

STANDARD I

INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

Standard I first discusses how South Seattle Community College’s Mission and Goals are reviewed and approved and demonstrates how the Mission and Goals give direction to all college activities.

Second, Standard I discusses the college’s institutional planning processes and how these processes are used to assess the college’s effectiveness in meeting its commitments as identified in the Mission and Goals and the Strategic Plan.

MISSION AND GOALS

The Mission is a “living document” that is constantly reviewed and revised—three times in the past eight years. The college’s Mission and Goals were most recently revised in 1998 by a task force representing all sectors of the college community, including students. The task force focused on the major tenets of the college’s Mission:

- quality educational programs and training to meet students’ needs
- learning-centered and student-centered education and student service programs
- partnerships with business, industry, community organizations, and other higher education institutions.

At the same time, the task force expanded the Mission statement to include seven institutional goals.

The revised Mission and Goals were approved by the Board of Trustees in October 1998. The seven institutional goals became the basis for unit planning and evaluation (see Planning and Institutional Effectiveness section below). This process gave staff and faculty opportunities to become familiar with and knowledgeable about both the Mission and the institutional goals as they planned for their unit’s future (see Exhibits – 1999-2001 Strategic Plan).

COMMUNICATION AND UNDERSTANDING OF THE MISSION ACROSS THE CAMPUS (1.A.1.)

The Mission is widely communicated to the campus community. In 1992, 1995, and 1999, members of the campus community rated their satisfaction with the college in the areas of Mission and Goals and Institutional Planning on the Climate Survey (see Exhibits – Climate Survey Results). In 1999, for example, 52 percent of respondents were satisfied with “the extent to which the college mission is communicated,” compared to 51 percent in 1995 and 43 percent in 1992; only 10 percent were dissatisfied in 1999 compared to 17 percent in 1995 and 23 percent in 1992.

Policy decisions and budget decisions are related to the Mission and Goals. For example, 36 percent of the respondents to the 1999 Climate Survey were satisfied with the college in “the extent to which the mission is reflected in decision-making” compared to 22 percent in 1995 and 19 percent in 1992. The Strategic Plan includes strategies designed to increase this percentage further.

DOCUMENTATION AND DISTRIBUTION (1.A.2.)

The college’s Mission is posted in offices and classrooms throughout the college. The district’s Mission is printed in the catalog; the college’s Mission and Student Learning Outcomes are printed in the quarterly class schedule. In order to publicize the importance of student learning objectives, all individual course outlines include a list of learning outcomes addressed in that course (see Standard II for further discussion of Student Learning Outcomes).

PROGRESS REPORTS RELATE UNIT GOALS TO THE MISSION AND INSTITUTIONAL GOALS (1.A.3, 4.)

Starting with the 1996-97 budget cycle, units have evaluated themselves in relation to the college’s Mission and Goals, and the college has begun to assign budget priorities based on the accomplishment of strategies related to the Mission and Goals.

Progress toward attaining the college’s Mission and Goals is identified in several ways. Every year, all college units submit biennial or annual goals that are related to the college’s Mission and Goals and are consistent with the college’s resources.

During the budget development cycle, all units make annual reports to the President and Vice Presidents on progress toward institutional and unit goals. In

addition, the Institutional Effectiveness Committee sends the President an annual assessment of college-wide progress toward the college’s seven institutional goals; in 1999-2000, the committee approved benchmarks for assessing the college’s effectiveness and collected baseline information (see Exhibits – 2000-2001 Benchmarks).

Every year during the budget cycle, the college allocates its resources (human and financial) to meet the college’s Mission and Goals. All requests for increased funding must be accompanied by a rationale relating the budget request to the college’s Mission and Goals. During the year, the Vice Presidents and President review all unit accomplishments to insure that units are making progress toward the college’s Mission and Goals.

Table I.1
Examples of Closing the Loop
Using Research Findings To Meet Mission and Goals

DATE	RESEARCH FINDING	GOAL	ACTION	RESULT
1995-95	Decrease in enrollment	a. Increase recruitment efforts of new students and b. increase retention of current students	Shifted financial resources to Public Information Office for marketing and retention	College exceeded FTE goal.
1996-97	Students rated helpfulness and responsiveness of Student Services (a) staff and (b) space below acceptable level in some areas	Increase helpfulness and responsiveness of Student Services (a) staff and (b) appropriateness of space	a. Student Services Staff attended several workshops on customer service b. The area was redesigned to provide students with more confidentiality.	Repeating the same survey average gain in student satisfaction level up by 7.8 percentage points in both customer service and space design and usage in the targeted areas.
1997-99	Increased student demand for courses in computer technology and increased demand in work force for information technology professionals	Offer more courses in computer technology	Shifted resources (faculty and space) from declining programs to Computing Technology	From 1997 to 2000, Computing Technology FTEs went from 50 to 350
1997-99	South’s enrollment in on-line courses is weaker than neighboring colleges	a. Increase number of on-line course offerings b. Increase enrollment in on-line courses	a. Created a full-time webmaster and a staff person to help faculty put their courses on line and offered Summer Institute to help train faculty b. Published courses in catalog and schedules	a. Have increased number of on-line courses b. To date, have not met on-line enrollment targets
1998-00	Students and employees less satisfied with safety, building, and grounds (1999 compared to 1992 and 1995)	Improve facilities and increase feelings of safety	Increased budget to improve conditions of facilities and grounds. Cut shrubbery, added security person, put cameras in parking lot, and improved lighting.	Will be measured again in 2001

Each year, the State Board for Community and Technical Colleges makes an annual progress report to the Legislature on three statewide performance measures for all colleges in the system:

- number of transfer-ready students
- number of students making gains in basic skills
- number of students completing short and long-term training.

The strategies for accomplishing these goals are included in the Strategic Plan.

MISSION AND GOALS PROVIDE DIRECTION TO ALL COLLEGE ACTIVITIES (1.A.5.)

EDUCATIONAL ACTIVITIES

All educational activities are derived from the Strategic Plan, which is based upon the college's Mission and Goals. These activities are designed to meet the needs of students and employers in business and industry, in keeping with the college's mission to meet the lifelong learning needs of its diverse students. For example, the college is expanding its offerings in nontraditional formats, such as distance education, and shifting resources to high-demand programs (see Table I.1 above).

STUDENTS AND FACULTY

The college has an open-door admission policy. Entering students are tested with the intent to place them at the appropriate levels to meet their educational goals – thus fulfilling the primary goal of the college's Mission to help students achieve *their* goals.

Faculty are hired based upon their qualifications to teach in a community college with a mission to help all students meet their goals for lifelong learning and employment. Faculty hiring also takes into consideration the faculty member's commitment to, and experience with, multi-cultural environments (see Standard IV for further discussion of faculty hiring and evaluation).

PUBLIC SERVICE (1.A.6.)

The college's widely diversified faculty, staff, and administrators are deeply involved in outside activities as representatives of the college. Typical involvement includes membership in community and service organizations, clubs, and public insti-

tutions. Many give their time to charitable groups. The college participates in community outreach programs such as environmental clean ups, blood drives, clothing and food drives, and "adopt a family for the holidays." Over 80 percent of the college's employees contributed to the college Foundation's "Building the Best" fund raising campaign, which concluded in 1999.

The college provides public service through its educational and training programs. The college is involved in a series of contract training classes with community organizations that support the college's communities; for example, Adult Basic Education, General Education Development, and English as a Second Language courses provide a significant student population an opportunity to upgrade their skills and prepare themselves for employment and educational advancement. Similarly, the college offers pre-employment and short-term training programs in areas such as manufacturing, home health care, business occupations, corrections officer, and automotive technology. Continuing education courses are provided to members of the community as part of the college's mission to provide life-long-learning opportunities. Community service organizations utilize the college's meeting and conference space on a space-available basis.

The college collaborates with business and industry in apprenticeship programs at the Duwamish Industrial Education and Apprenticeship Center. Technical Advisory Committees in the technical and professional training programs are a direct link with industry and assist the college in providing exceptional hands-on training programs.

In fall 2000, the college opened a new WorkSource Affiliate Site, the first in King County. The new Center, which serves the community as well as students, houses a computer resource center and a variety of service providers. These on-site partnerships with existing community resources provide employers, job seekers, and workers with comprehensive workforce services.

Finally, the college serves the community through its retail outlets, which are used as training laboratories for many of the college's vocational pro-

grams—Culinary Arts, Floristry, Cosmetology, and Landscape/Horticulture. These retail outlets provide invaluable hands-on training for South’s students while serving both the campus community and the community at large. Some vocational programs (Culinary Arts and Landscape/Horticulture) offer community-oriented events such as the very popular Connoisseur Lunch series, the annual Holiday Dinner, the Arboretum Tour and Tea, the Arboretum In-Bloom Series. In 1999, the college successfully developed an Artist & Lecture Series that brought to campus thought-provoking speakers, who presented on their respective topics to students, faculty, staff, and citizens; admission was free.

The Seattle Chinese Garden, at the north end of the college’s campus, is a partnership between the college, the City of Seattle, the Asian community, and Chongqing, Seattle’s sister city in China. The Chinese Garden will become a unique educational and cultural resource for students in the college’s new Asian Studies program as well as for other community college and university students in Asian studies, art, architecture, Chinese literature, and horticulture. The garden will provide an ideal site

for the exploration of plant species native to China. Area school children will use the Chinese Garden as a theme for an integrated curriculum in history, art, literature, and environmental science. The public will use the garden facility as a venue for community meetings, weddings and other life celebrations, and cultural events such as concerts, dance, theater, and visual arts.

SUBSTANTIVE CHANGE (1.A.7.)

The college submits substantive changes to the Commission. Most recently, the college sent the Commission a request for review and revision of its distance education program (see Standard II).

PLANNING AND INSTITUTIONAL EFFECTIVENESS

RESPONSE TO RECOMMENDATION FROM 1990 REPORT

The team recommends that the College mount a significant effort to utilize fully the data available from student assessment efforts by linking those find-

**Table I.2
INSTITUTIONAL EFFECTIVENESS
AND PLANNING HISTORY 1990-2000**

PERIOD	PRESIDENT	ACTIVITIES
1990-1994	Jerry M. Brockey	<ul style="list-style-type: none"> • Title III Project awarded with Institutional Effectiveness Activity (1991) • Institutional Effectiveness Advisory Committee formed (1991-92) • Institutional Outcomes Inventory completed and Consensus reached on Top 12 Institutional Outcomes (1992-93) • Mission Statement revised (1993) • All constituencies in instructional, student services and administrative services involved in setting outcomes and completing departmental self-assessment process (1992-95)
1995-1997	Peter Ku	<ul style="list-style-type: none"> • Mission Statement revised (1995) • Participatory Governance Model established, College Council and Curriculum and Instruction Committees formed (1995-96) • College-Wide Institutional Goals established (1996) • Budget Priorities tied to Institutional Goals (1996-97)
1997-2000	David Mitchell	<ul style="list-style-type: none"> • Mission Statement revised (1998) • Institutional Goals and Strategic Plan established by College-Wide Task Force (1998) • All Departments submit 3-5 Goals and strategies tied to Institutional Goals (1998) • Budget decisions related to Strategic Plan (1998-99) • Institutional Effectiveness Committee reestablished (1999) • District Strategic Plan established (1999-2000)

ings to every aspect of curricular decision making and to planning for the future of the College.

In response to this recommendation in the 1990 accreditation report, the college wrote and received a Title III Strengthening Institutions Grant. The institutional effectiveness process outlined in the grant provided a new framework to identify institutional priorities and determine the degree to which the college was meeting its identified outcomes consistent with its Mission. Over a three-year period (1992-1995), all campus units (instruction, student services and campus services) engaged in the institutional effectiveness self-assessment process. This process revolutionized how the college, divisions, and departments planned, prioritized, budgeted and evaluated the success of identified outcomes.

Most notable was the involvement of faculty in the assessment and evaluation process; department faculty were involved in the development of outcomes and assessment measures. They analyzed assessment results and used these results to formulate strategies for improvement.

ACCREDITATION 2000 SELF-STUDY

From 1990 to 2000, the college had three different presidents, each with a distinct vision of how institutional effectiveness should be carried out. Table I.2 above highlights activities carried out during these ten years.

An important element that began during Dr. Ku's presidency and continued with Dr. Mitchell's tenure has been that budget decisions are tied to institutional effectiveness and budget requests related to college-wide goals. In 1996, for example, additional resources were allocated to the Public Information Office in order to increase the college-wide goal of additional recruitment in response to recommendations in professional/technical program reviews and advice from Technical Advisory Committees. In addition, an outreach position was added in the Student Services Unit to accomplish the college-wide goals of recruitment and retention of the college's diverse students (see Table I.1 for additional examples).

STRATEGIC PLANNING PROCESS

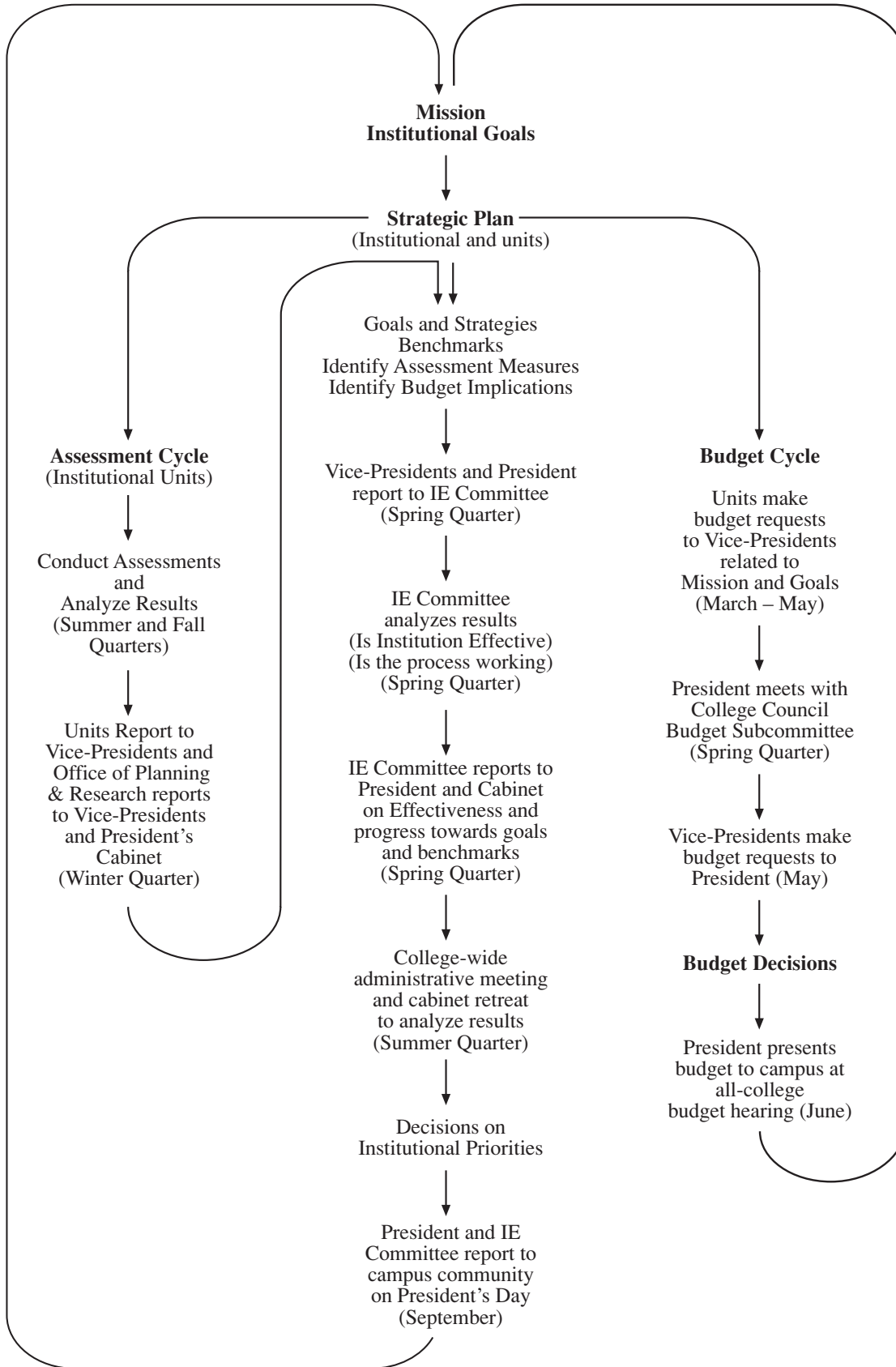
In 1997, Dr. David Mitchell focused the college on institutional effectiveness and strategic planning. (see Figure I.1). In 1997-1998, the Mission was revised and expanded to include seven institutional goals. In November 1998, all instructional, student services, and campus services units submitted 3-5 short- and long-term goals and strategies related to the Mission and Goals. These unit goals and strategies, along with the seven institutional Goals, formed the basis of the Strategic Plan and were used to set directions for the college and to make budget decisions (see Exhibits – 1999-2000 Strategic Plan). Unit goals are updated every year and are used as the basis for annual evaluations and budget decisions.

In the spring of 1999, the President directed the Institutional Effectiveness Committee (IEC) to oversee the institutional effectiveness planning process that holds units and the college accountable for “closing the loop,” analyzing the success of their strategies, measuring progress toward their goals, and taking actions based on analyses of assessment results.

The institutional effectiveness cycle (see Figure I.1) incorporates yearly reviews tied to the budget process. Each year, unit administrators evaluate progress toward their goals and report to the President and Vice Presidents, who, in turn, report to the IEC. During the budget cycle (spring quarter), the President meets weekly with representatives from the College Council to discuss college-wide priorities. The Cabinet holds a yearly retreat before the beginning of the school year to assess and prioritize goals and strategies for the coming year.

The IEC is responsible for communicating the institutional effectiveness process to the campus community and for evaluating the extent to which the college and units achieve the Mission and Goals through the Strategic Plan. Starting in spring 2000, the IEC makes an annual report to the President on the college's progress towards achieving its goals and the process for evaluating units' progress toward meeting their goals and the college's goals.

Figure I.1
Institutional Effectiveness Cycle



PROGRAM REVIEW CYCLE

Professional/Technical and Academic Programs are reviewed every three years. The results from these reviews are analyzed by the faculty and sent to the TAC and the Curriculum and Instruction Committee (CIC) for their review. The faculty use the data from the program review to evaluate progress toward goals and to set new goals (see Standard II for further discussion of program review process).

PARTICIPATION OF ADMINISTRATORS, FACULTY, AND STAFF IN PLANNING AND INSTITUTIONAL EFFECTIVENESS (1.B.3.)

The 1999 Climate Survey indicated a significant increase in employee satisfaction with “employee involvement in institutional planning” (40 percent in 1999 compared to 20 percent in 1995 and 19 percent in 1992); 68 percent of full-time faculty and 31 percent of part-time faculty reported being satisfied on the 1999 survey.

Administrators, faculty, and staff serve on the IEC. Faculty participate in assessing goals and outcomes of academic programs; employees in Student Services and Campus Services participate in assessing goals and outcomes of those units. Administrators, faculty, staff, and students also serve on the College Council that reviews the budget. Faculty and administrators serve on the CIC that reviews the effectiveness of academic programs and the programs’ plans for future activities based on assessment results. The college community is invited to participate in forums and all-college meetings dealing with institutional effectiveness and the budget.

RESOURCES FOR EFFECTIVE EVALUATION AND PLANNING PROCESSES (1.B.6, 7, 8.)

The State Board for Community and Technical Colleges (SBCTC) and the college support an Office of Planning and Research. The Office of Planning and Research conducts research on current and former students and reports to administrators and campus committees on student outcomes for their use in planning and evaluation.

The Office of Planning and Research also supports the institutional effectiveness planning process and assessment activities. The surveys conducted by the

Office of Planning and Research are periodically reviewed by an assessment subcommittee of the IEC and by the CIC to make sure that the instruments meet the assessment needs of the college community (see Exhibits – Assessment Plan).

The Office of Planning and Research reviews its activities periodically (bimonthly) with the Vice President for Instruction and submits an annual self-study of its activities.

COLLEGE STRATEGIC PLANNING LINKED TO DISTRICT STRATEGIC PLANNING AND STATE BOARD PLANNING

The Seattle Community College District’s Strategic Plan is closely related to the Strategic Plans of the three colleges in the district (see Exhibits - Seattle Community College District Strategic Plan 2002-2005). Both the district’s and the colleges’ strategic plans emphasize meeting student needs, building partnerships, and promoting faculty and staff excellence and overall accountability through assessment systems. Table I.3. below relates South Seattle Community College’s goals to those for the Seattle Community College District. The SBCTC has 3 statewide goals for all colleges in the system; the college has set goals and submitted strategies for meeting these goals (see Exhibits - Washington State Performance Reporting for 1999-2001).

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES GOALS

- 1. Transfer Preparation:** Increase the number of students well prepared for transfer (45 credits, 2.0 GPA) from 35,290 to 50,000 by 2006-2007.
 - For 2001 (State), 2,600 more transfer-ready students (a 7.5 percent increase).
 - For 2001 (Seattle District), a 5.6 percent increase from 3,482 to 3,677.
- 2. Training Gap:** Increase the number of students completing: degrees, certificates, apprenticeship training, and industry certification (45+ credits, 2.0 GPA) from 14,500 today to 25,000 by 2008-2009.
 - For 2001 (State), 1,600 more students prepared for work (an 11 percent increase).
 - For 2001 (Seattle District), an 11 percent increase from 1,483 to 1,646.

3. **Basic Skills Rate:** Increase to 80 percent (now 37 %) of basic skills students (ABE, ESL, GED, HS diploma) accomplishing skill gains.
- For 2001 (State), 10 percent increase in basic skills (from 37 percent to 41 percent.)
 - For 2001 (Seattle District), an 11 percent increase from 38 percent to 42 percent.

COMMUNICATION OF INSTITUTIONAL EFFECTIVENESS, PLANNING, AND RESEARCH (1.B.9.)

The college communicates the results of its planning and research activities in numerous ways. The President meets regularly with students, student government, classified staff, faculty, and administrators on a wide variety of topics including assess-

ment, college climate, and campus concerns. Both the President and the Chancellor hold town meetings several times a year on college and district priorities and budget decisions.

Results of research studies are communicated to the campus through forums on faculty and staff development activities, as well as through Lunch Club, the *Update*, and e-mail. They are also discussed by administrators at meetings of the Instructional Council and Managers of Student Services (MOSS).

The college also reports to the SBCTC on progress toward the state performance goals. The SBCTC reports to the Legislature on the progress of the Washington State Community College System toward their

Table I.3
COMPARISON OF DISTRICT AND COLLEGE GOALS

South Seattle Community College Goals	Seattle Community College District Goals
<p>I. SSCC dedicates itself to quality educational programs and training to meet students' needs.</p> <p>II. SSCC provides responsive student services and programs which support the learning and success of the diverse student population.</p>	<p>1. Meet student needs</p> <ul style="list-style-type: none"> • Serve more students in our academic and workforce programs • Meet the needs of a diverse student population through flexible programs, curriculums and scheduling • Assure funding, facilities and services to support our students <p>2. Build and nurture community and business partnerships</p> <ul style="list-style-type: none"> • Build awareness of the depth, breadth and quality of Seattle Community Colleges • Anticipate and respond to local industry workforce requirements • Develop and promote international and global education • Develop customized training courses for local businesses and community organizations • Establish a leading role in technology training
<p>III. SSCC acquires and updates technological resources to facilitate its educational programs and student services.</p>	<ul style="list-style-type: none"> • Assure funding, facilities and services to support our students • Establish a leading role in technology training
<p>IV. SSCC supports the continuous renewal of professional knowledge and skills in its diverse and collaborative community of highly qualified personnel.</p>	<p>3. Work together to realize our common vision</p> <ul style="list-style-type: none"> • Maintain, promote and expand diversity of students, faculty and staff • Support, highlight and recognize faculty, staff, and student excellence
<p>V. SSCC provides an attractive environment that is physically accessible, safe, and secure, healthful and ecologically sensitive.</p>	<ul style="list-style-type: none"> • Assure funding, facilities and services to support our students
<p>VI. SSCC collaborates with business and industry, labor, community-based organizations, K-12 schools, and other higher education institutions.</p>	<p>2. Build and nurture community and business partnerships</p> <ul style="list-style-type: none"> • Build awareness of the depth, breadth and quality of Seattle Community Colleges • Anticipate and respond to local industry workforce requirements • Develop and promote international and global education • Develop customized training courses for local businesses and community organizations • Establish a leading role in technology training • Assure funding, facilities and services to support our students
<p>VII. SSCC engages in continuous self-assessment and responsible management of its resources</p>	<p>3. Work together to realize our common vision</p> <ul style="list-style-type: none"> • Ensure that administrative systems and organizational structures are effective, efficient and responsive Ensure accountability to the public

performance goals. The Seattle Community College District regularly reports on evidence of institutional effectiveness to the Legislature and the public based upon assessment activities.

ANALYSIS AND APPRAISAL

The Mission has been revised three times since 1990 and is displayed throughout the campus. In spring 1998, the Mission was expanded to include seven institutional goals that form the basis of the Strategic Plan.

The Mission and Goals are clearly communicated to administrators, faculty, and staff. Administrators are familiar with the Strategic Plan and write annual program goals consistent with the Mission and Goals. Although the Mission and Goals have been communicated in various ways, some faculty and staff may not yet be familiar with the Strategic Plan and how it is used to gather information on progress toward goals and to make planning and budget decisions.

The college has also established benchmarks against which it measures institutional effectiveness and goals for all units including campus and student services as well as all instructional programs. In winter/spring 2000, the college established baseline information for these measures against which future progress will be measured (see Exhibits – 1999-2000 Benchmarks).

The college has an assessment plan for measuring progress towards its Mission and Goals. The college uses a number of assessment methods including surveys of students, former students, employees, and the community as well as focus groups and interviews (see Exhibits – Institutional Effectiveness Assessment Plan).

The college has a wide base of participation in its planning process from four campus-wide committees. Two campus-wide standing committees have *elected* representatives—the College Council (13 members) and the CIC (13 faculty serve as voting members and three administrators serve as nonvoting ex-officio members). Two other standing committees have *appointed* representatives from across the campus—the IEC (20 members) and the Diversity and Retention Committee (18 members). These four committees:

- submit recommendations for actions to the President or Vice President for Instruction
- submit benchmarks to the IEC to measure institutional effectiveness.

In addition, there are many other opportunities for campus community members to become aware of, and involved in, the college's planning processes including department meetings, town meetings with the President and Chancellor, issues forums, and the Lunch Club.

Classified staff and part-time faculty have reported difficulty with participating fully on these important committees because of time constraints. On the 1999 Climate Survey, for example, 41 percent of Administrators and 44 percent of full-time faculty reported satisfaction with “The extent to which employee input is sought in the decision-making process at the college” compared to only 23 percent of classified staff and 15 percent of part-time faculty (50 percent of classified staff expressed dissatisfaction compared to 32 percent of administrators, 24 percent of full-time faculty and 21 percent of part-time faculty). The college is taking steps to provide additional support for members of these groups to participate in planning activities.

The Institutional Effectiveness Committee is charged with communicating the institutional effectiveness process to the campus community, assessing progress toward institutional goals, and overseeing progress toward unit goals. An assessment subcommittee evaluates the research efforts and evaluation processes and makes recommendations on the effectiveness of assessment measures.

The institutional effectiveness process is communicated to the campus community in several ways. Members of the Institutional Effectiveness Committee report back to their constituencies through unit meetings, Instructional Council, and the Managers of Student Services Council. The Committee's report to the President is made public. Finally, during 2000, the college has been developing an intranet to better communicate with the campus on planning issues and decisions.

The 1999 Climate Survey indicated that some faculty and staff feel they are not informed of the

decision-making process and the relationship between the research results and the administrative decisions on college priorities and budget allocations, but there has been improvement in this area over the last ten years. For example, in 1999, 34 percent of respondents to the Climate Survey reported satisfaction with “Communication to employees of resource allocation decisions and revisions” compared to 13 percent in 1995 and 15 percent in 1992 (30 percent expressed dissatisfaction in 1999 compared to 46 percent in 1995 and 45 percent in 1992).

Progress in assessing the accomplishment of goals has occurred through a variety of assessment measures, but the dissemination of such measures has not reached all levels of the institution. For example, while information on Student Learning Outcomes has been analyzed by department, ethnicity, part-time/full-time status, and retention, these results have not been disseminated widely to faculty and staff. The Office of Planning and Research will increase its efforts to analyze and summarize research information for faculty and staff in units that are undergoing review.

The college’s intranet system, to be on-line in 2000-2001, will provide the entire campus community with more convenient access to information on assessment, planning, and institutional effectiveness. The intranet will also improve the ability of committees, units, and individuals to more fully utilize research results in their planning and decision-making activities.

FUTURE DIRECTIONS

Tie assessment results to mission and goals:

While the college excels in the number and variety of assessment measures used in evaluating the success of its Mission and Goals, the college is developing a more formal process to:

- Communicate the results and *key* findings of each assessment measure (e.g., the Climate Survey and Community College Student Experience Questionnaire) and report these findings to the college community
- Tie these findings to current institutional and unit goals

Actions:

- The IEC report and assessment subcommittee report will be available to all staff by fall 2000
- The new intranet will be ready for implementation fall quarter 2000

Provide campus-wide communication and community-building as part of the planning and evaluation process:

In response to the findings from the 1999 Climate Survey, the college is taking steps to improve:

- Communication of administrative responsibilities
- Communication of policies and procedures
- Communication of planning and evaluation processes (see Exhibits – 1999 Climate Survey Results).

Actions:

- Detailed organization chart will be distributed
- The College Council and the Cabinet will follow up on the feedback from an all-campus issues forum held in spring 2000 that identified three areas of concern: communications, workload, and community building.
- Cabinet will propose the next steps based on this feedback.
- Institutional Effectiveness Committee will distribute year-end report on the planning and evaluation process
- Intranet will be used to disseminate results

Include more cross-departmental planning and evaluation:

The college’s planning process is very participatory at the upper levels but needs to be expanded to include all members of the campus community. The college is taking steps to improve communication across units and involve cross-departmental groups in examining the goals and strategies of the institution and all units (e.g., instruction and student services; transfer, general studies, and professional/technical academic units).

Actions:

- Instructional Council and MOSS Council will meet more regularly to discuss college-wide issues and strategies
- A task force of classified staff will meet quarterly to review departmental concerns.

Standard I

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