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Kwantlen College :
Building for the Future, A Case Study

par

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*Collèges
créateurs d'avenir*

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creators of the future*



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INTRODUCTION

This year's conference theme "*Colleges creators of the future*" is certainly an appropriate one, and we feel it describes post-secondary education in British Columbia, and particularly what is happening in the region served by our institution.

We are very happy to have this opportunity to share with you our experience of the past few years, including news about the development of Kwantlen College, and how the institution is rapidly emerging as an important partner in the creation of our communities' future.

We believe that Kwantlen is the best organized and fastest growing post-secondary institution in British Columbia, and within the next three years will likely be the fastest growing community college in Canada.

Unfortunately our College President, Adrienne MacLaughlin was unable to join us in attending the conference. However, we are pleased to have a member of our Board of Governors, Margaret Montgomery with us.

To begin Margaret is going to provide some background regarding Kwantlen's Mission and Goals. These are at the centre of what we are trying to accomplish and provide an excellent place to begin.

Margaret will also give you an overview of our College's current status regarding facilities and enrolment. After Margaret speaks, I will have a few comments about the planning processes and tools used by our College.

To conclude John Bowman, our Director of Planning and Research will describe our Three Year Strategic Plan and our Institutional Evaluation projects.

We look forward to your questions and a general discussion at the end of our presentation.

BACKGROUND

This is an exciting time to be a part of Kwantlen College. The communities we serve are expanding and changing, and Kwantlen is growing and changing along with them.

The south Fraser Valley in which we are located has the distinction of being the sunniest region on the Lower Mainland. Our college region has the largest population of any in British Columbia and is growing more quickly than all other regions in the province.

Today, Kwantlen College is the local post-secondary institution for 564,000 people - 17 percent of British Columbia's population - living in the municipalities of Delta, Langley, Richmond, Surrey, and White Rock.

During the past six years, the Kwantlen Region has grown by an additional 109,000 people. The overall Kwantlen College region population is projected to grow by approximately 3 percent per year, or by 164,000 people during the next decade.

The College currently has three campuses in Surrey, Newton, and Richmond. Two new campuses, one in Richmond and the other in Langley will open during the next 14 months.

Kwantlen offers a comprehensive range of programs across the service area in:

- * Academic and general education including first and second year courses which transfer to university;
- * Career and occupational programs ranging in duration from six to 24 months;
- * Industrial and vocational programs often permitting students to proceed at their own pace so that the program can be completed within a year;
- * Preparatory, upgrading and special programs serving students with special needs, or enabling students to gain admittance to any of the above programs; and,
- * Continuing education and contract services non-credit courses and specialized training for business.

Kwantlen Mission

Kwantlen College is a public post-secondary institution whose primary purpose is to provide accessible educational and training opportunities of a consistently high quality within the South Fraser Region.

In order to provide programs, services and instruction which are relevant and sound, the mission of the College includes a commitment to foster and promote excellence in: teaching, student learning, curriculum development, and student services.

The College is committed to: the personal and professional development of its employees, including opportunities for changing work assignments; comprehensive institutional planning and resource allocations; innovation in instruction and administrative methodologies; flexibility in deployment of human and material resources; lifelong learning opportunities for community members; and, co-operation with the community to nurture the potential of its citizens.

Kwantlen ensures that its programs and services meet the needs of constituents by establishing community partnerships with business, industry, community groups and secondary schools in the region. The College plays an active role in many facets of the community as a public institution.

Kwantlen Goals

The College goals are derived from the purpose of the institution as outlined in the Mission statement. They describe in somewhat more detail the intentions of the College to achieve more specific outcomes through the ordering of its human and physical resources.

Kwantlen is striving to achieve five strategic goals.

Our goals are: **Comprehensiveness; Quality; Accessibility; Accountability; and, Cooperation, Communications and Development.**

These general goals are supplemented by additional goals and objectives for each major College function and ultimately each organizational unit. Specific objectives become priorities for action within the educational, capital and financial plans for the College.

Comprehensiveness

The College seeks to offer a balanced range of educational and training opportunities across the major program groups.

Quality

In recognition of its commitment at all levels to the College's role as an educational institution, and to its obligation to provide the best possible post-secondary education and skills training, the College attends closely to the quality of programs, the instructional process, the resources and facilities for learning, and the internal organization of the institution.

Kwantlen has established mechanisms used to monitor and ensure the quality of its programs and services, including: a cyclical program review process; employee evaluation, and an institutional evaluation system.

Accessibility

The College strives to accommodate applicants and help them remove obstacles that may prevent them from profiting from a satisfactory educational experience.

The College:

- > involves private business in partnerships for program development and delivery;
- > involves community organizations through advisory committees and personal contacts in assessing needs, and developing and offering programs, courses and services;
- > maintains a flexible admissions policy that encourages individuals to take advantage of the opportunities available at the College, and to assist students in the achievement of their goals; and,

- > tries to ensure that students are prepared to meet the challenges of College programs by maintaining an integrated system of assessment, counselling, advising and placement.

Accountability

The College stresses and promotes professionalism, excellence and the value of critical thought by welcoming and supporting evaluation, self-evaluation, planning, and by the monitoring of programs and curriculum development.

The College is responsive to evolving community educational needs through a comprehensive institutional planning process.

Cooperation, Communications and Development

Cooperation, communication and development of new and existing partnerships between the College, business and industry, school boards and community groups is an ongoing goal for Kwantlen.

While the goals listed above are general they provide a consistency of purpose for all units of the College. Each unit contributes to their accomplishment in a variety of ways and with varying degrees of emphasis. It is not intended that each unit of the College pursue all the goals through the establishment of more specific objectives.

However, the College is committed to the pursuit of them all and to develop effective means of assessing the degree of goal attainment.

Status of Facilities and Enrolment

During the first nine years since its inception in 1981, and before that for a decade as a part of Douglas College, Kwantlen College had been housed entirely in temporary, leased facilities. Kwantlen was the last college in British Columbia to remain in this unenviable situation.

In 1988, recognizing that facilities were a major challenge the College established a five year facilities plan for the period 1989-1994. In 1990 and 1991 the Facilities Plan was updated as part of our Three Year Planning process.

When the Facilities Plan is fully implemented (in 1995) the College will finally have major permanent facilities in each of our service areas (Surrey, Richmond and Langley).

During the first nine years, the College's largely inadequate facilities were a major barrier to the full implementation of educational and training services for our communities.

Our existing campus in Richmond is a converted warehouse, our old campus in Surrey was series of trailers with an anticipated life of five years at their placement in 1971.

Despite those limitations however, we have been able to offer an excellent educational service to over 40,000 students since the beginning of Kwantlen in 1981.

Kwantlen College in 1992

This year, Kwantlen is a medium sized institution which will serve 4991 Full-time Equivalent (FTE) students on three campuses (Newton, Surrey, Richmond) and through leased space and cooperative arrangements with the Langley School District.

Over 12,000 residents of the region will register for the College's continuing education programs. Full-time equivalent staffing levels at the College today has reached a total of 532 employees (300 faculty, 194 support staff, and 38 administrators).

Surrey Campus

Kwantlen moved into the first of its new permanent facilities, the new Surrey campus in June 1990 and the first classes in the new buildings commenced in September 1990.

The campus which was originally designed to accommodate 2,000 FTE students replaced the College's aging temporary building facilities in Surrey. Two year later, the Surrey Campus is providing classes for 2,500 FTE students. The campus houses Academic Arts and Science, Career/Technical, Adult Basic Education Programs and College Administration offices.

This first permanent campus facility was a major turning point in the life of the College, and it is having an impact on our students, our staff and our community.

Newton Campus

The Newton Campus is located in leased industrial space, and currently houses 21 Trades, Vocational, Career/Technical and Adult Basic Education programs and has space for approximately 1,061 FTE students.

Richmond Campus

Kwantlen's aging temporary campus in Richmond has consisted of leased industrial space with a capacity of 1200 FTE students. In 1989 Kwantlen received planning funds from the Ministry of Advanced Education for the design of a new permanent Richmond Campus to house 2,400 FTE students.

Construction began on the new Richmond campus in March 1991. The 10 acre campus site is ideally located in this community's Town Centre.

The \$38 million campus will accommodate a population of approximately 5,000 full and part-time students. The facility is designed to be earthquake resistant and accessible to the disabled.

Special features of the new campus include a Centre for Applied Design Studies and a Day Care facility. The College's program offerings on the new campus will incorporate the Design Centre programs, Fashion, Graphics and Interior Design, as well as university transfer, career/technical, and general education programs and courses currently provided at the old Richmond campus.

The new Richmond campus today is virtually completed and moving day is June 19. Classes will begin at the new campus in September.

Langley

In 1982, Kwantlen was forced to close its small campus in Langley due to government financial restraint brought on by the economic recession.

However after a long wait, construction of the College's new Langley campus is well underway.

The Langley Campus will accommodate 1780 full-time equivalent students on a 25 acre site, and includes a number of very special features. The Campus will house a new Provincial Horticulture Training Centre to serve this rapidly growing industry in the Fraser Valley.

It will be home to greenhouses, outdoor nurseries and orchards, and a 3 hole golf course to be developed as part of the Horticulture Training Centre.

The \$30.5 million campus development project will be completed in one phase. Construction which began in September 1991, will be completed in March 1993, with classes to commence on the campus in September 1993.

Enrolment

This year, Kwantlen has served over 8,000 students or approximately 4,800 FTE in credit programs.

During the past five years Kwantlen's funded enrolment has increased by more than 50 percent. Forty-six percent of this enrolment is in academic or university transfer programs, 25 percent is in career/technical programs, 20 percent is in trades and vocational programs, and Adult Basic Education programs represent about 8 percent of our enrollment.

We believe that community college enrolment capacity should reflect the local population base. Using a common definition of "enrolment capacity" (that is the number of full-time equivalent students divided by the region's population) Kwantlen College's current capacity is about half of the B.C. provincial average for colleges.

An important goal for Kwantlen is to raise the College's enrolment capacity to the provincial average by the mid 1990's.

The support the College has already received for our ambitious building and development plans is testimony to, and recognition of, the special needs our college region has for increased access to college programs.

Meeting this growing need is the major challenge we face.

However, we are approaching it head on and with a real commitment and great enthusiasm.

INSTITUTIONAL PLANNING PROCESS

Planning Philosophy at Kwantlen

Planning for, and coping with the changes brought about by the kind of growth that Margaret has described, poses real challenges for an institution like Kwantlen.

The success of our institution in responding to these challenges is, in part due to our flexibility and approach to planning. Effective planning we believe provides a framework for good decision making.

The goal of planning therefore is not the end product or documented "Plans" since they are static, and may become out of date soon after they are printed, but rather the effective deciding which occurs along the way to the development of the Plan.

The key, but perhaps sometimes over used word is "process". When people genuinely participate in activities that help shape the College's future they will feel valued, empowered and committed to making the Plan a reality.

However, we are beginning to see some signs that after four years of quite intensive and continuous planning, some fatigue may be setting in among our internal community. With the prospect of another 3 to 4 years of activity of similar intensity it will become even more challenging to ensure that the levels of participation needed can be sustained.

The College's Mission and Goals statement which Margaret described, present the institution's values in explicit terms, but Planning conveys institutional values in implicit terms, since the subjects of planning have been valued above other matters since planning requires time, resources and people's time.

The characteristics of effective planning (suggested by Fryar and Lovas 1991):

- > driven by institutional Mission and Goals
- > action-oriented
- > participative
- > organization wide
- > has critical information available
- > structured but adaptable

Recognizing these characteristics, Kwantlen is continuing to refine our structure of planning processes and systems.

We are continuing to develop a comprehensive planning and evaluation system which is cyclical and repetitive in nature, and incorporates several parts:

These system parts are:

Strategic Planning, environmental scanning and analysis, priority and objective formulation processes

Capital Facilities Development Planning process

Campus Educational Planning

New Program and Curriculum Development, and Program Evaluation cycles

Institutional Self-Study or Strategic Plan Evaluation

Emphasis in each of these is placed on participative processes and the availability of information upon which to base the best choices between alternatives.

Information tools used to support planning are essential. Good decisions will more often be made if relevant and timely information is available.

Our own use of information to support planning and decision making is becoming more effective and sophisticated.

In recognition of its importance we have committed increased staff and budgetary resources to these functions during the past two years.

Kwantlen is committed to a comprehensive system for ensuring that management information is available for monitoring institutional and program effectiveness and for the evaluation of our Plans and Planning.

The key information tools we are using in support of planning are:

Environmental Scanning

This work is designed to identify and monitor the key population, economic, labour force, and social trends in our communities.

Program Reviews

During the past three years the College has fully implemented a new cyclical program evaluation policy and procedures. More than 20 programs have undergone systematic reviews during this period.

These program reviews provide information the College uses for program and curriculum improvement, new program and service planning and serve as a basis for the provincial college Institutional Evaluation and Self-Study process.

Needs Assessment

The College ensures that its programs are relevant and respond to community needs by incorporating detailed needs assessment as part of the program development and review process.

Information is obtained from a wide variety of sources including: employers in business and industry; labour and professional associations; municipal, provincial and federal government departments; other colleges; current and former students; and the public at large.

Student Surveys

In order to provide the best possible educational service we need information about our students, both while they are at college and after they leave. To obtain this needed information the College conducts a number of student surveys every year.

Graduate Follow-up Studies

Kwantlen participates with other post-secondary educational institutions in the provincial Graduate Follow-up Survey process. Provincial and Kwantlen College survey results are used in assessing and comparing outcomes measures including rates of transfer, placement and continuing participation in educational programs and student satisfaction with their college experience.

We have surveyed extensively our career and vocational graduates over the last three years. The vast majority of respondents are positive about their Kwantlen College experience. Overall, more than 90% of our graduates are successful in obtaining training related employment after completing their programs.

Fall and Spring Registration Surveys

During each registration period, the College conducts a survey of all students registering in academic and career/technical programs. The survey objectives are: to describe students demographic characteristics, to identify students' educational goals, to determine factors influencing their decision to choose Kwantlen College, and to determine the numbers of students unable to obtain all of their desired courses.

The survey results provide a clear indication of the varied characteristics of the students enrolled in non-vocational programs. Most are young, under 24 years old, female, recent secondary school graduates, and are living at home with their parents.

Because of current limited space many students have difficulty enrolling in all of the courses they desire. Our registration survey in Fall 1991 indicated that over one third of our students wanted to enrol in additional courses but were unable to do so, primarily because courses were full or the times courses were available conflicted with other courses.

Secondary School Liaison Activities

The twenty-five senior and more than fifty junior secondary schools in our region are important partners with the College in the educational process.

Currently only about forty-nine percent of our region's secondary school students go on directly to further education or training after graduating. This compares to over seventy percent in core Vancouver.

We believe that historically the absence of adequate local facilities and program space have been factors in the lower post-secondary transition rates in our region.

To help improve and facilitate students' transition from secondary to post-secondary education it is important that we establish close links at all educational levels. These links are being established between the College and all other levels: school boards, district offices and individual schools.

Education Link File

The Link File Project sponsored by the Ministry of Advanced Education, Training and Technology is designed to provide an ongoing accurate description of the enrolment migration patterns of students within the British Columbia educational system. The Link File is a computer database which combines information from the Ministry of Education Grade 12 Transcript File and the student registration systems of provincial universities, colleges and institutes.

Kwantlen recognizes the opportunity provided by the Link File to improve the accuracy of existing information regarding the provincial post-secondary education system and to acquire new information which is vitally needed to assist in the management of a rapidly evolving system of institutions.

Now I will turn you over to John Bowman who will describe our Three Year Plan development, and Self-Study process.

THREE YEAR PLAN 1991-1994

In the Spring of 1990, the Kwantlen College community was engaged in the development of a new strategic plan for the College. In June of that year, the Kwantlen College Three Year Plan, 1991-1994 was completed and submitted to the Ministry of Advanced Education, Training and Technology.

This Three Year Plan, describes the College's mission, goals, objectives and plans for the period. The Plan also presents details regarding the environment in which Kwantlen operates and identifies key issues challenging the College on the five year horizon and beyond.

The Three Year Plan sets out the major directions the College will follow, into the mid-1990's, to help meet our region's needs for post-secondary education.

The Plan established the College's mid-term priorities, which were:

- > to expand overall enrolment to 8,941 FTE;
- > the construction and occupancy of new permanent campus facilities in Richmond and Langley;
- > the Phase II expansion of the Surrey Campus;
- > identification of sites for new campus facilities in South Delta and South Surrey;
- > as well as identification of a new site for the relocation of programs currently housed in leased space at the Newton Campus.

The Three Year Plan also identified 21 key objectives and opportunities of the future.

We are pleased to be able to report that two years into implementation of the Plan the College is very much on track for achieving our priorities and a large majority of our objectives.

The format of the Three Year Plan document was developed in consultation with other Lower Mainland Colleges to reflect the Ministry of Advanced Education, Training and Technology requirements. We are quite proud that a number of other Colleges in B.C. have chosen to use our Plan as a model for development of their own.

The Three Year Plan was prepared based on consultation with:

- > members of the Kwantlen College internal community;
- > private business and industry;
- > senior secondary schools;
- > community groups; and,
- > with other colleges on the Lower Mainland.

Several major planning initiatives contributed to the development of the Three Year Plan.

The Three Year Plan draws upon, and provides continuity with, its predecessor the Kwantlen College Five Year Plan 1989-1993.

Institutional Self Study, 1987

The College completed its first Institutional Self Study in 1987. The study consisted of individual program and service evaluations, as well as reports from cross-college task forces which considered Kwantlen's external image, communications, program offerings, admission policies, and learning strategies. The evaluation process and findings were then validated by the visit of an external team composed of post-secondary educators and community representatives.

Among the directions emerging from the 1987 Self Study were:

- > construction of permanent facilities for each of the service areas are a high priority;
- > attempt to offer sufficient seats in programs in order that no resident must travel outside the region to attend a program which is available at Kwantlen;
- > program capacity is in need of expansion and especially in university transfer, business and health related programs;
- > liaison between the College and the business community and schools be strengthened; and,
- > research data and a Management Information System are required for decision-making.

Since completion of the 1987 Self Study these and many other issues have been and continue to be addressed by the College.

Five Year Plan 1989 to 1993

In 1988, Kwantlen completed its Five Year Plan, 1989 to 1993. In the absence of a format or process specified by the Ministry for communicating the College's medium term plans, Kwantlen prepared an overview document to inform the community about the challenges facing the College and its strategies for responding to them.

This Plan guided Kwantlen operations between December 1988 and June 1990. As with any institutional planning exercise the "process" proved to be equal in importance to the "product".

The collection and sharing of information, participation of employees and college community members in identifying issues and strategies, formulating options and choosing between alternatives have contributed to collective ownership for the institution's plans and future.

Kwantlen's external community was consulted extensively in the development of the Five Year Plan. School districts, business and industry; and other community groups provided information and support to the development of the College's plans.

The planning process used in the development of the Kwantlen College Five Year Plan 1989 to 1993, served as a model for the preparation of the current Three Year Plan.

Fraser Valley Access Committee

In 1989, Kwantlen College participated in a joint planning exercise with its sister institutions, Douglas College, Fraser Valley College and Simon Fraser University. Convened at the request of the Minister of Advanced Education, Training and Technology, the Fraser Valley Access Committee was asked to make proposals for improved post-secondary education access in the Fraser Valley.

The presidents of the four institutions met to determine how they might cooperate to assess the broad questions surrounding educational access in the Fraser Valley student catchment area. Out of the meeting came two initiatives - the Fraser Valley Access Committee was formed - and a Demographic Task Force was established. The Task Force set out to study the population of the Lower Mainland and post-secondary education participation rate forecasts with a focus on the growth projections for the Fraser Valley communities. The document produced by the Task Force, A Demographic Survey of the Lower Mainland of British Columbia, served as a reference for the Fraser Valley Access Committee's work.

It became clear that population growth in the Fraser Valley drives all other planning considerations and the shortfall between student "demand" and institutional "supply" has already reached crisis proportions.

The report Findings of the Fraser Valley Access Committee describes the current barriers to post-secondary access, as well as the extent of current and future enrolment demand in the Valley.

Also contained in the report are the three colleges' and Simon Fraser University's, institutional profiles and plans for the next decade which include estimates of enrolment growth they have proposed to serve their respective constituencies. It is important to note that the "best case scenario" they propose for aggregate growth in existing institutional capacities will still fall short of the overall access demand in the Fraser Valley by nearly 5,000 FTE students in 1999.

Three Year Plan Development

During the six month formal plan development period, College staff at all levels were provided with opportunities to be involved in providing information, analysis, and in goal and objective setting.

Implementation and evaluation of the Three Year Plan, continues to involve a broad level of participation by College employees and students.

During development of the Plan, campus wide meetings were held at each of the three Kwantlen campuses in early April 1990, to provide information to all employees about the planning process, the external and internal environments, planning assumptions and college development opportunities. Employees were encouraged to provide formal or informal input into the development of the Plan.

College Planning and Research staff prepared an extensive environmental scan highlighting population, economic and labour market, and enrolment trends.

Internal consultation and discussion also occurred through department and divisional meetings. Written submissions were received from many individuals and the various educational and administrative units.

Information and employee input were summarized and incorporated in the Plan where ever possible, for review and discussion by the College's Educational Advisory Council, and the senior management committee, prior to receiving approval from the College Board.

Strategic Plan Evaluation and Institutional Self-Study

Kwantlen College is taking a proactive approach to conducting its 1992 Institutional Self-Study Process, within the general framework prescribed for use by all colleges in the province.

This year the College is formally assessing its progress towards implementing the first two years of the Three Year Plan, 1991 to 1994.

The Institutional Self-Study has been largely organized and structured as an assessment of Three Year Plan. It is designed primarily to address the broad question *How well is Kwantlen College doing (so far) what it said it was going to do (in the Three Year Plan)?*, and how has the College responded to the findings and recommendations of the 1987 Institutional Self-Study?

Based largely on the outcome of the Institutional Self-Study process, the College will be able to issue an updated three year Strategic Plan in 1993.

The process has been designed so that the Report completed at the conclusion of the Self-Study, can include a restatement of college-wide strategic issues, college-wide priorities, and specific objectives for inclusion in a Three Year Plan update.

The Institutional Self-Study Evaluation has been designed to be a consultative, information based process, that will enable all college employees, and students to participate.

There are six component parts to the organization and structure of our 1992 Self-Study process. They are:

- 1) a Self-Study Steering Committee;
- 2) a Review of the 1987 Self-Study Recommendations;
- 3) five Study Groups (subcommittees);
- 4) a detailed review of two support service areas;
- 5) surveys of employees, students; and community representatives; and
- 6) Internal Consultation through departmental meetings.

Very briefly I would like to summarize these components of the Self-Study.

1. Formation of a Self-Study Steering Committee

The role of the Self-Study Steering Committee is to guide the overall process, review and finalize detailed plans, review information summaries, study and comment on draft reports, prepare recommendations and propose action plans.

2. Review of 1987 Self-Study Recommendations

The Steering Committee and Study Groups are reviewing and providing comments regarding the status and relevance of recommendations which were included in the report on the 1987 Self-Study.

3. Five Study Groups

Five Study Groups have been charged with the task of carrying out a review and analysis of the College's progress towards achieving its general goals, and the specific objectives contained in the Three Year Plan (which are related to each of these goals). This review and analysis will draw upon the College's extensive existing information resources, as well as new specially designed data collection projects.

4. Conduct Two Support Service Reviews

The review of a number of support services areas is a required element in the provincial Institutional Self-Study process.

The two areas under going review are:

- a. Printing/Duplicating
- b. Counselling/Student Advising

5. College-Wide Surveys (Employees, Students, Community)

Three major survey research studies will be conducted as part of the Institutional Self-Study. The two surveys will provide an opportunity for:

- i) Faculty, Staff, Administration;
- ii) Current Students; and,
- iii) Community Representatives (Advisory Committees, Employers, Sch. Dist.)

to have direct input in the Institutional Self-Study.

The general objectives of the surveys will be to address major college-wide issues, (e.g. communications) attitudes, future priorities, objectives, strengths/weaknesses, etc. Development of specific survey objectives, and instrument design will be undertaken by the Planning and Research Department in consultation with the Self-Study Steering Committee.

6. College-wide Internal Consultation

In order for the College community at-large to participate in discussion regarding the outcomes of the Institutional Self-Study process after the Study Groups have completed their work, and results of the three College-wide Surveys have been tabulated, departmental meetings will be held to present the findings, discuss implications and invite input regarding possible action plans.

This input will be used to close the circle on this cycle of the College's Strategic Planning and Evaluation process.