

SANTA BARBARA CITY COLLEGE
COLLEGE PLANNING COUNCIL
November 21, 1989

M I N U T E S

PRESENT: J. Romo, Chair, M. Bobgan, L. Fairly, C. Hanson, P. Moorhouse
D. Oroz, D. Ringer, M. Nichols, Student Rep
RESOURCE: E. Cohen, J. Friedlander, C. Kuster, D. Sloane, B. Miller
GUESTS: R. Casier, K. Jeter, J. Kay, K. McLellan, M. Nelson

APPROVAL OF MINUTES:

<u>October 17, 1989</u>	M/S/C	Oroz/Diaz	Unanimous
<u>October 24, 1989</u>	M/S/C	Bobgan/Diaz	Unanimous

PRESENTATION BY DRS. CASIER AND KAY ON THE ROLE OF CPC IN BUDGET PLANNING

The Chair introduced Drs. Casier and Kay, representing the Instructors Association, who appeared before the Council to comment on the role of the College Planning Council in budget development and decision making processes and, more specifically, to request CPC consideration for the allocation of additional lottery dollars for faculty salaries.

In his remarks, Dr. Casier made several major points: Budget planning is the priority activity on campus which results in the production of a planning document for overall college operations. The budget is also an important political document, and as such, all representative groups on campus should participate in its development. Dr. Casier observed that because the College Planning Council has the responsibility of making recommendations to the President and ultimately to the Board of Trustees, it should make budget planning a top priority by taking a more direct role in budget development and the allocation of general fund and lottery resources. Concern was expressed that faculty interests are not being addressed vis-a-vis other college units. For example, it was pointed out that although the College has received over 1.6 million dollars in lottery within the last year, only 225,000 has been allocated to faculty salaries and benefits at the same time that approximately 1 million has been allocated to campus parking and structures. Drs Kay and Casier made a strong plea that the Council reevaluate this year's lottery allocations and recommended that a greater portion of future lottery be allocated for faculty salaries and benefits.

As Chair of the Council, Mr. Romo expressed his opinion that it would be inappropriate for the Council to make recommendation to the President and to the Board on the allocation of lottery funds for faculty salaries because salaries are clearly a negotiations item.

ACTION ITEMS

Hearing Stage

DIVISION CHAIR COUNCIL RECOMMENDATIONS ON EXEMPT REPLACEMENT POSITIONS AND NEW CERTIFICATED POSITIONS, 1990-91.

The Chair reported briefly on the action by the Division Chair Council on certificated requests submitted for the 1990-91 year. He reviewed the procedures, departmental data, and criteria used by the departments and the Office of Academic Affairs to make their recommendations to the Division Chair Council. The two primary criteria used were: the percent of the program taught by hourly instructors and maintenance of program viability. The Division Chair Council accepted the recommendation from the Office of Academic Affairs to fill eight exempt replacement positions and 12 additional new positions. Although the Division Chair Council acknowledged the present funding limits, it chose to rank 30 requests should additional funding become available from AB 1725. Mr. Romo recommended that the Council take action on the replacement positions and the 12 ranked new positions so that the hiring process could begin as soon as possible. The eight Exempted positions recommended by the Division Chair Council are:

Associate Degree Nursing	Replacing Nan Metz
Biology	Replacing James Campbell
English	Replacing Hazel Stewart
Graphic Communications	Replacing Jack Brashears
French	Replacement Norma Thompson
Mathematics	Replacing Byron Culbertson
Theatre Arts	Replacing Tod Fortner
Philosophy	Replacing Peter Angeles

M/S/C Bobgan/Moorhouse Unanimous

To waive the rules for a two-stage hearing on certificated requests, 1990-91.

M/S/C Bobgan/Moorhouse Unanimous

To approve the recommendations of the Division Chair Council for the Exempted Replacement Positions.

The Council agreed to convene on December 5 to rank the remaining twenty positions. It recommended, however, that the College proceed with the development of job announcements for the 12 ranked positions* immediately:

English Composition & Literature
English as A Second Language
Mathematics
Art (Sculpture & Drawing)
Accounting
Drafting/CADD
Business Office Education

Early Childhood Education
Theatre Arts (Costume)
Communication
Associate Degree Nursing
Spanish

*Pending approval by the President.

OFFICE OF STUDENT AFFAIRS: CERTIFICATED REQUESTS

Mrs. Fairly presented a request for three certificated counseling positions from Student Affairs:

1. A full-time certificated articulation office/UCSB Transition Program Coordinator.
2. A full-time certificated Matriculation Specialist Counselor.
3. A full-time categorically funded Counselor in EOPS.

It was explained that the EOPS counselor position is a conversion from one-half time to full time, with no cost to the district, and, if funded, would be a tenure track position. The Matriculation Specialist position, if approved, would require no additional district monies. The Council, however, felt that this request should be presented to the Matriculation Committee prior to its consideration by the College Planning Council. Mrs. Fairly agreed to do so.

M/S/C Oroz/Diaz Unanimous

To waive the rules for a 2 Stage Hearing and consider the request by Student Services to convert a one-half time position to a full-time, categorically funded, Counselor position.

M/S/C Oroz//Diaz Unanimous

To recommend approval of the full-time, categorically funded, Counselor position in Extended Opportunity Programs & Services (EOPS).

UDGET AND LOTTERY UPDATE

Dr. Hanson reported that there has been some increase in enrollments which will result in additional general fund dollars. The College expects to receive approximately 1.6 million dollars in lottery this year. Dr. Hanson remarked that the college should expect a reduction in future lottery funding.

The next meeting will be on December 5, 3:00 in A218C.

cc: Dr. Peter MacDougall
Deans/Assistant Deans
Division/Department Chairpersons
Mr. Miller
Mr. Pickering
CSEA Representative

SANTA BARBARA CITY COLLEGE
COUNSELING DEPARTMENT
Request for
FULL TIME CERTIFICATED MATRICULATION SPECIALIST COUNSELOR
EFFECTIVE 1990-91

The Counseling Department is requesting one full-time certificated Matriculation Specialist Counselor beginning the 1990-91 fiscal year. This request follows a review of student demand for knowledgeable counselors, evaluation of Matriculation needs and priorities by counselors, and recommendations of the 1987 Counseling Department's Program Review.

Implementation of Matriculation requires full-time counseling faculty who take ownership and are committed to providing efficient and accurate advising. Specifically, this full-time matriculation specialist counseling position is needed to address the following needs:

Provide counseling to new and continuing matriculation students.

Provide a focused effort to develop a more comprehensive and effective new student orientation program and to develop a training program in orientation/group presentation delivery for other counselors and Special Program Advisors.

Develop pre- and post-counseling resources materials and mechanisms to more actively involve students in their own decision-making and educational planning activities.

Provide focused coordination, training, and supervision of Special Program Advisors.

Develop training resource materials and coordinate training and in-service for part-time counselors, special program advisors, faculty and front desk staff.

Coordinate computer-based counseling and data-based counseling support services.

MINIMUM QUALIFICATIONS

Education:

Masters Degree from an accredited institution with an emphasis in Counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, education counseling, social work, or career development.

Extended Assignment:

This position will, at the direction of the Dean, require a total of 20 extra days to be worked beyond the normal working schedule during each year for a total of 197 contract days.

Experience:

Background and experience counseling students with diverse/varying cultural, social, economic and educational backgrounds.

Work Schedule

This position will also, at the direction of the Dean, work the month of July as part of the regular contract year with a flexible calendar of twenty days off during the academic year.

DESIRABLE QUALIFICATIONS

1. Ability to communicate clearly/concisely both orally and written.
2. Familiarity with the California Education Code and Community College programs and policies/duties, particularly matriculation requirements.
3. Familiarity with computers.
4. Minimum three years full-time equivalent experience at a 4-year or community college in counseling or related position.

BUDGET

The projected maximum budget of \$49,370 for this position is based on the 1989 maximum new full-time employee entry level of Step 8 Class V with related payroll expenses:

Base Salary	\$37,275
Additional twenty days	\$ 4,210
Benefits - base 20 days	\$ 5,185
Medical	<u>\$ 2,900</u>
Maximum Total	\$49,570

Budget for this position would come from a reduction in counseling part-time allocations (50% of total expenses) and from matriculation resources (50% of total expenses).

Maximum Estimate

	<u>Part-Time Counselor Reduction</u>	<u>Matriculation</u>
Base salary:	\$18,637	\$18,638
Additional 20 days	\$ 2,105	\$ 2,105
Benefits - base plus 20 days	\$ 2,593	\$ 2,592
Medical	<u>\$ 1,450</u>	<u>\$ 1,450</u>
	\$24,785	\$24,785

The maximum potential salary for this position at Step 15, Class V would be \$45,515.

SANTA BARBARA CITY COLLEGE
COUNSELING DEPARTMENT

**PART-TIME CERTIFICATED ARTICULATION OFFICER
EFFECTIVE 1990-91**

REQUEST:

The Counseling Department is requesting one half-time permanent certificated Articulation Officer beginning in the 1990-91 fiscal year.

RATIONALE:

Articulation is the foundation of successful Transfer Education programs and transfer rates. This request reflects a need to update and manage current articulation and to develop new articulation with four-year institutions. At present there are 693 agreements and four discreet types of articulation that require attention:

- * UC Systemwide Transfer Course Agreements,
- * General Education/Breadth Agreements,
- * Major Preparation Agreements, and
- * Course-to-Course Agreements.

Because of the far-reaching aspects of the articulation process and the significant role it plays in an academic institution, the Officer should be designated at an appropriate professional level.

HISTORY AND CURRENT STATUS:

In past years, articulation duties have been divided between a counselor with 25% release time (CSU & UC campuses) and the SBCC/UCSB Transition Director (UCSB, UC Systemwide). Communication and coordination have been problematic, while the demands of articulation management have been significantly increasing. Presently all Articulation Officer (UC/CSU) responsibilities are assigned to the Transition Director, as an additional load. CSU certification is handled by a counselor.

JOB DESCRIPTION SUMMARY:

The Articulation Officer serves as the liaison between other higher education institutions and the campus faculty, as well as working as resource person in the articulation of courses to faculty developing curriculum.

The Articulation Officer is responsible for initiating, developing, maintaining and distributing written faculty-approved general education/breadth, major preparation, course-by-course and transferable course articulation with other post-secondary institutions, ensuring that appropriate supporting documentation is available.

The Articulation Officer keeps abreast of curricular changes to advise faculty on articulation issues and activities, to provide historical perspective to ensure that appropriate procedures are followed and to assess the impact of curricular changes on other institutions and on students.

BUDGET:

The maximum projected budget of \$24,785 for this position is based on the 1989 maximum new full-time employee entry level of Step 8 Class V with related payroll expenses.

The maximum potential salary for this position at Step 15 Class V would be \$22,757.

Maximum Estimate:

Base Salary:	\$18,637
Additional 20 days	2,105
Benefits (base + 20 days)	2,593
Medical	1,450
	\$24,785

**SANTA BARBARA CITY COLLEGE
ARTICULATION OFFICER
1990-91**

DESCRIPTION OF POSITION:

Permanent, half-time, ten-month + 20 days, faculty position reporting to the Director of the Transfer Center. Position supervises work of Articulation Clerk(s).

ROLE OF POSITION:

- Serves as the liaison between other higher education institutions and the campus faculty and academic units;
- Serves as a liaison between SBCC and UC and CSU Systemwide offices, as well as other institutions regarding articulation and related issues;
- Serves as resource person to faculty responsible for curriculum development, in the articulation of courses;
- Serves as communication link between faculty, administration, staff and student services and California institutions of higher education (UC, CSU, Community Colleges, private institutions) in transfer agreements affecting courses, majors, programs and general education;
- Serves as resource to relevant campus committees;
- Communicates systemwide, district and campus policies regarding articulation to appropriate constituencies, both on campus and to other institutions.

RESPONSIBILITIES INCLUDE:

1. Coordination:

- # Develop and manage a system of approvals, tracking, distribution and maintenance to accomplish the goal of updating and increasing the number of articulation agreements with 4-year educational institutions;
- # Serve as principal contact with campus academic units, 4-year schools personnel, the public relative to articulation questions and issues.
- # Establish priorities and procedures for revising/updating existing agreements (693) and for initiating new ones; establish and maintain comprehensive tracking system for requests, approvals and distribution of agreements.
- # Work with appropriate faculty, department chairs, deans and appropriate committees on campus to facilitate the development of articulation agreements.
- # Facilitate meeting between faculties of institutions to discuss course content and curricular matters.
- # Respond to articulation inquiries and to mediate when discrepancies or disagreements occur.

2. Articulation Activities:

- # UC and CSU Systemwide - Stay abreast and inform relevant SBCC offices of UC and CSU System policy changes; update UC Transferable Course List, prepare and submit CSU Transfer Course List; coordinate review of new and modified courses for transferability; prepare Systemwide reports and respond to correspondence and report requests from UC and CSU; process off-calendar amendment requests.
- # CSU General Education Agreement/UC Transfer Core - Update SBCC/CSU Certification plan in compliance with CSLU regulations; format and distribute agreement for faculty, staff and student use; Process off-calendar requests.
- # General Education and Course-by Course - Initiate and/or edit G.E. agreement with UCSB, Cal Poly San Luis Obispo and other four-year institutions; process off-calendar amendment requests
- # Major Agreements - Initiate and/or edit Major Preparation agreements with UCSB, Cal Poly SLO and other four-year institutions; process off-calendar amendment requests.
- # Develop new G.E. and Major articulation agreements.
- # Initiate and develop guaranteed admission agreements with UC and CSU campuses.
- # Coordinate Articulation Subcomponent of Project ASSIST.

3. Calendar Management:

- # Develop calendar of articulation activity to coincide with internal timelines and external agencies, such as Curriculum Committee decisions, catalog and course schedule printing, systemwide deadlines, orientation, advisement and registration.
- # Disseminate final agreements, or changes, inside and outside the institution developing a delivery system to ensure that articulation agreements reach students and faculty.

4. Other:

- # In-service faculty, counselors and staff regarding the importance of and procedures for articulation
- # Supervise work of Articulation clerk(s)
- # Attend appropriate conferences to represent SBCC in articulation matters.
- # Prepare reports and analyses of articulation issues.

MINIMUM QUALIFICATIONS:

Education: Masters Degree in Counseling or equivalent

Experience: Minimum five years experience working full time in higher education;
Minimum two years working with articulation issues.

DESIREABLE QUALIFICATIONS:

- General knowledge of community college policies and procedures;
- Working knowledge of statewide UC and CSU articulation issues;
- Demonstrate ability to work in a multi-ethnic environment;
- Ability to comprehend curricular issues at the UC, CSU and community college level;
- Ability to design and construct articulation agreements that are comprehensible and without error;
- Ability to discuss complex transfer issues with college personnel and with students;
- Ability to interact diplomatically with individuals from a wide variety of background, organizational levels, and groups with differing needs and often conflicting goals and motives;
- Ability to work independently and to follow through on assignments and tasks with minimal supervision.

Flexible Assignment: May include working a summer flex schedule.

STANDARD ONE: GOALS AND OBJECTIVES

STANDARD 1A

THE INSTITUTION IS GUIDED BY GENERAL GOALS AND SPECIFIC OBJECTIVES WHICH ARE CONSISTENT WITH THE HISTORICAL AND LEGAL MISSION OF THE PUBLIC COMMUNITY COLLEGE.

The Mission Statement for the institution is published in the college catalog (1A.1) and in the Statement of Institutional Directions (1A.2). This statement, which is consistent with the historic and legal mission of public community colleges, lists the institution's guiding principles and fundamental purposes. The guiding principles represent a consensus of the values which serve as the basis from which the fundamental purposes are fulfilled.

The college's comprehensive planning process is guided by its Mission Statement and its Statement of Institutional Directions (SID). The Statement of Institutional Directions is a statement of specific strategies which the college community has identified as necessary to enhance its functioning and to maintain a superior level of performance. Most of the strategy or objective statements listed in the SID can be measured in terms of the extent to which they have been achieved.

The direction statements are assembled into the following six major areas which are viewed as college-wide goals that transcend organizational structures: (1) Transfer Education, Vocational Education, and Skills Essential for Academic Success; (2) Comprehensive and Quality Community Education; (3) Student Access and Success; (4) Human Resources; (5) Fiscal Resources; and (6) College Governance. Specific strategies are listed for achieving institutional objectives in each of the six areas that the college has identified as having a high priority.

The planning process begins by having the College Planning Committee (CPC) develop a Statement of Institutional Directions. A draft of the SID is sent for review to the Division Chair Council, the Academic Senate, department chairs, Student Government, and each of the major administrative units (Academic Affairs, Student Affairs, Continuing Education, Business Services, and the President's Cabinet). The SID, which includes the college's Mission Statement, is used by individual departments in developing their two-year plans (1A.3). Prior to 1989-90, departments were asked to pay particular attention to the Mission Statement and the SID in developing their plans, and where appropriate, to try to address how they were going to address those priorities in their planning. The individual plans developed by the departments were integrated into an overall plan for Academic Affairs, Student Affairs, Continuing Education, and the administrative support areas - Business Services and President's Staff (1A.4).

For the two-year planning cycle beginning in 1989-90, departments were instructed to develop specific objectives that corresponded to those SIDs which they planned to achieve in the next two years (1A.3). The objectives stated in each of the departmental plans

are reviewed by the appropriate administrators and are placed into one of the six major goal areas identified in the Statement of Institutional Directions. Inter-institutional teams are formed for each of the six SID goal categories. These inter-institutional teams are responsible for integrating into a plan the departmental strategies for achieving specific objectives that correspond to the SIDs. The final plan for the college is developed by the College Planning Council in consultation with the appropriate college committees and administrative units (1A.5).

Where appropriate, the objectives noted in the institutional plan are stated in measurable terms. At the end of each year, the College President meets with the College Planning Committee to review the extent to which each of the institutional objectives has been achieved.

~~SELF-EVALUATION~~

The college's Mission Statement and the Statement of Institutional Directions are consistent with the historical and legal mission of public community colleges. The Mission Statement and the SID are clear, well understood by the college community, and used to guide the planning process of the college.

During the 1988-89 academic year, the College Planning Council held two retreats to discuss the planning process and how it might be improved (1A.4, pp. 1-2). Among the findings of this assessment of the planning process were that:

1. Most departments were doing a good job of planning.
2. Additional efforts need to be made to create a basic level of awareness among members of the college community on the essentials of planning.
3. The components of the plan need to be better integrated into an overall planning document for the college; and
4. The Statement of Institutional Priorities should be extended to include a set of strategies for carrying out those priorities.

A proposed realignment of the planning process was suggested from these meetings as a means for improving the quality and usefulness of the plan while at the same time making the process more streamlined. A two-year planning process was implemented to replace the five-year planning cycle. The Statement of Institutional Directions was refined and strategies for achieving the stated priorities were identified. In addition, the two-year plan to be developed in 1989-90 would have a more global view of the institution than past plans, dealing with college-wide issues, problems, and objectives.

The revised planning process was implemented in fall, 1989. The planning process is proceeding on target and it has resulted in the production of an integrated planning document for the college. The planning document represents a marked improvement from the ones produced in past years in

that: (1) it is organized around basic college issues and objectives that correspond to the Statement of Institutional Directions; (2) the strategies developed by the departments for achieving particular objectives have been integrated into a set of activities for meeting each of the institutional direction statements; and (3) most of the objectives in the plan are stated in a way that can be measured. One criticism of the planning process voiced by the department chairs was that the Statement of Institutional Directions and the strategies for achieving them were too global and didn't correspond to initiatives their departments were planning to take in the areas of teaching and curriculum development. A comprehensive evaluation of the revised planning process will be conducted by the College Planning Council at the end of the 1989-90 academic year.

PLAN

A comprehensive evaluation of the revised planning process will be conducted by the College Planning Council in spring, 1990. The results of this assessment will be used to refine the planning process.

STANDARD 1B

THE STATEMENT OF GOALS AND OBJECTIVES DEFINES THE DEGREE OF COMPREHENSIVENESS OF THE INSTITUTION AND ITS DISTINCTIVE NATURE.

The Mission Statement and the Statement of Institutional Directions reflects the comprehensiveness of Santa Barbara City College as well as its distinctive nature. The Statement of Institutional Directions is reviewed each year by members of the college community and the Board of Trustees and periodically by members of the community.

The college has implemented a variety of systematic procedures for assessing the extent to which the educational needs of students and the community are being addressed. In fall, 1986, the college implemented a comprehensive program review process for each of its academic (1B.1) and student service programs (1B.2). A client survey is required as part of the program review. Each of the college's programs is evaluated once every four years and recommendations for improvement are incorporated into the departments' plans.

In 1985 an Institutional Research Committee was formed. This committee is charged with identifying and conducting research projects that assess the extent to which institutional goals and objectives are being achieved. A description of how this committee functions and of the organizational structures that are in place to ensure that the results and recommendations of the research are used to improve college practices is available in Reference 1B.3. Research projects that have been conducted to evaluate the effectiveness of various programs are listed in the summary of institutional research projects that is compiled each year (1B.4; 1B.5). Examples of the studies conducted to assess the extent to which the educational needs of students are being addressed include:

* Periodic surveys of students to assess the extent to which students are taking advantage of the facilities and resources provided by the college to promote learning and development, the degree of progress students are making toward achieving desired outcomes of a college education, and student satisfaction with the institution (1B.5; 1B.6). The results of these studies are used to develop strategies to promote student attainment of important educational objectives.

* Follow-up studies of former occupational program students (1B.7) and of students who transferred to The University of California, Santa Barbara (1B.8). These studies are designed to assess student satisfaction with their progress and to identify how the college could have better prepared them for their jobs or transfer.

* Evaluation studies on the effectiveness of the college's Early Registration Program (1B.9), Matriculation Program (1B.10; 1B.11), and Faculty Advising program (1B.12).

Information on the extent to which the educational needs of the community are being achieved is obtained through the occupational program advisory committees, the advisory for Continuing Education, and the advisory committee for the Business Development Center. The Business Development Center, which was established in 1987, was created to identify and meet the educational needs of the business sector in the college's service area.

The college's published materials accurately portray institutional functions. All published materials are carefully reviewed for accuracy by appropriate administrative offices and committees and are double checked for accuracy by the Publication's Office. In recent years the college has upgraded many of its brochures and it has developed a number of new publications such as the Student Planning Guide (1B.13).

As described in section 1A.1, planning and resource allocations are conducted through the College Planning Council, which drafts the Statement of Institutional Directions and reviews department plans and resource requests in light of overall college priorities expressed in this statement. An important criteria used in determining which resource requests are to be funded is whether the request corresponds to an institutional priority identified in the college plan (1B.14).

APPRAISAL

The college has devoted a significant amount of staff time to institutional planning and assessment. In recent years a conscientious effort has been made to incorporate the results of institutional research into college practices designed to improve student learning and development (1B.15). Procedures need to be finalized for assessing the extent to which the objectives identified in the college's new institutional planning process are being achieved.

The college is doing an excellent job in linking decisions regarding plans and resource allocations to institutional goals and priorities

identified in the planning process. Substantial progress has also been made in the quality and comprehensiveness of its publications.

PLAN

The college will continue its efforts to use the results and recommendations from its research studies to improve institutional practices, particularly those that will have a positive effect on student learning and development. Procedures for evaluating the extent to which each of the objectives in the college plan are being achieved need to be developed.

1C

THE GOALS AND OBJECTIVES ARE RE-EXAMINED PERIODICALLY WITH PARTICIPATION BY ALL SEGMENTS OF THE INSTITUTION.

DESCRIPTION

In fall, 1988, the College President charged the College Planning Council to review the college's Mission Statement and to revise the format and content of the Statement of Institutional Directions. The process began with a lengthy brainstorming session among members of CPC and invited guests from various segments of the college (1C.1). A draft of the Statement of Institutional Directions and the college Mission Statement was sent for review and comment to all faculty and staff, student government, subcommittees of the Board of Trustees, and members of the community. The comments were reviewed by CPC and, where appropriate, incorporated into the final version of the document (1C.2).

When adopted in 1983, the Mission Statement was to have been re-examined every four or five years. The Statement of Institutional Directions is rewritten annually and is reviewed by members of the college community and the Board of Trustees before being published. The College Planning Committee has the responsibility for rewriting the Mission Statement and the Statement of Institutional Directions. Departmental objectives are developed by faculty and staff members within individual departments and are guided by the Mission and Institutional Directions Statements. The latter are sent out with the planning materials at the start of each planning cycle. The relationship between the institutional priorities and objectives and the college plan is reinforced by the president in meetings with CPC and with each of the divisions and by administrators in their meetings with departments for which they are responsible. In addition, the goals and objectives for the institution are continuously being examined through the program review process.

SELF-EVALUATION

The college has devoted a considerable amount of time to re-examining and revising its Statement of Institutional Directions and its planning process. Members from all segments of the college community had several opportunities to participate in the review process and many did so. Four of the primary objectives for revising the planning process were: (1) to

ensure that the plans developed by the departments were responsive to the Statement of Institutional Directions; (2) to integrate the individual department objectives into a planning document for the college that would specify the objectives and the strategies for achieving each of the institution's priorities noted in the Statement of Institutional Directions; (3) to more closely link the planning process with budget decisions; and (4) to have the objectives in the college plan stated in a way that would allow for measurement of their attainment. An evaluation will be conducted at the end of the 1989-90 academic year on the extent to which these objectives have been achieved. The procedures for assessing the achievement of each objective are in the process of being developed.

PLAN

The Mission Statement will continue to be re-examined every four or five years and the Statement of Institutional Directions will continue to be reviewed on an annual basis. The evaluation of the revised planning process will be completed by the end of the 1989-90 academic year and the recommendations of the evaluation will be used to strengthen the planning process. The procedures for assessing the achievement of each objective in the plan will be developed and implemented.