in Western New York in the next 10 years.

³ According to the American Association of Community Colleges research brief #AACC-RB-01-4, *Hot Programs at Community Colleges*, the top credit field of study in community colleges is Computer Technologies.

- help faculty understand and integrate technology as an essential learning tool and as a critical part of offerings.
- seek bold and unconventional approaches and consult with all stakeholders when developing curriculum plans.
- plan for technological upgrading as a routine part of budgeting and resource allocation for curriculum.
- make computer literacy a core requirement for all community college students and faculty.
- develop adequate online and live support services for students and faculty to accompany all curricula.
- make the online environment accessible to all students and community members.
- assure that the quality of all niche market courses and services are equal to or better than existing programs.

Every regional college has niche programs that mesh with the area's economic, social, political, and cultural milieu. Indeed, niche markets are so much a part of community college programs that they are sometimes taken for granted. The following list is comprised of colleges that have won national awards from the American Association for Community Colleges and the US Department of Labor for innovation in curricular programming and the reason for their awards.

(Source: AACC Awards)

- a. **Community College of Denver, Denver, CO** The Community College of Denver is a partner, leader and innovator in Denver's workforce development system offering: customized training, basic skills and GED instruction (in four of seven local One-Stop centers), and specialized workforce development programs for welfare clients, at-risk youth and people with disabilities. The college has 135 programs on the State and local Eligible Training Provider Lists. The college's commitment to workforce development is particularly evident in its Essential Skills Program (ESP) a model program that provides work-readiness, vocational skills training, internships, and extensive peer and post-employment support to groups of 10 to 18 participants, mostly welfare recipients. Classes also focus on how to keep jobs, balance work and family, and move up the job ladder
- b. **Portland Community College (Portland, OR)** Portland Community College has provided visionary leadership in the local workforce development system and is extensively involved in all four of the local One-Stop Centers. It has taken the lead in convening agencies to reduce duplication and create integrated services among WIA, TANF, and Food Stamps. It challenges its own academic departments to embrace workforce development and uses

America's Career Kit on three of its campuses. The College also offers innovative workforce programs including: 1) the Capital Career Center, a One-stop Center for low income adults, providing multiple intensive training services, including some vocational offerings, 2) the Dislocated Workers Program offering targeted comprehensive, multi-tiered services, and 3) Steps to Success, a welfare-to-work program (funded through TANF) offering multiple services.

- c. **Brevard Community College (Cocoa, FL)** Brevard Community College is one of the leading forces in the Brevard Employment and Training Consortium (BETC) and in the development of the Brevard Job Link, the single entity through which universal and targeted workforce services are provided in the local area. The college provides 2,000 feet of its space on four campuses for Job Link centers, promotes its own students' use of America's Career Kit through special Welcome Centers, lists all its available educational programs on America's Learning Exchange, and offers 39 training programs as part of the Eligible Training Provider system. The colleges' commitment to workforce needs is evident in its Community Commons program located in multiple sites in low-income communities in the county and offering assessment, counseling, job search assistance, workforce preparedness, adult basic education, GED preparation, short-term vocational training, van-pools, and , on-site mental health counseling.
- d. **Kirkwood Community College (Cedar Rapids, IA)** As the local One-Stop operator, Kirkwood Community College oversees all WIA programs and is an eligible training provider of 25 short term vocational programs. The college has demonstrated extensive leadership in workforce development, including initiating a study of local labor market trends and needs. This study spurred development of new services including Career Academies and the Customer Contact Training Program. This last is a model initiative to train low-income individuals (most of whom are on welfare) to answer incoming calls for companies. Eight industry partners invested funds and equipment for a training facility, provided job slots, and donated staff time and knowledge to aid in curriculum development. The college committed its own funds and built alliances with social service agencies to provide supportive services.
- e. **Shoreline Community College (Seattle, WA)** Shoreline Community College has demonstrated broad based leadership in multiple areas of the workforce development system. The college runs the innovative Career Education Options program for at-risk out of school youth.
- f. **Hawkeye Community College (Waterloo, IA)** Hawkeye Community College manages all WIA services for the local area and offers a number of specialized program, including the Iowa Dislocated Farmer Project, in operation for over 10 years and staffed by dislocated farmers.
- g. **Cuyahouga Community College (Ohio)** has a joint venture with Ameritech for Call Center Training.

Notes for Financial Implications

1. More money will have to be allocated to public relations and marketing
2. More money will be generated through increased students in target courses
3. Pursue financial support from non-traditional philanthropic organizations
4. Seek Industrial Development program grants to provide educational currency for employees
5. Create financial partnerships (i.e. for equipment procurement) which enable industries and the College to stay technologically current and competitive
6. Increase contributions from Alumni.
7. Currently average cost per student for ECC is about \$10,000/year. Loaded cost per faculty member is \$100,000/year. With tuition and fees approximately \$6,000/year, students are paying about 60% of the operating costs for the college. ECC's overall goal may need to be re-calibrated for students to be paying under 50%.

Resultants International, Inc. Curriculum Recommendation #1

ECC should provide 'Alternative Time Degree' programs and curriculum.

JUSTIFICATION

The ECC of the future must be responsive and flexible to student curricular needs so that students can pursue degrees conveniently and appropriately to their diverse schedules. Curriculum would be defined by mastery and competence more than by set times, such as semesters or contact hours. While ECC would still have traditional academic time schedules and programs, the opportunities for customization would be far greater than is currently available. In addition to customization in time and space, programs could also be customized to meet the needs of students, employers, or certification agencies. While the concept of a 2-year college would be a part of the historical record of ECC, the future college would have students who might be anywhere from short term to life-long participants in the college's programs. In short, learning outcomes would be a more potent influence on achievement than learning inputs.

Action Plan

1. Conduct market research targeted for non-traditional students
2. Identify desired times and days for programming
3. Aggressively market targeted programming
4. Commit to stick with programming for 24 months

Community College Model Programs:

Learning Outcomes for the 21st Century: Report of a Community College Study.
Cynthia D. Wilson, Cindy L. Miles, Ronald L. Baker and R. Laurence Schoenberger. This report presents the results of a study of U.S. and Canadian community colleges to provide baseline information about the status of activity in community colleges regarding student-learning outcomes for the 21st Century.

Approaches to 21st Century learning outcomes at Cascadia Community College, WA and Waukesha County Technical College, WI are highlighted. Available through League for Innovation in Community Colleges.

Colleges engaging in alternative degree programs include:

- Butler County Community College (KS)
- Central Piedmont Community College (NC)
- Cuyahoga Community College (OH)
- Foothill College (CA)
- Hocking College (OH)
- Inver Hills Community College (MN)
- Johnson County Community College (KS)
- Kingsborough Community College (NY)
- Mesa Community College (AZ)
- Midlands Technical College (SC)
- Montgomery College (TX)
- San Diego Miramar College (CA)
- Santa Fe Community College (FL)
- Schoolcraft College (MI)
- Skagit Valley College (WA)
- Waukesha County Technical College (WI)

While a 24/7 Campus would be one of the delivery methods for 'Alternative time degree' programs, according to the CLARUS study, 20-30% of potential students would be interested in Short courses (6-10 weeks) and Weekend courses, preferably on Saturday mornings.

Resultants International, Inc. Curriculum Recommendation #2

Establish articulation agreements across all high schools and colleges in the region to assure access.

JUSTIFICATION

When a student takes a course outside Erie Community College and attempts to transfer it to ECC for credit, the decision to accept or reject the transfer is left up to the dean of the program. ECC want to foster access and availability to any student wishing to transfer credits, no matter where they have previously taken courses. An Articulation Agreement is an agreement between schools that takes the guesswork out of the transfer decision. The Articulation Agreement tells everyone involved what courses will transfer. Although the Agreement is a binding document, it is a living document and therefore can, and should, be adjusted as courses and course content change.

Action Plan

1. Review existing articulation agreements
2. Identify schools suitable for new agreements
3. Market new agreements to potential students

Resultants International, Inc. Curriculum Recommendation #3

Conduct academic audit and review to right size programs.

JUSTIFICATION

A complete curricular audit is needed to assess the extent of program duplication, cost, program integration, location relative to population, clustering, over-subscribed program, under-subscribed programs, degree requirement consistency, master calendar, faculty-student ratios, student demand, and other areas of curriculum as identified. 101 course divisions are offered by ECC. Out of those offerings there are 42 that show decrease at North campus, 48 that show decrease at South campus and 30 that show decrease at City Campus.⁴ Programs should be reviewed for viability to maximize allocation of existing funds.

Action Plan

1. Vice-President for Academic Affairs (VPAA) names campus-wide committee to coordinate activities. Committee creates three master audit templates: for programs, for calendar, for admission/degree requirements. Committee also defines a communication process to assure understanding of its deliberations.
2. Eliminate programs with no students
3. Review programs with <20 students headcount and either market them, merge them, or eliminate them
4. Review academic structure to put like programs and faculty talents together by campus mission, critical mass and academic needs (i.e., labs and facilities)
5. Match course inventory to semester class schedules, identifying classes that have not been offered in the last 3 years (There are at least 120)
6. Merge or phase-out courses that have not been offered in three years
7. Match degree inventory to institution research data to identify programs with fewer than five graduates per year. (There are at least 11 programs)
8. Merge or phase-out degree programs that have fewer than 5 graduates per year
9. Reallocate funds.

Resultants International, Inc. Curriculum Recommendation #4

Establish one campus as responsible for each degreed program, with faculty participation from all campuses (as appropriate) to assure consistency and fairness in scheduling and offerings.

⁴ Data comes from Erie Community College Academic Trends chart listed in the ADDENDUM, pages xix and xx.

JUSTIFICATION

ECC's academic operations are currently campus-based. There would be an increase in efficiency and effectiveness of student services if there were consistency across campuses. This analysis is based on an overview of all 101 ECC programs in which 19 are offered at three campuses, 12 are offered at two campuses, and 69 are offered at one campus.

Tactical Planning First Steps:

With faculty participation, VPAA begins process of assigning responsibility for programs to the appropriate campus. Funding is then reallocated as appropriate.

Resultants International, Inc. Curriculum Recommendation #5

Extend academic support for all students.

Tactical Plan First Steps:

Catalog current academic support operations. Assess student, staff and faculty needs. Create work plan for implementation.

Resultants International, Inc. Curriculum Recommendation #6

Create a regional approach to curricular planning that includes the community as well as faculty in determining curricular offerings, with the faculty retaining responsibility for academic integrity.

Tactical Plan First Steps:

VPAA creates committee with both ECC and community members, charged with defining regional opportunities for ECC. Region in this regard is defined as the broader work environment of the Buffalo-Toronto corridor, as that is where students live and work.

Resultants International, Inc. Curriculum Recommendation #7

Extend the number and type of academic extracurricular activities, such as honor societies, professional organizations, research and technology transfer, among others.

Tactical Plan First Steps:

VPAA and Vice-President of Student Affairs (VPSA) work with faculty to identify all academic honor societies related to ECC's programs and apply for

membership, if not already members. Same process for each category. Assure faculty sponsorship and support for each academic society.

Resultants International, Inc. Curriculum Recommendation #8

Establish student career compendium models for lifelong learning and continual skill improvement.

Tactical Plan First Steps:

VP SA responsible for process flow for students, from initial contact through admission process to matriculation to graduation to alumni status to re-enrollments. Chief information officer and VP SA work to create approach to student records that is horizontally and vertically integrated (for the student across time and for the university across offices).

Resultants International, Inc. Curriculum Recommendation #9

Establish process for careful, yet expeditious, curriculum development.

Tactical Plan First Steps:

VP AA is made responsible for working with all stakeholders in curriculum to assure single process for curriculum development and codification.

Resultants International, Inc. Curriculum Recommendation #10

Encourage cross-departmental collaboration, cross-campus collaboration, and cross-institutional collaboration.

Tactical Plan First Steps:

Vice-Presidents bring to the president a plan for collaborations and communication, as well as a dissemination process.

Resultants International, Inc. Curriculum Recommendation #11

Assure continual opportunities for faculty development, including opportunities for professional organization, presentations, and grants and contracts opportunities.

Tactical Plan First Steps:

VP AA responsible for process flow for faculty, from initial contact through hiring process to employment. Chief information officer and VP AA work to create approach to faculty development that is horizontally and vertically integrated (for the faculty members across time and for the university across programs). Catalog existing opportunities, identify lacunae, and create work plan for the coming years.

Resultants International, Inc. Curriculum Recommendation #12

Undertake a market research study to assess new markets and changes in existing markets.

Tactical Plan First Steps:

After the committees have reported on potential new markets, work with outside firm to develop templates for market research, then implement.

Resultants International, Inc. Curriculum Recommendation #13

Create program profiles, so that data gathered through institutional research can be assessed and compared easily. One example is included in the Sample Curriculum Planning Matrix in ADDENDUM on page xxvii.

Tactical Plan First Steps:

VPAA and institutional research office create templates of data available. College administrators and faculty respond by listing other data they would like to have and by noting the data interpretations they need to accomplish their jobs.

Resultants International, Inc. Curriculum Recommendation #14

Develop a common set of academic metrics to use across all ECC programs. These might include such measures as SCH/FTE, cost per SCH, cost per FTE, student/faculty ratio, and graduation rates.

Tactical Plan First Steps:

Administration decides which institutional outcomes are important. Metrics are developed to monitor and assess the outcomes

Curriculum delivery options: Technology capabilities have added to the possible ways ECC can deliver instruction. In the coming years, it is unlikely that any options will entirely disappear. More likely, ECC will be offering classes using all the different models, as illustrated in the Learning Options Diagram in the ADDENDUM on page xxviii.

Wendel Duchscherer Curriculum Recommendation #1

Any decision to maintain or create multiple venues should be integrated with academic planning, including the creation of "centers of excellence".

Potential impact of Curriculum Strategies on other Focus Areas:

Alternative Revenue

- a. Pursues partnerships with business and government, scholarships and other designated funding.
- b. Pursues teaching-learning grants and contracts.
- c. Allows new credit, non-credit and certificate programs with attendant new funding.
- d. Increases in enrollment result in funding increases.

Technology

- a. Supports all aspect of the curriculum, from the instructor's class preparation to distance learning.
- b. Enhances teaching and learning through multi-media presentation and tailored systems to various-learning methods.
- c. Promotes high-technology degree programs.
- d. Allows more learning opportunities and access to information for all faculty and students.

Facilities

- a. Enables coordination of programs across campuses (supports strengthening programs and increasing efficiencies).
- b. Allows for more access to college's faculty, learning resources, and laboratories through remote access.
- c. Requires continual monitoring of infrastructure to assure that facilities and curriculum are compatible.
- d. Tightens relationships with high schools and senior institutions, encouraging cross-listing, early enrollments and other partnerships for space

Support Services

- a. Increases need for effective planning as curricular capabilities increase.
- b. Increases expectations by students and employees for more programs, faster, and more conveniently provided.
- c. Places additional strain on capital budgets, departmental budgets, and student fees.
- d. Increases necessity to have compatible systems to coordinate information, assure trusted data, and maintain data and system integrity.

Economies and Efficiencies

- a. Increases short term costs as programs are added or phased out and as costs of distance learning or other alternative methods are developed
- b. Increases cost of day-to-day operations.
- c. Increases opportunities for new programs to increase revenues.
- d. Increases need for comprehensive planning that includes all members of the college community.

Erie Community College Institutional Assessment/Feasibility Study Final Report May 2002

**Key for
Impact
Assessment
Tables**

Short term = 0-5 years
 Long term = 5-15 years
 Financial = Resource Impact
 Internal = Effect on Faculty, Staff, and Administration
 External = Effect on Students and Community

H = High
 M = Moderate
 L = Low

Curriculum Impact Assessment							
Recommendation	SHORT TERM				LONG TERM		
	Financial	Internal	External		Financial	Internal	External
1. Alternative Time Degree	M	H	H		H	M	H
2. Articulation Agreements	L	H	H		M	H	H
3. Academic audit	M	H	L		M	M	L
4. One-campus responsible for programs	M	H	L		H	M	H
5. Academic support	H	L	H		H	L	H
6. Regional approach	M	M	M		L	H	H
7. Academic honors	L	M	H		L	M	H
8. Career compendium	L	L	M		L	L	M
9. Program review	L	H	L		L	M	M
10. Faculty development and service	M	H	L		M	H	L
11. Academic collaboration	L	M	L		L	M	L
12. Market research	M	M	M		L	M	H
13. Program profiles	L	H	M		L	L	M
14. Academic metrics	L	H	L		L	H	L

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