In this document, the president of Seattle Central Community College presents the mission statements for the college and for each major unit of the college, i.e., the units of Instruction, Administrative Services, Student Personnel Services, Community Relations and Information Services, and the President. Each unit has been required to establish broad design goals and measurable performance objectives, as well as goal-related tasks that are consistent with the overall philosophy and mission of the institution. As these are implemented, they will be continuously evaluated by the students, faculty, administrative and classified staff, the District President, and the Board of Trustees; on that basis, the success of the proposed philosophical direction of the college will be determined. The organizational structures to be instituted to provide major input into the decision-development process are outlined. Separate administrative program plans presenting the specific mission statements, performance objectives, detailed implementation activities for each objective, and 1975-76 target dates for completion of each step or activity are provided for each major unit of the college. (DC)
SECOND DRAFT

SEATTLE CENTRAL COMMUNITY COLLEGE

INSTITUTIONAL PHILOSOPHY AND ADMINISTRATIVE PROGRAM PLAN

by

Roy G. Phillips, President
MISSION STATEMENT

Seattle Central Community College is an urban, open-door, two year institution of higher learning strategically located within the downtown community with the intention of being easily accessible to every citizen within the greater Seattle community. It is one of three community colleges within the Seattle Community College District, which is a part of the Washington State system of higher education and includes North Seattle and South Seattle Community colleges. The overall coordination of instructional programs, fiscal and capital planning, management systems and computer services, resource allocation, contract negotiations, contract interpretation, personnel services, employee relations, internal auditing, public information, institutional research/grants, as well as the delivery of essential business and administrative services, are provided through a central District Office to the three college campuses whose major mission is to provide a comprehensive educational program of high quality in occupational training, occupational supplementary, apprentice programs, college transfer, general and basic adult education, as well as community services programs—all of which are designed to realize the potential and to maximize the skills and intellectual attainment of every student who enrolls. To achieve this mission, Seattle Central Community College will require a direction that is both more than and different from the traditional, elitist structure of most institutions of higher education. In order to meet the educational needs of the highly diversified, ethnically and racially various, and economically heterogeneous population which resides within the Seattle urban community, it will be necessary for SCCC to move in creative, innovative and at times—risk-taking—directions. As part of its mission, Seattle Central must:

1. Develop new assessment procedures for gauging student ability
and progress and offer the concomitant student development
and training programs.

2. Assess the outcomes of existing programs in terms of student
achievement, as well as experiment with new educational and
programmatic ideas that show promise for increasing the level
of student achievement.

3. Increase the individualization of instruction through the
use of/or application of new curriculum methods, emerging
educational technologies, and systems that are designed to
improve the level of student achievement.

4. Assist in encouraging community, students, faculty, and staff
involvement in the program development, institutional governance
and decision- development-making, and in the evaluation of the
College's progress toward the attainment of its stated mission,
goals and objectives.

5. Work cooperatively with the District Office, other colleges,
universities, high schools, and state, as well as related
community agencies and organizations that are concerned and
committed to the effective delivery of educational programs
and services.

6. Provide and maintain a well-balanced, comprehensive educational
program that is designed to offer equal educational opportunity
to all who need and want it.

7. Plan for the effective utilization of scarce resources that are
designed to achieve growth, improvement, flexibility, and
modification of College- and District-wide programs and services
in anticipation of long range needs.

8. Offer and consolidate ethnic studies of various nonwhite groups
into the mainstream of the College program with the intention of providing enlightenment of the major contributions made by these groups within the American culture.

9. Establish effective liaison with business, industry, and labor and the community in general for the purpose of arranging sheltered work stations and cooperative work programs within the broader world of work.

10. Make effective the decentralization of educational programs to render them more accessible to senior citizens and other population groups in need of educational services within the greater Seattle community.

11. Plan and provide for the maximum and effective utilization of all existing College and community facilities that are designed to enhance the concept of community based education.

12. Provide programs that encourage optimum staff and faculty development, as well as promote effective staff and faculty morale.

13. Seek periodic feedback from the community as the basis for assessment of performance and direction for future development.

14. Perform as a "good institutional neighbor" in the Capitol Hill/ downtown and greater Seattle community.

PROGRAM PLAN

To achieve success in attaining its stated mission, the College will require a well-developed and detailed program that coordinates and makes rational the mission, goals and objectives of all the major divisions of the institution. A common, overall, integrated program plan covering the distinct areas of College operation will then serve as a guide for structuring departmental and project plans which most directly involve the effective delivery of services to students. For purposes of planning, the major units of the College can be identified as follows:
1. Instruction
2. Administrative Services
3. Student Personnel Services
4. Community Relations and Information Services
5. President

The mission of the unit of instruction is to provide a comprehensive instructional program of high quality in occupational preparatory training and occupational supplementary (extension), apprentice programs, college transfer, general and basic adult education and community services for all students who are enrolled; student assessment, counseling, and advising services; instructional and professional development; design, development and implementation of a well coordinated instructional resource center that serves the entire institution; provide cooperative education and placement services; and a well coordinated extended college program. The expected outcome will be measured in terms of the development of marketable skills that are consistent with the broader academic community and world of work, as well as the level of student achievement as measured by evaluative instruments and the successful placement of students within their planned career objectives; and secondly, meeting annual FTE target allocations that are established within the major disciplines.

The mission of the unit of administrative services shall be consistent with the instructional program plan. The mission is to provide, operate, maintain and secure the various physical facilities, equipment, staff and student personnel; to assist in facilities planning, development and management of new and/or renovated projects that are required to conduct all instructional, community service and student personnel service programs; to assist in the overall development and monitoring of a planned program budgeting system that will adjust dollar allocation to program requirements while at the same time maintaining sound and responsible fiscal management policies and procedures that are consistent with District-wide
policies, as well as to ensure compliance to all policies, regulations and procedures relative to personnel management.

The expected outcomes will be measured in terms of a continually balanced budget; safe, secured, aesthetically satisfying and functional facilities and provision for adequate parking for staff and student body (lounge facilities, etc.) as well as compliance with EEO affirmative action requirements that have been established at the District and Campus level.

The mission of the student personnel services unit is to provide a basic program of services and activities designed to support and to broaden the educational experience of the extraordinarily diverse SCCC student population; to provide opportunities for all students to share in events planned to stimulate growth, development in leadership, socialization, physical well-being and political responsibility; also to provide orientation to new students, assist the unit of instruction in the coordination of student assessment, counseling and advisory services; as well as provide financial aid, registration and recordkeeping, health guidance and child care -- all of which are designed to ensure a successful academic experience.

The expected outcome for the unit will be measured in terms of types and quality of supportive services designed to meet student needs, as well as the attainment of the annual projected target student enrollments. Other measures will be the incremental reduction of student attrition rate, as well as the successful placement of students within their planned career objectives.

The mission of the unit of community relations and information services is to bring community resources, information, political support, advice and material assistance to the College; to provide to the community and to prospective students, information and news of College events; and to provide staff expertise to assist citizens to achieve genuine involvement in institutional governance, as well as to provide internal institutional compliance with the District's affirmative action program.

The expected outcomes of the unit will be measured in terms of the level...
and quality output of internal and external communications regarding the College programs and related services.

The mission of the unit of the President is to provide broad leadership and administrative direction to all of the major activities of the College and to share in District-wide planning and coordination in all District-wide activities with the District President, Board of Trustees and other Community College presidents; to assist the District President in seeking political and financial support for major college program development activities from within the public and private sector of the local community, state and Federal government.

The major outcomes of this division will be measured in terms of the quantity and quality of financial support designed to achieve a dynamic institution in constant equilibrium as well as quality of college programs designed to satisfy the needs of the community and immediate student clientele, as well as: (1) meeting F.T.E. allocations; (2) budgetary goals; (3) staffing levels; and (4) development objectives.

**MEASURABLE GOALS**

Progress towards the attainment of the institutional philosophy and administrative program plan will be determined by the success of the programs and structures instituted within the divisions of the College. Each division will be required to establish broad design goals and measurable performance objectives, as well as job related tasks that are consistent with the overall philosophy and mission of the institution. As the networks outlined in the section above are implemented, they will be continuously evaluated by the students, faculty, administrative and classified staff, the community at-large, the District President, and, ultimately, by the Board of Trustees. On that basis the success of the proposed philosophical direction for the College will be determined.

To assist in achieving the desired result, program planning will be instituted. In order to assist in this direction, the following structures will be instituted to provide major input into the decision-development process.
1. President's Council
   a. Function - Assist the President in the development-decision-making matters that involve policy direction both at the College and District-wide level.
   b. Representation -
      (1) Faculty  
      (2) Students  
      (3) Administrators  
      (4) Support Staff  
   c. Method of Operation -
      (1) Agenda development via major recommendations from standing committees and open forum discussion of matters affecting the well being of the College and District.
      (2) Chaired by the President

2. President's Administrative Cabinet
   a. Function - Implementation of policy directions from the President.
   b. Composition - Deans, Associates and other invited administrative staff.
   c. Chaired by the President.

3. Standing Committees
   a. Fiscal and Facilities Planning
   b. Student Services
   c. Instructional Programs
   d. Community Relations, Outreach and Affirmative Action
4. **Ad Hoc Task Forces**- As specified by the contract and as needed. The charge, representation and overall deliberation of the various proposed committees will be determined in concert with the President's Council and Administrative Cabinet.

1/21/75
SEATTLE CENTRAL COMMUNITY COLLEGE

ORGANIZATIONAL STRUCTURE FOR DECISION-DEVELOPMENT MAKING

Administrative Cabinet

President

Citizens' Advisory Council

President's Council

Standing Committee Structure

Fiscal and Facilities Planning

Student Services

Instructional Programs

Community Relations and Outreach

Subunit Task Force Components

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>COMPOSITION</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Cabinet</td>
<td>Deans, Associates, Director of Research and Development, President</td>
<td>Executive direction</td>
</tr>
<tr>
<td>President's Council</td>
<td>Students, Faculty, Division Chairpersons, Support Staff, President (Deans' Group serves as resource)</td>
<td>Policy direction</td>
</tr>
<tr>
<td>Standing Committee Structure</td>
<td>Students, Faculty, Middle Management, and Support Staff (Deans' Group serves as resource)</td>
<td>Studies, reviews, recommends</td>
</tr>
<tr>
<td>Citizens' Advisory Council</td>
<td>Lay citizens, business and labor leaders, educators, government and philanthropic leaders. (College staff serves as resource)</td>
<td>Advisory</td>
</tr>
</tbody>
</table>
Unit: Instruction

Mission Statement: Provide a comprehensive educational program.

Program Area: Curriculum revision and expansion.

GOAL A: Organization of an integrated evening program which will serve effectively the needs of the community and furnish continuity to the instructional program.

Objective: Establish an effective management, planning, and budgeting system for evening instruction.

Activities:

A. A tentative plan for evening program management will be submitted to the president's office.

B. The tentative management plan will be submitted to divisional administrators for input/suggestions.

C. The tentative management plan will be revised and resubmitted for final approval to the president's office.

D. Responsibilities and resources for implementing the approved plan will be assigned and identified.

E. Plan of action for program and activities of evening division will be completed for fall, winter, and spring quarters, 1975-76.

F. Begin periodic review of plan.

Outcome: Increase in evening program comprehensiveness and community service offerings.

Goal B: Comprehensive ethnic studies program.

Objective: Consolidate ethnic studies into the mainstream of the college program.

Activities:

A. Establish task force committee composed of persons of diverse ethnic backgrounds. April, 1975

B. Survey existing curriculum and review curriculum materials. May, 1975

C. Develop work plan for integration of multi-ethnic perspectives into all college curriculum and the development of meaningful ethnic courses. June, 1975
GOAL B (continued)

Activities:

D. Institute series of inservice workshops for faculty.  
   Target Date  
   September, 1975

E. Construct time-line phase-in schedule.  
   December, 1975

F. Consolidation phase-in.  
   June, 1976

Outcome:  
   Increased student ethnic and comprehension of social and human relations.

GOAL C:  
   Make available cooperative education/community-based learning experiences.

Objective:  
   Expand cooperative education opportunities in selected instructional areas.

Activities:

A. Investigate and review available and emerging career opportunities and prepare analysis.  
   Target Date  
   December, 1975

B. Assess deficiencies and/or gaps in current program structure.  
   February, 1976

C. Determine strategies and resources required to produce desired program changes.  
   February, 1976

D. Identify agencies/groups to cooperate in community-based learning activities.  
   March, 1976

E. Complete plan and time-lines for program implementation.  
   April, 1976

F. Begin program implementation.  
   September, 1976

Outcome:  
   Measurable increase in cooperative education/community-based learning placements and credits applicable to program completion.
Unit: Instruction

Mission Statement: Improvement of instructional services to students.

Program Area: Update educational program plan.

GOAL A: Assess outcomes of existing instructional programs.

Objective: Provide programs to increase student achievement levels and employment.

Activities:

A. Identify current levels of student achievement in measurable areas:
   1. associate of arts
   2. associate of applied science
   3. certificate
   4. diploma
   Target Date: September, 1975

B. Correlate existing achievement/completion levels with:
   1. transfer rate
   2. employment rate
   3. student objectives
   4. dropout rate
   5. program entry requirements
   Target Date: November, 1975

C. Analyze institutional accreditation self-study for program assessment information.
   Target Date: January, 1976

D. Measure competency levels of entering students.
   Target Date: January, 1976

E. Establish desired student achievement levels for:
   1. transfer
   2. employment
   3. program entry
   4. program completion
   5. basic skills competencies
   Target Date: February, 1976

F. Plan strategies, program needs, and changes necessary to achieve desired levels.
   Target Date: March, 1976

G. Begin program implementation.
   Target Date: September, 1976

Outcome: Increase general level of student achievement, program completion, and employment.
GOAL B: To develop methods and strategies for individualized instruction.

Objective: To increase individualization of instruction by analyzing current instructional methods and introducing changes which will augment instructional benefits for students.

Activities:  
A. Establish definition and characteristics of individualized instruction.  
B. Identify programs presently utilizing individualized instruction.  
C. Review programs/courses not currently individualized to determine suitability.  
D. Identify programs/courses to be included in staged program of experimentation/change.  
E. Identify conditions and resources for making necessary transitions.  
F. Organize required staff training and support functions to support transition program.  
G. Phase in method changes in previously planned stages as staff training and secondary preparation are completed.  

Target Dates:  
September, 1975  
December, 1975  
January, 1976  
March, 1976  
September, 1976  
September, 1977

Outcome: Increase level of student achievement and program completion.

GOAL C: Effective coordination of day program instructional effort.

Objective 1: Provide plan and method for continuing analysis of educational program needs and effectiveness.

Activities:  
A. Develop task force group to review periodically all instructional programs for relevance and viability.  
B. Establish plan for investigating and developing new educational needs and career opportunities.  
C. Integrate broad instructional objectives into long-range institutional planning and student FTE projections.

Target Dates:  
September, 1975  
December, 1975  
March, 1976
Objective 2: Establish an effective learning resources program.

Activities:

Objective 3: Establish a mechanism for monitoring the coordinated divisional instructional effort.

Activities:

Outcome: Better definition of day program and its relation to institutional mission.
GOAL C (continued)

Activities:

D. Establish method and program for continuous update and change.  

Target Date  
June, 1976

Outcome:  
Augmented instructional effectiveness.

GOAL D:

Adjunct facilities planning.

Objective:  
To provide adequate facilities for instructional program support.

Activities:

A. Organize cross-unit facilities task force.  

Target Date  
September, 1975

B. Review educational program plans to determine short and long term facilities support needs.  

November, 1975

C. Enter facilities needs into institutional long-range instructional program plan.  

December, 1975

D. Establish plan for continuous updating of facilities needs requests.  

February, 1976

Outcome:  
Correlation between educational program planning and facilities support requirements.
Program Areas:
- Counseling
- Planning and Advising
- Assessment
- Basic Studies
  - Adult Basic Education
  - English as a Second Language
  - Preparatory Courses
- Interdisciplinary Studies

PROGRAM: COUNSELING

Mission Statement: Provide Administrative Leadership and Coordination that will enable comprehensive counseling functions to be openly accessible to students throughout the institution.

Goal A. Effective Program Coordination with units of instruction and S.P.S.

Objective 1: To develop a service delivery model designed to carry counseling functions from a central location to each program area of the college.

Activities:  
(a) Meet with individual counselors and define their competencies.  
(b) Write individual job descriptions based on competencies and program needs.  
(c) Implement appropriate staffing changes.

Target Date:  
May 30  
June 15  
Sept. 1

Objective 2: Develop an effective coordinating team to interface Human Development Center activities with those specifically assigned to counseling.

Activities:  
(a) Appoint representatives from Human Development Center, S.P.S. and Center for General Studies.  
(b) Re-define functions in Human Development/Counseling model.  
(c) Assign personnel to newly defined functions.  
(d) Implement model under this coordinating body.

Target Date:  
May 1  
May 15  
June 1  
Sept. 1
Objective 3: Appoint a task force on Professional Staff Development needs that will input to the President's Commission.

Activities:

(a) Define Professional Staff Development needs for Human Development specialist. May 30
(b) Identify courses or other professional growth activities that could be incorporated into an ongoing district program. June 15
(c) Submit report to the President. June 30

Objective 4: To appoint a task force to develop an Adult Development Curriculum in the college.

Activities:

(a) Define elements of an Adult Development Curriculum that would be appropriate in the college setting. Nov. 75
(b) Identify and utilize resources in developing a sequential development program. Dec. 75
(c) Develop curriculum modules. May 76
(d) Define course sections within the General Studies Course master. June 76
(e) Assign counseling/Human Development Specialist to instructional areas. Sept. 76

Objective 5: Establish a review committee to monitor the accountability study.

Activities:

(a) Assess the need for program changes. On-going
(b) Revise the data collection card. June 75
(c) Train para-professionals and others in S.P.S. area to use system. Dec. 75
(d) Implement system in all of S.P.S. area. Jan. 76

PROGRAM: ASSESSMENT AND ADVISING

Mission Statement: To provide comprehensive, personalized assessment and advising that will enable each student to have a clear understanding of the purpose and direction of his/her educational experience.

Goal A: Develop a college-wide assessment program.

Objective 1: Identify the necessary entry skill level and expected outcome for all courses in the institution.
Activities:
(a) Request course profile information from all faculty.  
(b) Analyze data from course descriptions.

Objective 2: Assess the current basic skill level of students enrolled in college division.

Activities:
(a) Give a random assessment to student in all areas of the college.
(b) Correlate assessment results with grades received.

Objective 3: Design entrance examination for each program area.

Goal B: Development of a program to assist students in designing a personal education plan.

Objective 1: Design materials that will support the advisor's role or allow for student self-advising.

Activities:
(a) Develop course profiles.
(b) Develop and display materials related to curriculum needs for transferability.
(c) Develop a S.G.P. booklet that will visually display student information and educational objectives.

Objective 2: Train counselors and other advisors in the preparation of P.E.P.

Activities:
(a) Counselors, faculty advisors, and paraprofessionals will be involved in workshops to learn the process of developing the P.E.P.
(b) Paraprofessionals will assist divisional counselors in developing divisional P.E.P. programs.

Goal C: Implementation of a monitoring system to profile student progress through classes, programs, and the college.

Objective 1: Design a functional coding system.

Objective 2: Create a MIS Sub-system for information retrieval and presentation.
Mission Statement: To provide students with a transition period to finish acquiring those skills needed for college transfer/occupational programs. To provide students with an alternative route through introductory college level competencies. To provide students with a comprehensive, preparatory program designed to give access to their chosen educational goal.

Goal A: Development of General Studies core curriculum with six essential areas: Science, Social Science, Humanities, Math, Reading/Communications, and Careers.

Objective 1: Design an alternative curriculum on Level III

Activities:
(a) Six faculty members will participate in a 6-weeks' institute.
(b) The alternative curriculum will be implemented.

Target Date:
- Aug. 75
- Sept. 75

Objective 2: Develop math, reading, and language curriculum around a learning center concept.

Activities:
(a) Coordinate Administrative functions with appropriate divisional administrators.
(b) Meeting with individual instructors to share the new director and identify their role.
(c) Identify core faculty in each curriculum area, and begin organizing curriculum areas.
(d) Develop workshop to prepare faculty returning fall quarter.
(e) Reconstruction of lounge area to accommodate lab functions.
(f) Implement learning-lab concept with rotating faculty members in Reading, Writing, and Math areas.
(g) Develop a coordinating model that will serve institutional needs.

Target Date:
- May 75
- May 75
- June 75
- Aug. 75
- Aug. 75
- Sept. 75
- On-Going
Objective 3: Design an alternative curriculum on Level III for the (New Learner" in Mathematics, Humanities (Interdisciplinary) and Humanities (Philosophy or English).

Activities:

(a) Six faculty members (two from Math; two from Humanities (Interdisciplinary); and two from Philosophy and/or English) shall attend the six-week summer session given by the Institute for Services to Education during the summer, 1976.

(b) Alternative curriculum, designed at the Institute, in the Humanities (Interdisciplinary), Math, and Philosophy and/or English, will be implemented in September, 1976.

Objective 4: Design a curriculum on Level II for Math, Humanities, and Careers.

Activities:

(a) In January, 1977, a math, humanities, and career or allied support instructor shall be released 1/3 time for two quarters to determine the topics/content and to design Level II curricula in their respective areas.

(b) Release-time instructors and other interested instructors will attend the third and fourth five-day ISE workshops in February and April, 1977.

(c) Applying methodology learned at the ISE workshops, release-time faculty will complete the design of their respective Level II courses by June, 1977.

(d) Level II courses in math, humanities, and careers will be implemented in September, 1977.

Goal B: Expansion of supplementary support curricula (e.g., labs, modules, etc.) to serve students from all instructional divisions of the college.

Objective 1: Design and implement a Writing Laboratory.

Activities:

(a) A hierarchy of writing skills from the simple sentence to the term paper will be identified during August, 1975.

(b) "Request for Proposals" for faculty to develop modules in the identified areas (estimate of ten areas) will be issued in October, 1975.
(c) All writing modules will be completed by January, 1976.
(d) One instructor will be released in January, 1/3 time for two quarters to incorporate the modules into a writing lab, and to train two para-professionals in its operation.

Objective 2: Establish a cooperative arrangement whereby students from graduate programs in Reading will receive internship credit for work done in the Center for General Studies.

Activities:

(a) A cooperative agreement between SCCC and the University of Washington Reading Program will be established in August, 1975.

(b) A referral system will be designed whereby interns can be 'matched' with SCCC students needing diagnosis of suspected reading disabilities.

(c) The referral system will be implemented by October, 1975.

Objective 3: Expand the services of the Basic Skills (i.e., Reading) Lab and the Math Lab so they are available to late afternoon and evening students.

Activities:

(a) A half-time para-professional will be employed for each lab (Math and Reading) in October, 1975, to extend the hours of the labs by 20 hours per week (per lab), during the late afternoon and evening.
Unit: Administrative Services
Department: General Administration and Coordination

Goal A: Effective Coordinator and Supervisor of departments and personnel within the Administrative Services unit in order to carry out the unit functions defined in the President's Mission Statement.

Objective 1:

Improve organizational structure of unit.

Activities | Target Date
--- | ---
A. Review necessary functions required to carry out unit responsibilities. | July 1975
B. Assign scope of specific responsibilities and activities to be carried out by each department. | July 1975
C. Review existing staff qualifications and capabilities to perform departmental tasks. | July 1975
D. Reassess and revise tasks assigned to personnel to carry out unit short range goals. | July 1975
E. Provide opportunities within unit to train existing staff to acquire skills to accomplish long range goals. | January 1976

Outcomes: An efficient organizational structure carrying out short term goals with a planned capability of attaining long term unit goals.
Objective 2:

Improvement of overall communication and coordination of operational staff and unit functions.

Activities                                                                 Target Date
A. Implement regular supervisory/staff meetings to: 1) review and revise current and long range unit activities, establish priorities, and assign tasks allowing adequate discussion and feedback; 2) provide process to resolve inter-unit and intra-college operational problems.  
   June 1, 1975
B. Organization of time and work to allow time to supervise and meet with department heads and their staffs.  
   July 1, 1975
C. Organization of time and workloads to provide nonsupervisory staff the opportunity to periodically discuss unit operations, priorities and functions and to effectively input to overall unit operation.  
   September 1, 1975

Outcomes: A system providing more efficient and effective staff operations.
Unit: Administrative Services
Department: Business Services and Personnel

Goal A: Effective management and operation of a financial monitoring system which will assure sound college fiscal management.

Objective 1:

Establishment of a fiscal control and audit function utilizing remaining staff

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Evaluate and determine level of departmental responsibilities and services required;</td>
<td>July 1, 1975</td>
</tr>
<tr>
<td>B. Evaluate capabilities and skills of existing staff to perform required functions.</td>
<td>July 1, 1975</td>
</tr>
<tr>
<td>C. Develop structure to accomplish responsibilities and services required for the interim period.</td>
<td>August 1, 1975</td>
</tr>
<tr>
<td>D. Develop training program for individuals to provide them with necessary skills to perform needed tasks.</td>
<td>September 1, 1975</td>
</tr>
<tr>
<td>E. Completion of training program and reassessment of individuals' capabilities and department functions.</td>
<td>February 1, 1976</td>
</tr>
<tr>
<td>F. Monthly financial review with President</td>
<td>July 1, 1975</td>
</tr>
</tbody>
</table>

Outcomes: An effective fiscal monitoring system.
Unit: Administrative Services
Department: Business Services and Personnel

Objective 2: To improve the system of processing expenditure documents and eliminate duplication of effort.

Activities

A. Complete and publish the "user handbook" currently being written by Ms. Sparks. August 1, 1975

B. Initiate a district-wide review of procedures for expenditure documents. September 1, 1975

C. Initiate and assist in any appropriate re-writing necessary:

   1. Define areas for re-write September 1, 1975

   2. Complete re-writes at college procedural levels March 1, 1976

D. Initiate a "Problem Log" for any areas of question or problems - review "log" monthly with District Business Services July, 1975

E. Review "handbook" quarterly with support staff representatives for duplicate efforts between departments of college and Administrative Services Summer, 1975

F. Revise handbook procedures as necessary and recommended in quarterly meetings Summer, 1975

G. To provide necessary ongoing training to assist college departments in complete understanding of their rules and responsibilities in expenditure processing, quarterly or more often as needed Summer, 1975
Unit: Administrative Services
Department: Business Services and Personnel

Outcomes: A minimum of duplicated effort in the processing of expenditure documents.
Unit: Administrative Services

Department: Business Services and Personnel

Goal B: Effectively coordinate campus business activities with District offices and policies and procedures.

Objective 1:

To define the responsibilities of the campus Business Office in relationship to the services to be provided by the District Administrative Services Unit.

Activities

A. Meet with District Director of Business Services, his staff and other college Business Managers to request redefinition of district expectations of college responsibilities and service levels.

B. Provide leadership in developing District Task Force to define the role of the campus business function and participation in task force.

C. Develop plan to implement functional changes to fill campus business service requirements.

D. Provide on-going evaluation of district and campus business operation to ensure roles are performed in accordance with defined functions and responsibilities assigned.

Outcomes: An effective Business Office.
Objective 2:

Develop an effective campus input process for the establishment and/or modification of District Services and procedures.

Activities

A. Establish campus Business Operations Advisory Task Force to provide input on needed policies

B. Review and explain proposed District or campus policies and procedural changes with review committee to receive input on campus department operations and workload.

Outcomes: Effective Business Office policies and Procedures
Goal C: Establishment of an effective personnel procedures monitoring function within the college Business Services department.

Objective 1:
Operate a personnel system which monitors for compliance of campus and district policies relying on the District Personnel Relations Department for interpretation.

**Activities**

A. Define the process for monitoring hiring, firing, promotion and disciplinary actions appropriate for SCCC.

B. Select and hire a clerical person.

C. Provide a specific training program for the operation of this function.

D. Require a monthly report of personnel activities regarding attrition, reclassifications, discipline actions, et al.

**Target Date**

- A. July 1, 1975
- B. August 1, 1975
- C. August 1, 1975
- D. September 1, 1975

Objective 2:
Provide a system of acquiring and publishing personnel data and statistics which will support affirmative action and program planning efforts of SCCC.

**Activities**

A. Assist in the acquisition of the affirmative action function needs for statistical data through monthly meetings.

B. Work directly with the President to establish a written

**Target Date**

- A. July 1, 1975
- B. July 1, 1975
Unit: Administrative Services
Department: Business Services and Personnel

...requirements document for program planning manpower statistics.
C. Create a quarterly personnel activity report and distribute to the college community. September 1

Outcomes: Effective personnel function.
Unit: Administrative Services
Department: Campus Services

Goal A: Reorganization and redefinition of Campus Services functions and responsibilities.

Objective 1:
Reduce overlap and/or duplication of effort between Campus Services and Plant Operations.

Activities
A. Expand responsibilities to include operation of Mail & Receiving function. Target Date: July 1975
B. Expand responsibilities to include Central Stores function. Target Date: October 1976
C. Eliminate responsibility for Maintenance function. Target Date: December 31

Outcomes:

Objective 2:
Create effective Campus Services unit with specific well defined areas of responsibility.

Activities
A. Inventory all functional needs of campus for Administrative Services support. Target Date: August 1975
B. Analyze Campus Services for adequacy of service and realign functional duties. Target Date: October 1975
C. Prepare "Service Manual" defining all functions performed. Target Date: November 1975
Unit: Administrative Services
Department: Campus Services

D. Update procedures for obtaining and requesting services. January 1976

Goal B: Effective management and operation of a campus facilities program to assist in planning, developing and constructing all new and remodeled facilities ensuring that educational needs and requirements are the first priority.

Objective 1:
Define college function and responsibilities in relation to the district facilities planning and development function.

Activities
- Prepare outline of college duties in capital projects. Target Date August 1975
- In conjunction with District V.P. define and prepare a specific list of campus and district responsibilities. September 1975
- Establish bi-monthly meetings with V.P. to review capital matters and prepare status reports for SCCC President. July 1975
- Assist District in preparation and procedures for capital projects. January 1976

Objective 2:
Improve system for requesting the expenditures of capital funds (both plant and equipment).
Unit: Administrative Services
Department: Campus Services

Activities

A. Perform inventory and status report of all capital budgets
   Target Date: August 1975

B. Provide training for Campus Service Manager to acquire knowledge of the total Capital Allocation Model (CAM) process.
   Target Date: September 1975

C. Develop written campus policies and procedures for request, prioritization, and authorization (expenditures) of capital funds.
   Target Date: November 1975

D. Provide quarter by quarter reports to Administrative Cabinet on status of capital budgets.
   Target Date: September 1976

Outcomes: Effective college facilities program.
Unit: Administrative Services
Department: Plant Operations

Goal A: Effective maintenance and operation of college grounds and facilities to provide a setting conducive to an effective educational environment.

Objective 1:
To develop and implement a preventive-maintenance system.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Request development of a process to effectively determine maintenance</td>
<td>September 1, 1975</td>
</tr>
<tr>
<td>requirements of all college facilities and equipment.</td>
<td></td>
</tr>
<tr>
<td>B. Request prioritization process development.</td>
<td>November 1, 1975</td>
</tr>
<tr>
<td>C. Implementation of system.</td>
<td>January 1, 1976</td>
</tr>
</tbody>
</table>

Outcomes: An effective preventative maintenance system to maximise services while reducing cost.
Unit: Administrative Services
Department: Plant Operations

Objective 2:
Streamline operation to include only functions to operate and maintain grounds and facilities.

Activities
A. Elimination of the responsibility of Mail and Receiving function.  
   Target Date: July 1, 1975
B. Elimination of responsibility for Central Stores function.  
   Target Date: October 1976
C. Organize operational (custodial) and maintenance functions in defined units.  
   Target Date: July 1, 1975
D. Review existing standards and methods of operation to determine the appropriateness of current service levels.  
   Target Date: October 1975

Outcomes: A well defined Plant Operations department.
Goal A: Establishment and implementation of an industrial safety program for SCCC.

Objective 1:
Improve the total college attitude and understanding towards the need and requirements of an industrial safety program.

Activities
A. Establish college safety task force.  
B. Review the present program and establish a plan for publicity and training of appropriate staff members.
C. Develop a WISHA newsletter.
D. Increase the cabinets awareness of safety situations through a monthly presentation by the manager.

Objective 2:
Provide a specific preventative safety program.

Activities
A. Develop an ideal program plan for cabinet review.  
B. Review resource availability and alternatives and publish revised plan.
C. Obtain college approval of a safety program.
D. Implement approved plan.

Outcomes: Industrial Safety program.
Goal B: An effective personnel and property security system program for the students, staff and community users of the physical facilities of the Central Campus.

Objective 1:
Improve the image of the security department through a process of public relations activities.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Work with collegian staff to highlight security personnel in first fall issue.</td>
<td>September 1975</td>
</tr>
<tr>
<td>B. Review the current operational scheme to determine adequacy of resources.</td>
<td>August 1975</td>
</tr>
<tr>
<td>C. Request of the manager a plan for publicity of activities monthly by September 1975</td>
<td>July 1975</td>
</tr>
<tr>
<td>D. Complete and have published, the plan of operation in Phase II-XY.</td>
<td>January 1976</td>
</tr>
</tbody>
</table>

Objective 2:
Extend the service coverage physically to outlying branch operations.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Have a review and analysis of needs completed and documented.</td>
<td>September 1975</td>
</tr>
<tr>
<td>B. Establish a quarterly meeting with Gompers and Trident personnel for review of security problems and activities.</td>
<td>Fall 1975</td>
</tr>
<tr>
<td>C. Evaluate the needs for security at outlying branches and recommend service levels.</td>
<td>January 1976</td>
</tr>
</tbody>
</table>

Outcomes: A safe college and secure population.
Goal A: Provide an effective merchandising operation for the text book, instructional supplies and sundries needs of the SCCC student body.

Objective 1: Eliminate the general accusation of users that the Bookstore is not service oriented.

Activities

A. Establish a user advisory task force to meet once each quarter.

B. Request that the manager review the procedures manual of the Bookstore and republish by Fall Quarter, 1975.

C. In cooperation with the District Vice President establish a district-wide Bookstore managers commission, meeting monthly to discuss merchandising methods and problems.

D. Request assistance of the staff development operation in developing a training program for customer oriented service.

E. Implement a process for self evaluation of meeting customer demands.

Target Dates

October 1975
July 1975
October 1975
July 1975
January 1975
Unit: Administrative Services
Department: Bookstore Operations

Objective 2:

- To maximize operational efficiency at the lowest cost possible.

Activities

A. Review the operations and activities of the Bookstore to determine current level of service.

B. Require an inventory of physical limitations and potential solutions.

C. Assist the manager in analyzing and recommending appropriate solutions.

D. Assist the Bookstore manager in developing a plan for financing any changes in operations required.

E. Require a monthly written status report on Bookstore operations including fiscal summary.

Target Date

August 1975

September 1975

November 1975

September 1975

Outcomes: Student and faculty satisfaction with books and sundries provided by the Bookstore.
Unit: Student Personnel Services

Mission Statement: Broaden the educational experience of diverse S.C.C.C. student population.

Goal A: The effective administration of program activities.

Objective 1: Implement departmental plans and coordinate the unit mission.

Activities:
- a. Meet on a weekly basis with each administrative head.
- b. Develop departmental plans related to the unit plans.
- c. Review and revise each department plan with specific administrator.
- d. Implement department plan as part of unit plan.
- e. Submit quarterly progress reports to the President.
- f. Meet regularly with the President to review effectiveness.

Target Date
- May
- June
- August
- September
- On Going

Objective 2: Improve communication between the various Student Personnel Services programs.

Activities:
- a. Develop a system of internal operating procedures.
- b. Request present policies and procedures from department heads.
- c. Design a review process.
- d. Publish and distribute a handbook for SPS in cooperation with the Office of Information Services.

Target Date
- August
- Completed
- July
- June

Goal B: Improve communications between SPS programs and the students.

Objective 1: Identify student concerns and problems and establish a system to deal with them.

Activities:
- a. Submit information on SPS activities to the Office of Information Services for publication.
- b. Periodically evaluate communication efforts for effectiveness.

Target Date
- On Going
- January

Goal C: Coordinate the SPS effort with the instructional unit effort.

Objective 1: Improve the articulation between the instructional unit and SPS to provide necessary support services to the
Objective 2: Coordinate with the Associate Dean in the assessment of 200 students.

**Activities:**


   Target Date
   
   June

b. Selection of assessment tools for the College.

   May


   June

d. Completion of assessment of the designated two hundred students.

   September

e. Follow up of the data on the two hundred students.

   June, '76

f. Submission of final report to President's Office.

   June, '76

Objective 3: Develop a mechanism to provide support services to the instructional unit.

**Activities:**

a. Periodically review academic programs with the instructional unit in order to ascertain support service needs.

   Target Date
   
   On Going

b. Meet with the Dean of Instruction to establish feedback mechanism.

   On Going

c. Constant review and analysis of feedback mechanism.

   On Going

Objective 4: To coordinate the development of an online registration system with the District.

**Activities:**

a. Installation of terminals at Central Campus.

   Target Date
   
   August

b. Operational testing of online registration system with Spokane adaptations.

   December

c. First full application of system for enrolling students.

   March, '76

d. Review and evaluation of online registration system.

   June, '76
Goal D: Increase the comprehensiveness of the Student Personnel Services programs.

Objective 1: Clarify the work study program.

Activities:

a. Develop job descriptions.

b. Evaluate student/employee satisfaction.

Objective 2: Develop a system for student referral to counselors and the Human Development Center.

Activities:

a. Meet with registration personnel for identifying a system of referrals to counselors in the Human Development Center.

Objective 3: Increase the number of minority students in the occupational program areas.

Activities:

a. Analyze the number of minority students entering into Occupational/Programal programs.

b. Devise a system using the waiting lists to increase the minority students in Occupational programs.

c. Waiting lists/program.

Objective 4: Develop an effective coordinating team to interface Human Development Center activities with those specifically assigned to counseling.

Activities:

a. Appoint representatives from Human Development Center, SPS, and Center for General Studies.

b. Redefine functions in Human Development/Counseling model.

c. Assign counseling personnel to newly defined functions.

c. Implement model under this coordinating body.
Unit: Office of Community Relations and Information Services

MISSION: To bring community resources, information, political support, advice and material assistance to the College.

Goal A: Effective administration and coordination of the office

Objective 1: Integration of unit program areas

Activities:

- determine specific functions of each program area
- meet weekly with program heads
- develop unit organization chart to illustrate functions
- develop "job control" chart

Objective 2: Develop relationship of unit with other units

Activities:

- meet with other unit heads to determine supportive and overlapping functions

Objective 3: Coordinate printing services between District and SCCC instructional unit

Activities:

- meet with principals involved, to begin to resolve situation
- serve as an on-going moderator between the two groups
- strive to obtain similar quality and cost control for and from each group
- differentiate and schedule projects for each group's advantage and convenience

Goal B: The Public Information Office will provide increased information and news of College events to the community to promote cooperation and understanding

Objective 1: Coordinate the flow and amount of internal and external information

Activities:

- identify all current informational inputs and outputs publications
b. enforce "symbol control"

c. publish "daily" employees' bulletin

d. assist in advising student newspaper staff

e. continue to produce college catalog, brochures, other informational material, and to coordinate class schedules

f. maintain liaison with media through news releases and personal contact

g. coordinate with District Office, NSCC and SSCE, through monthly P.I.O. meetings

h. coordinate with State community colleges' P.I.O. programs through periodic meetings and other activities

**Objective 2:** Obtain photo processing facilities and personnel for P.I.O. and student newspaper

**Activities:**

- a. set up meeting to explore the feasibility of adding photo processing component to unit

**Target Date:**

- May '75

**Objective 3:** Develop community-based information centers

**Activities:**

- a. survey community on its needs

- b. determine most effective points of distribution

- c. develop printed materials for use in centers

- d. publicize existence of centers

**Target Date:**

- July '75

**Objective 4:** Develop a speakers' bureau of faculty, administrators, staff and community representatives

**Activities:**

- a. notify College individuals of plan to establish bureau, and hold meeting

- b. identify individuals with expertise in specific areas, both in community and College

- c. publicize existence of bureau to community

- d. develop printed materials on bureau (brochure, news release, poster)

- e. schedule speaking engagements

**Target Date:**

- Oct. '75
Goal C: The Community Relations program area will bring about genuine citizen involvement in institutional governance, including assisting in program design and implementation for community education.

Objective 1: Act as liaison between college and community
Activities:

a. schedule meetings with community groups
b. develop an outreach program

Objective 2: Assist the President in the District Occupational Planning Advisory Committee
Activities:

a. meet with District representative to determine criteria for Occupational Planning Advisory Committee (OPAC)
b. set up charter
c. identify potential members
d. contact potential members
e. hold initial, introductory meeting

Goal D: The affirmative action effort will bring about institutional compliance with the District's affirmative action program.

Objective 1: Develop component for preparation and dissemination of affirmative action guidelines
Activities:

a. in conjunction with District affirmative action plan prepare affirmative action manual of guidelines
b. in conjunction with staff development, conduct seminars on affirmative action guidelines
c. provide affirmative action checklists
d. provide information on affirmative action activities at the college

Objective 2: Increase employment of minorities (including women, handicapped)
Activities:

a. set up a task force on minority employment, to develop an affirmative action plan
b. survey college to determine the number of minorities in the current "pool"

c. develop and maintain a pool of qualified minority job applicants to facilitate the hiring of minorities for part-time and full-time positions on campus

Objective 3: Provide a grievance procedure for SCCC faculty, administrators, and staff, and process grievances as they are initiated.

Activities: Target Date

a. set up a grievance investigative committee to develop a grievance procedure June '75

Goal E: Provision of effective graphic resources support to the educational efforts of the college

Objective 1: Develop mechanism for scheduling graphic services

Activities: Target Date

a. develop and provide forms for requesting services of the graphics unit July '75

b. utilize "job control" chart for service scheduling

c. set up meetings to interface with college and community

Objective 2: Develop coordinated working relationship between graphic and printing services in conjunction with student learning experiences and college production demands

Activities: Target Date

a. set up articulation meeting between two units Oct. '75

b. devise specific procedures for working relationships

c. monitor process

d. set up body to determine limitations on instructional printing facility

Objective 3: Assist the president at the local level with community contacts.

Activities: Target Date

a. keep the institution abreast of legislation affecting it.

b. assist president in preparation of correspondence to legislators

c. assist president in preparation of legislative information to employees (memos, etc.)
d. apprise president of bills affecting community college system

e. handle phone contacts with legislators

Goal F: In conjunction with the professional development program develop a human relations intergroup component to enhance staff development in the area of interpersonal and intergroup relations

Objective 1: Keep the college personnel informed regarding materials on intergroup relations

Activities:  

a. provide personnel with pertinent information on the subject of interpersonal and intergroup relations  

b. coordinate with the professional development program mini-intergroup relations workshops at smaller unit levels

Objective 2: Utilize on-the-job intergroup encounters in the various units of the college as learning experiences

Activities:  

a. encourage college personnel to contact the Office of Community Relations when an intergroup relations problem arises  

b. provide on-site review and assistance in the development of problem-solving strategy with the persons directly involved in the situation.

c. facilitate the resolution of the problem or the formulation of a more formal complaint
ADMINISTRATIVE PROGRAM PLAN

Unit: President

Mission Statement: Provide broad leadership in administrative direction to all of the major activities of the college.

Provide programs that encourage optimum staff and faculty development, as well as promote effective staff and faculty morale.

Plan for the effective utilization of scarce resources that are designed to achieve growth, improvement, flexibility, and modification of college and district-wide programs and services in anticipation of long-range goals.

Goal A: Provide administrative leadership and direction to the improvement of the instructional program.

Objective 1: Acquire a plan that will provide the president with a full understanding and documentation of the instructional programs of the central campus.

Activities: Target Date
a. Review the program analyses from the instructional units as presented by the associate Dean(s) July 25-31/75
b. Review program analyses with administrative cabinet Aug. 15-22/75
c. Review and make required modifications to program analyses at mid-management workshop. Aug. 25-29/75
d. Request phase-in plan and time-line for implementation of the most feasible alternative solutions for each of the problems that were identified within the program areas of the division. Sept. 2-5/75
e. Reach consensus on plan and process for implementation Sept. 30/75
f. Monitor the phase-in plan through weekly meetings with unit head and coordinate with other unit heads. Oct. 6/75

Objective 2: Acquire an interim and long range plan for management of IRS and integration with instruction program.
### Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Appoint a representative task force and engage outside consultant(s) to assess current services</td>
<td>Sept. 22-30/75</td>
</tr>
<tr>
<td>b. Review analyses of current status of IRS</td>
<td>Oct. 6-17/75</td>
</tr>
<tr>
<td>c. Request a plan for overall management and most feasible approach for integration of IRS into instructional programs of the college</td>
<td>Oct. 24/75</td>
</tr>
<tr>
<td>d. Review the plan with administrative cabinet/ prèdent's council</td>
<td>Nov. 10/14/75</td>
</tr>
<tr>
<td>e. Assign responsibilities to instructional division for implementation</td>
<td>Nov. 17/75</td>
</tr>
<tr>
<td>f. Monitor implementing activities</td>
<td></td>
</tr>
</tbody>
</table>

### Objective 3:  
Appoint a task force on multi-ethnic curriculum to plan for the consolidation of multi-ethnic perspective within the mainstream of the curriculum.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Review the plan with administrative cabinet</td>
<td>Oct. 13-17/75</td>
</tr>
<tr>
<td>b. Assign responsibilities to the instructional unit for implementation</td>
<td>Oct. 20/75</td>
</tr>
<tr>
<td>c. Monitor the implementing activities</td>
<td>Oct. 20/75</td>
</tr>
</tbody>
</table>

### Objective 4:  
Acquire a plan for the management of the evening program.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Review the plan with administrative cabinet</td>
<td>Aug. 15-22/75</td>
</tr>
<tr>
<td>b. Review and make required modifications to plan at mid-management workshop</td>
<td>Aug. 25-29/75</td>
</tr>
<tr>
<td>c. Assign responsibilities to the instructional unit and community relations for implementation</td>
<td>Sept. 8/75</td>
</tr>
<tr>
<td>d. Monitor implementing activities</td>
<td>Sept. 8/75</td>
</tr>
</tbody>
</table>

### Objective 5:  
Continue self study

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Assign responsibilities to person for coordination</td>
<td>June/75</td>
</tr>
<tr>
<td>b. Request a schedule of planned events leading up to visit</td>
<td>July 21-25/75</td>
</tr>
<tr>
<td>c. Monitor the process and planned visit</td>
<td>June-Oct./75</td>
</tr>
</tbody>
</table>
Objective 6: Acquire a revised plan for development of Center for General Studies and coordination with Human Development Center

Activities:  
- Request a revised plan  
- Review the revised plan with Dean's group at summer workshop setting  
- Review the revised plan and make further required modifications at mid-management workshop  
- Assign responsibilities to instructional division for implementation  
- Monitor implementing activities

Target Date:  
- June 23/75  
- July 21-25/75  
- Aug. 25-29/75  
- Aug. 29/75

Objective 7: Acquire plan for effective delivery of services and programs for the Native American Community.

Activities:  
- Review the submitted report and recommendations provided by the task force  
- Provide written feedback to task force regarding the possible directions that college may pursue  
- Request plan for integration of program direction into major units of the college for continual program development and implementation  
- Assign specific responsibilities  
- Monitor implementing activities with unit heads on weekly basis

Target Date:  
- June 27/75  
- June 30/75  
- July 21-25/75  
- July 21-25/75  
- July 25-31/75

Objective 8: Acquire plan for effective delivery of services and programs for Chicano students

Activities:  
- Appoint a task force and provide a charge  
- Request a plan  
- Review plan with administrative cabinet  
- Review plan with President's Council  
- Reach consensus on how plan is to be implemented  
- Assign responsibilities to the major units for phase in with total plan of the college

Target Date:  
- June/75  
- June/75  
- Sept. 12-19/75  
- Oct./75  
- Oct/75  
- Nov. 10-14/75
Outcomes: Increase in FTE productions; decrease in student attrition rate; increase in evening program comprehensive and community service offering; increase in level of faculty and student satisfaction with quality of instructional resources services; reduction in level of historical problems encountered within various divisional programs; evidence of multi-ethnic perspective within target areas of the curriculum.

Goal B: Provide administrative leadership and direction to the effective and efficient delivery of student personnel supportive services.

Objective 1: Acquire a plan for the effective and efficient delivery of student personnel supportive services that are designed to support the educational program plan.

Activities:  
   a. Review the revised plan with Dean's Group at summer workshop setting  
   b. Review and make required modifications to plan at mid-management workshop  
   c. Request unit head to set plan into motion implementing activities with unit head on weekly basis and coordinate with other unit head.

Outcomes: Reduction of student attrition rate; increase in FTE production; increased level of satisfaction of students with delivery of student personnel services; reduction of attrition rate of Native American target population group.

Goal C: Provide administrative leadership and direction to the effective and efficient delivery of administrative services.

Objective 1: Acquire a plan for effective and efficient delivery of administrative services to the various units of the college

Activities:  
   a. Review the revised plan with Dean's Group at summer workshop  
   b. Review and make required modifications to plan mid-management workshop  
   c. Request unit head to set plan into motion and monitor implementing activities with unit head on weekly basis and coordinate with other unit heads

Outcomes: Balanced college budget; safe, clean, secured and aesthetically satisfying and functional facilities
Goal D: Provide administrative leadership and direction to the establishment of effective communication and liaison with the external and internal college community.

Objective 1: Acquire a plan for the improvement of the college's communication and relations with its external and internal community.

**Activities:**

a. Review the revised plan with Dean's group at summer workshop
   
   **Target Date:** July 21-25/75

b. Review and make required modifications to the plan at mid-management workshop
   
   **Target Date:** Aug. 25-29/75

c. Request unit head to set plan into motion and monitor implementing activities with unit head on weekly basis and coordinate with other unit heads
   
   **Target Date:** Aug. 29/75

**Outcomes:** Increased level of satisfaction of internal community with communication system; increased overall knowledge of college with target population of the external community, meeting affirmative action target projections and decrease in number of affirmative action complaints.

Goal E: Provide for the effective participation of student, faculty, and staff in the decision-development process and in the evaluation of the college's progress toward the attainment of its stated mission, goals and objectives.

Objective 1: Acquire a plan for effective student, faculty and staff participation in the decision-development process.

**Activities:**

a. Request task force to provide for final input and revision to the guidelines submitted by the president
   
   **Target Date:** June-July 25/75

b. Request the establishment of election procedures for the various constituency groups of the college
   
   **Target Date:** Sept. 26/75

c. Conduct an orientation workshop to acquaint college with the program plan for the governance structure
   
   **Target Date:** Oct./75

d. Begin to meet regularly and establish agenda for operation
   
   **Target Date:** Oct./75

**Outcomes:** Increased level of communication between the various groups of the college as well as between groups and the administration; increased level of satisfaction of participants in participatory decision-development making.
Goal F: Provide for an effective organizational structure to implement the college mission and administrative program plan.

Objective 1: Assess present organizational structure and adequacy for implementing college mission and program plan.

Activities:

a. Review administrative contract with Dean's group June/75

b. Implement the 1975-76 organizational structure July 1/75

Objective 2: Determine most feasible organizational structure for carrying out college mission and program plan for 1976-77

Activities:

a. Request a study of organizational effectiveness of 1975-76 organizational plan Nov. 21/75

b. Review results of the study Dec. 19/75

c. Communicate results and review with cabinet/council Dec. 19/75

d. Determine direction for 1976-77 Dec. 30/75

Outcomes: Increased level of communications and planning between the various units and divisions of the college

Goal G: Provide for the effective utilization of scarce resources

Objective 1: Acquire a plan for the implementation of a management system which will assist college personnel to manage effectively scarce resources

Activities:

a. Review the plan with Dean's group at summer workshop July 21-25/75

b. Review plan with mid-management Aug. 25-29/75

c. Monitor implementing activities with president's staff person on weekly basis and coordinate with other unit heads.

Objective 2: Involve middle management in the design of management training program

Activities:

a. Provide charge for management training task force June/75
b. Obtain plan for management training
   July 25/75

c. Monitor implementing activities
   July 25/75

d. Review FTE generation by Full-time/Part-time
   July 21-25/75
   faculty effort with Dean's group

e. Review quarterly reports with unit heads
   July 21-25/75
   and instructional division heads, detailing
   FTE generation and fiscal status

Objective 3: Acquire a plan for the development of proposals and acquisition
of public and private funds for college development

Activities:  Target Date
a. Request a plan  June/75
b. Review the plan with responsible staff
   Aug. 25/75
   person

c. Review the plan with cabinet

d. Review plan with council once established  Oct./75

e. Assign responsibilities for implementation
   Aug. 25/75
   to appropriate staff

f. Monitor the implementing activities on
   Aug. 25/75
   weekly basis with responsible staff and
   coordinate with unit heads

Outcomes: Functional written plans developed in mid-management; increased
funding for program development from public and private sector; redistribution of resources to areas of greatest need.

Goal H: Share in district-wide and state planning and coordination of
educational programs and services.

Objective 1: Assist the district president to design a district-wide
professional development program plan.

Activities:  Target Date
a. Acquire charge from district president  July/75
b. Establish and communicate organizational
   Sept./75
   structure for developing a plan for profes-
   sional development activities from the
   various constituency groups of the district

c. Assign responsibilities to various structural
   Sept./75
   levels and assign a time line for planning
   activities

d. Request status reports on planning activities  Sept./75
e. Provide status report of District President and cabinet. Oct./75
f. Submit final plan to District President Dec./75

Objective 2: Acquire plan for the development of professional development activities for the central campus

Activities: Target Date
a. Appoint task force on professional development from each of the constituency groups on central campus Sept/75
b. Request a plan for professional development Sept./75
c. Convene a coordinating committee and assign staff responsibilities for assisting in further development and implementation Sept.-/75
d. Review the plan from each constituency group Oct./75
e. Monitor activities Sept./75

Outcomes: Increased level of faculty and staff satisfaction and increase in work performance

Objective 3: Assist the district president in the design of a plan for educational, fiscal and capital development

Activities: Target Date
a. Recommend to the District President a structure for occupational program planning July/75
b. Review models of other multi-unit district program offerings Sept./Oct./75
c. Review and compare SCCD program plan offerings with other multi-district models Oct./Nov./75
d. Request inventory of existing SCCC facilities needs per program offering Sept./75
e. Submit facilities needs to District President Dec./75

Objective 5: Assist the District President to develop cooperative relationship with SOIC, Seattle Public Schools and other agencies concerned with the delivery of educational programs and services.

Activities: Target Date
a. Develop an overall plan for cooperation after obtaining commitment from Seattle Public Schools. July/75
b. Provide periodic reports to district president and Board of Trustees July/75

c. Meet periodically and continue planning July/75

Objective 6: Assist the district president to develop strategies for seeking political and financial support for major college program activities from within the public and private sector of the local community, state and federal levels.

Activities:

<table>
<thead>
<tr>
<th>Target Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug./75</td>
<td>a. Identify sources of funding</td>
</tr>
<tr>
<td>Aug./75</td>
<td>b. Prepare SCCD prospectus and forward to funding agencies</td>
</tr>
<tr>
<td>Aug./Oct./75</td>
<td>c. Visit funding agencies and seek assistance</td>
</tr>
</tbody>
</table>

Objective 7: Assist the district president in the design of a plan to assess outcomes of existing instructional programs.

Activities:

<table>
<thead>
<tr>
<th>Target Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct./75</td>
<td>a. Assist in design of plan for identifying current levels of student achievement in measurable areas</td>
</tr>
<tr>
<td></td>
<td>1. Associate of arts</td>
</tr>
<tr>
<td></td>
<td>2. Associate of applied science</td>
</tr>
<tr>
<td></td>
<td>3. Certificate</td>
</tr>
<tr>
<td></td>
<td>4. Diploma</td>
</tr>
<tr>
<td>Oct./Nov./75</td>
<td>b. Assist in design of plan to correlate existing achievement/completion levels with:</td>
</tr>
<tr>
<td></td>
<td>1. Transfer rate</td>
</tr>
<tr>
<td></td>
<td>2. Employment rate</td>
</tr>
<tr>
<td></td>
<td>3. Student objectives</td>
</tr>
<tr>
<td></td>
<td>4. Dropout rate</td>
</tr>
<tr>
<td></td>
<td>5. Program entry requirements</td>
</tr>
<tr>
<td>Oct./Nov./75</td>
<td>c. Assist in design of plan to establish desired student achievement levels for:</td>
</tr>
<tr>
<td></td>
<td>1. Transfer</td>
</tr>
<tr>
<td></td>
<td>2. Employment</td>
</tr>
<tr>
<td></td>
<td>3. Program entry</td>
</tr>
<tr>
<td></td>
<td>4. Program completion</td>
</tr>
<tr>
<td></td>
<td>5. Basic skills competencies</td>
</tr>
</tbody>
</table>
Outcomes: Increased public and private funding for district; increased satisfaction and performance of all district employees; cooperative planning of educational programs and facilities; increased general level of student grievances, program completion and employment.