

**REPORT FROM SUBCOMMITTEE**  
**Core components 1A, 1B, 1C**

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The subcommittee on Core Components 1A, 1B, and 1C for Criterion One met on **Oct. 4, 2004**, following the Criterion One Subcommittee. Members in attendance were Carla Bradley, Angela Calcaterra, David Cochran, Ngozi Okasili, and Gayle Pesavento, chair. Members absent were David Packard and Paul Roach. It was decided that the committee would meet again on Oct. 18 and Nov. 1 at 3 p.m. in a room to be arranged. Members were asked to review Criterion One, the mission statement, core values and educational goals in preparation for discussion on the examples of evidence.

The subcommittee on Core Components 1A, 1B, and 1C for Criterion One met on **Oct. 18, 2004**, at 3 p.m. in G202. Members in attendance were Carla Bradley, Angela Calcaterra, David Cochran, Ngozi Okasili, David Packard, and Gayle Pesavento, chair. Paul Roach was absent due to a class conflict.

Individual meetings were held on Thursday, **Oct. 28**, at 7:30 a.m. with Carla Bradley and on Monday, **Nov. 1** at 7:30 a.m. with Paul Roach since their schedules prevented attendance at the group meetings.

**Core Component 1A issues:**

Dates for adoption by the Board of Trustees of statements of mission, values, and goals need to be obtained.

Who are the internal and external constituencies the organization intends to serve? Whom do we say we serve (from the College's charter)? What other documents define constituencies?

Mission documents recognize commitment to "individual life and society" and to be a center for "resources for individuals and communities."

The mission documents state a commitment to "high-quality" programs and "to serve with integrity and accountability as a model of institutional excellence." How do we measure "high-quality?" What documentation do we have on awards, transfer rates, success rates on tests (nursing, cosmetology, etc.)?

The General Education Goals define the learning to be achieved by students.

From January 2003 to May 2004, the College engaged in a process of evaluating and revising the mission documents.

The availability of the mission documents to the public, especially to prospective and enrolled students, needs to be addressed. Is there a strategic plan in place to disseminate these documents?

### **Core Component 1B Issues:**

The mission documents state “we are a diverse learning and teaching community” and “to foster an environment where diverse individual, groups, and views are valued.”

The core values recognize compassion, fairness, and respect.

Do we have required codes of belief or expected behavior? Are these the same as core values? If so, are they congruent with the mission? How does “Student Rights and Responsibilities” fit into this?

Do we have an organizational strategy to address diversity that goes beyond grant funding? Should it be revised based on the new mission documents?

### **Core Component 1C Issues:**

It is difficult to address most of the examples of evidence for Core Component 1C in light of the recent adoption of the mission statement and goals.

At some point, understanding of and support for the mission needs to be measured. (Documentation is available on the support for the process involved in revising the mission.)

The College has not used the new mission documents for strategic planning and budgeting. Administrative and academic subunits’ goals need to be examined where available to determine if they are congruent with the mission. Departmental goals in the Baccalaureate Transfer Program are found on pages 40/41 in the Catalogue. The Business Education Department has a brochure with a “Credo.” Mission statements of external accrediting agencies (particularly in Career Education) need to be obtained and coordinated with on-campus units. Most other units in the College seem to have some description of purpose – i.e., Student Support Services, Assessment, etc. These should be re-evaluated or developed as needed in light of the new mission documents.

At this point, the mission has not permeated the institution or its internal constituents. Is there a plan in place to achieve this?