STANDARD I

INSTITUTIONAL MISSION AND EFFECTIVENESS
Stanard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Chair: Robert Pacheco, Ed.D., Administration

Standard I A: Mission

Chair: Dawn Howey, Faculty
Jessica Bettencourt, Management
Mark Cauble, Faculty
Tim Heiden, Board of Trustees
Michael Robb, Associated Student Body
Barbara Rose, Classified
Jayne Sanchez, Classified

Standard I B: Improving Institutional Effectiveness

Chair: Bret Sage, Faculty
Santos Caasi, Classified
David Grossman, Administration
Jose Hernandez, Classified
Taylor Puryear, Faculty
Julian Robinson, Associated Student Body
STANDARD I A: MISSION

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

Barstow Community College is a comprehensive, two-year institution dedicated to the well-established, multi-function mission that has become the hallmark of public community colleges in the twenty-first century.

Each diverse function of the institution occurs concurrently, if not independently of each other function, posing a challenge at times for the College to meet all of its broadly stated purposes, especially in an emerging era of governmental rationing and economic scarcity.

Nevertheless, BCC remains committed to an ideal that:

• nurtures open access to its curriculum and services for all community members to the maximum extent possible, and

• fosters learning for all students regardless of ability level or stated educational objective.

To this end, the BCC mission is memorialized in a formal written statement which acts as the lever to move all curricular, programmatic and student support efforts at the institution to help students meet their educational goals (see: BCC Mission Statement). Moreover, the mission statement serves as the seminal document from which all plans, program reviews and institutional effectiveness documents draw their existence.

Importantly, the mission statement incorporates all of the educational purposes that BCC seeks to attain as the primary postsecondary institution in the rural high desert region of California. The purposes contained in the mission are appropriate and relevant to the community served in light of our location and unique population. Finally, the College uses evidence, both qualitative and quantitative, to evaluate, update and implement the mission and as a way to meet its pledge of academic quality to the residents of the region and to our online students around the world.
The following sections of the self-evaluation discuss our broad educational purposes, the College’s intended student population and our commitment to student learning and achievement. Additionally, there is a discussion about how the institution aligns its student learning programs and services with its broad educational purposes. Further, there is a discussion about how the College communicates, revises and integrates the mission itself into the programmatic and college level planning and resource allocation efforts. Each Standard is addressed in detail the relevant subsections; however, the goal of the self-evaluation is to weave the College’s work with respect to its mission into one cohesive narrative.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

**Descriptive Summary**

To meet the goals in the mission statement, the College has established educational pathways and built strategic partnerships with local governments, businesses, school districts and the armed services to better outreach to its students. The College’s student learning programs and services are mapped to the pathways to guide students and provide support and feedback on student progress and achievement.

**Our Broad Educational Purposes**

BCC’s wide-ranging educational purposes embodied in the mission statement include: 1) providing the first two years of a baccalaureate study; 2) offering associates degrees and certificates as terminal milestones in both non-occupational and career and technical education areas of study; 3) providing vocational training for immediate entry level employment, wage gain and job advancement; 4) extending contract education opportunities for local businesses and employers; 5) delivering pre-collegiate, basic skills education for the large number of students who enroll at the institution unprepared to produce collegiate level work; and 6) offering noncredit and community education services, such as lifelong learning and second language acquisition. (see: BCC Mission Statement). Figure I.A.1, provides a visual representation of the curricular pathways established in the BCC Mission Statement.
The manner in which these stated goals are reached is tailored to the specifically identified needs of our students and the community we serve. The crafting of the mission statement and any amendments or changes to it are the result of a review of credible and trustworthy evidence, drawn from both external scans of the region, the state and the nation as well as from internal processes and program evaluation results (see: Environmental Scan, Educational Master Plan 2007–2011; Internal and External Scan, Educational Master Plan 2011).

**Our Intended Student Population**

As an open access, public post-secondary institution, the College’s intended population is the community as a whole; from recent high school graduates seeking general education curriculum to transfer to four-year colleges and universities, to students returning to school after raising families or long absences, to individuals retooling their skills for the new economy, to the military personnel or their families who desire to advance themselves to second language learners seeking functional and academic English skills, to community members looking to shore up their basic skills in reading, writing and math as an entry point to a postsecondary education.

**Commitment to Student Achievement and Learning**

At the root of each educational pathway for our students is the solemn pledge that BCC will foster student learning through a commitment to open-access and quality courses, programs, and support services. Goal completion, success, retention and transfer rates are standard metrics used by the College to assess student progress. Student achievement is tracked using the State...
of California’s Accountability Report for Community Colleges (ARCC) performance indicators such as Student Progress and Achievement Rate (SPAR), Persistence and Thirty-Units Achieved. Other student success and retention data is also tracked using the Cal-Pass Program Review tool and the state Chancellor’s Office DataMart. A complete discussion about the College’s research efforts is set forth in full in Standard I B. Degree and certificate awards are also monitored. In addition to achievement measures, the College also examines student learning outcomes at the course, program and institutional level and in student services. A full and complete discussion of the College’s student learning outcomes efforts for instructional and student support programs is set forth in Standard II A and II B, respectively. Administrative unit (service area) outcomes are now also being identified and assessed. To the maximum extent possible, the programs have begun to study the impact each service unit has on student success. A full and complete discussion about the College’s unit outcomes efforts is set forth in Standards II C, III A, III B, III C and III D.

**Diversity**

The respect for diversity is at the core of the mission statement. In 2009, BCC conducted a college-wide survey to discover the concept of diversity as it exists at our institution from students, faculty, administration, board and the community itself (see: BCC Diversity Survey). The degree of differing beliefs on issues such as theology, family, and personal choice became a year-long study at the College. Months during the year are dedicated to study and discuss the issues facing traditionally underserved populations as well as the academic and social contributions made by a wide-spectrum of residents. In 2008, the College brought back an alumnus, now a United States Congressperson to discuss with BCC students the value of two-year education, the chances for success available to Barstow residents, and the role lifelong learning plays in one’s life. The presentation was made to the College and included students from middle and high schools in the area. New ideas of diversity such as first generation college attendance has altered the way the College looks at diversity and the way the new generation of students defines who they are.

Diversity at BCC does not just mean diversity in the composition of students, faculty and staff, but also diversity of thought. Thus, free pursuit of concepts is supported by the College’s Board Policy on academic freedom to implement this directive (see: BP 4030).

Exposure to a diverse curriculum is also built into the College’s general education requirements and implemented as part of our administrative procedures (see: AP 4025). Diversity is incorporated into the curriculum as
part of the Student Equity directive (see: AP 5300), and through the efforts of the Student Equity and Staff Diversity Committees under the organization’s participatory governance structure.

**Basic Skills**

The College recognizes the plain reality that many of the students who enroll at the College are unprepared to do college-level work. This phenomenon is not unique to Barstow Community College and parallels the evolving situation at most two-year institutions across California and the nation. As a result, the College includes as part of its mission a broad, pre-collegiate, basic skills program. According to the 2010 and 2011 College Fact Books, over three out of four first-time students test into a basic skills course in reading, math or English. The College has an established Basic Skills Coordinator and a committee to identify student gaps, examine best practices and allocate resources to close the deficits. Recent successes in this area include the creation of three learning communities, the establishment of an award-winning universal learning design lab and the creation of a new lab for ESL and Spanish courses.

In the Barstow area, a good number of community members need functional literacy support to become self-sufficient and secure basic work opportunities. To this end, BCC offers an academic skills program for students who were denied the opportunity to learn in their previous academic experience or whose disabilities impair their access to the standard curriculum. The academic skills discipline provides both essential literacy skills for employment as well as a bridge for those desiring and capable to further their education at this College or at other institutions (see: BCC College Catalog).

**Transfer Function**

The transfer and general education pathway provides a fundamental avenue to meet the needs of our students who desire a baccalaureate degree. Without question, the transfer function at the College represents the largest sector of students at our institution. According to the 2009, 2010 and 2011 College Fact Books, approximately one-third of those enrolling at the institution identify transfer as their primary educational objective. Almost ten percent indicate that the completion of university requirements is the terminal goal. As a result, the College has a significant “reverse transfer” purpose as well. The College has articulation agreements with public and private institutions and students have left Barstow Community College and attended four-year institutions across the country, some pursuing masters and doctoral degrees.
The College transfer center and fully-staffed counseling center help both online and on campus students set educational plans and timelines for transfer. The College sports teams have sent numerous students to four-year institutions on athletic scholarships to further their learning. The College partners with four-year colleges with external campuses at Fort Irwin to facilitate matriculation from community college to four-year study.

**Associates Degrees and Certificates/Career and Technical Education (CTE)**

Some associates degrees and certificates offered by the College are in the emerging career and technical education fields which the College has emphasized over the past five years. Importantly, the College has developed occupational programs for entry into the work force as well as for wage gain for seasoned workers. Recent areas of study include fire technology, child development, cosmetology and diesel mechanics (see: BCC College Catalog). In addition to the growing CTE offerings, the College offers degrees in traditional academic fields such as humanities, natural and social science and physical education.

To meet the evolving professional development needs of local and regional businesses, the College is now offering contract educational offerings tailored to the working professional and the unique demands of local businesses (see: Agreement for Contract Services).

**Online Education**

For two decades, Barstow Community College has been a pioneer in distance education, first with the armed services and then with the public at large. Flexible scheduling and a solid curriculum keep the courses full and in solid demand. In 2010, the College changed its mission statement to include its important online function. In turn, the College applied for and received a substantive change proposal to offer programs in distance education where at least fifty percent of the classes can be taken online (see: Substantive Change Proposal). Over half of the courses offered at the institution are through distance education. A substantial portion of the state apportionment for the College is derived from the online program and the viability of the institution depends greatly on the distance education function in our mission.

**Counseling and Other Support Services**

The College offers extensive, full-service student services for all students in all locations and regardless of manner of lesson delivery. The College provides a wide array of student supports including: tutorial services, Computer Commons (Main Campus, Fort Irwin, Remote High School Locations), library services, including information competency workshops
and tutorials, learning communities, concurrent enrollment, services for disabled students (DSPS), Extended Opportunity Programs & Services (EOPS), athletics, student clubs, student government, veterans and military education services, California Work Opportunity and Responsibility to Kids (CalWORKS), Transfer and Career Center, and financial aid services. The goal of all of the support services is to help students to meet their personal, professional and educational needs. A full and complete discussion about the College’s student support services is set forth in Standard II B.

**Partnership with Local Agencies, Businesses, Schools, and the Military**

Recognizing that the education of the adults in our community is not a sole venture, the institution has partnered with local high schools to provide concurrent enrollment opportunities for high school students capable of completing college level work and local charter schools to provide career and technical education in such fields as welding and automotive technology. The partnerships help pool resources and avoid duplication of services offered by other local post-secondary institutions and adult education schools.

**Life-Long Learning**

Finally, the College understands its role as a center for lifelong learning in the region. The recent economic downturn has bridled the College’s efforts to expand no cost, noncredit training. Nevertheless, the College continues to offer adult education curriculum in CPR, medical technician and English as a second language courses. The College offers theater productions, wellness courses, and science education outreach to local schools at no cost.

**Commitment to the Mission**

To assess College perceptions about the dedication to its mission, the institution inquired about BCC’s commitment to the mission (see: BCC Pre-Accreditation Survey). At the outset of the self-study process about 63 percent of the respondents from the College faculty, staff, administration and governing board believed the College had a strong commitment to the mission; 26 percent somewhat or strongly disagreed. While the College leadership was encouraged by the fact that two out of three respondents felt the institution’s dedication to the mission was strong, the roughly one out of four that did not was less positive. Consequently, during the self-study period the College became committed to better publish and integrate the mission into all activities at the institution.
I.A.1. BCC demonstrates a strong commitment to its mission.

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Table I.A.1, Demonstration of Commitment to Mission, Pre-Accreditation Survey

At the close of the self evaluation process, over 86 percent of the respondents strongly or somewhat agreed the College was strongly committed to the mission; only 14 percent strongly or somewhat disagreed with the College’s strong dedication to its mission. The self evaluation process did have a positive impact on the College’s perceptions about our commitment to our functions, purposes and goals.

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Table I.A.2, Demonstration of Commitment to Mission, Post-Accreditation Survey

Self Evaluation

The mission statement of the College is broad based, has student learning and achievement at is core, and its tenets are relevant to the community that the College serves based on an evaluation of relevant data and research from the community and through internal operations and an evaluation of student learning outcomes.

The College meets this Standard.
Planning Agenda

None. The College is confident that the new planning efforts will sustain the progress made in using the mission statement as the touchstone for continuous quality improvement.

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

The Barstow Community College Board of Trustees considers and approves the College mission statement through formal resolution in open public session. Mission statement changes are submitted on the recommendation of the President after a formal review for currency and consistency using the institution’s participatory governance process. Specifically, the board has adopted a formal policy for publication of the mission statement and process for periodic review (see: BP 1200).

In practice, the board reviews recommendations for changes, amendments or deletions in the mission statement upon: 1) changes in state laws or educational regulations impact college operations; 2) modifications to the Accreditation Standards and policies; 3) periodic college self-review led by the Academic Senate and the President’s Advisory Council. A full and complete discussion about the College’s efforts to reevaluate the mission is set forth in full in Standard I.A.3.

BCC’s current mission statement was amended and adopted by the College and approved by the board of trustees on February 24, 2010 (see: Board of Trustees Minutes, February 24, 2010).

Since the last institutional self study, the board has approved two critical revisions to the mission statement. First, in fall 2008, the college substantially revised the mission statement after a six month, all-college re-examination of institutional purpose led by the Academic Senate and completed by the College as a whole (see: Mission Revision Documentation). A second revision occurred in spring 2010 as part of the college’s Substantive Change Proposal to offer more than fifty percent of course units for programs, degrees and certificates through distance education. (see: Substantive Change Proposal). A full and complete discussion about the College’s efforts to re-evaluate the mission is set forth in Standard I.A.3.

The College shares its mission with the community it serves through a wide variety of ways and methods to assure connection of our stated purposes
with the local governments, businesses, civic organizations and educational institutions. The external communication of the mission attempts to unite the College to the region to align common goals and guide regional strategic planning efforts.

The preamble to the mission is posted front and center on the main College web page with an attendant hyperlink to the detailed statement (see: Screen Capture of the Webpage). To apprise motorists who pass by and visitors who enter the campus, the statement is also included in the main College electronic signs at each of the two College entrances. The mission statement is also published in the College catalog and course schedules for each academic term in both electronic and hard copy formats (see: College Catalog; Fall 2011 Schedule of Classes). Moreover, the mission statement is included in literature to the public at the local libraries, business locations, and governmental agencies and through mass mailings to households in the College service area.

In addition to external efforts to publish and distribute the mission, the College also communicates its purpose internally to students, faculty and staff in all academic, administrative and service departments. Marbleized plaques containing the mission statement in both English and Spanish are strategically affixed to the walls of the buildings to maximize exposure. The statement is also posted in most campus meeting rooms and classrooms on the main campus, at the Fort Irwin location and the College’s new CTE center in Barstow. The mission statement is distributed and reviewed each August at the annual all college in-service training. The mission statement is also reviewed by the chief executive and governing board at the annual retreat, and forms the basis of the annual presidential and board goals.

In addition to the public display on campus structures, the mission statement is published in important planning and institutional effectiveness documents including the Educational Master Plan, the Strategic Plan, the College Fact Book, the Institutional Effectiveness Report, and the Faculty Handbook.

A number of administrators have added the mission statement to their email signature.

To assess perceptions at the College about adequate communication and dissemination of the College goals through the mission, the institution inquired about the role that the mission statement played in guiding planning (see: BCC Pre-Accreditation Survey). At the beginning of the accreditation process 46 percent of the College faculty, staff and classified strongly or somewhat agreed that the mission statement was communicated well. Slightly over two in five strongly or somewhat disagreed.
At the close of the self-study process, almost 75 percent of the respondents strongly or somewhat agreed that the mission statement goals were communicated well and led planning. However, still almost one in four strongly or somewhat disagreed (see: BCC Post-Accreditation Survey). The self evaluation process improved the perceptions, but the College will continue to make the publication of the mission and its goals a top priority.

Self Evaluation

The College shares its mission with the community it serves through a variety of ways and methods to assure connection of our stated purposes with the local governments, businesses, civic organizations and educational institutions. This external communication of the mission unites the College with the service area to align common goals and guides regional strategic planning efforts.
Importantly, the College relates the mission to our students using a wide range of avenues and delivery methods to meet the needs of our unique student body who take classes on the main campus, at Fort Irwin, at the local and regional high schools and from around the world through our expansive online and distance educational offerings.

In addition to external efforts to publish and distribute the mission, the College also communicates its goals and objectives internally to all academic divisions and administrative and service departments.

The College meets this Standard.

Planning Agenda

None. The College is confident that the new planning efforts will sustain the progress made in using the mission statement as the touchstone for continuous quality improvement.

I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

Over the past accreditation cycle, the College has made a clear and concerted effort to re-evaluate its mission statement and openly dialogue about its relevance and purpose among all key voices at the campus including faculty, staff, students, administration and board, as well as the community itself.

In practice, the College mission statement is re-examined upon three occurrences: 1) changes in Title V or other state legislative changes to academic requirements, 2) changes in accreditation requirements or requirements of the federal government and 3) periodic self-evaluation. Each of these methods of evaluation of the mission has been implemented over the past six year cycle. Figure I.A.2, provides a visual representation of the three processes through which the College re-examines the mission and considers revisions.
Periodic Self Evaluation

An extensive review of the mission occurred during the summer and fall of 2008, resulting in a substantially revised mission statement. The statement was divided into two parts: 1) a preamble and 2) a statement of commitments. The preamble states the overarching purpose of the institution as a learning environment that respects diversity of its students and diversity in thinking. The stated commitments address the identified purposes of the College as a two-year public institution in rural California. The preamble also added the College general education outcomes (called “core competencies” at this institution) to show stronger commitment to outcomes assessment at the College.

A participatory governance workshop sponsored by the Academic Senate was held September 23, 2008. All College community stakeholders were invited to participate in the workshop and representatives were specifically requested from all constituency groups, College organizations, and administrative departments (see: Mission Revision Documentation). The results of the workshop were reported to the Academic Senate on October 2, 2008 and reviewed by the governing board at their annual planning session on November 7, 2008. The board then approved the revised mission statement at their regular meeting on November 19, 2008 (see: Board of Trustee Meeting Minutes, November 19, 2008).

Accreditation Modifications and Federal Regulation Changes

The College once again reviewed the mission statement in the fall of 2009 and spring of 2010. The institutional researcher/accreditation liaison
I.A.3. officer (ALO) was appointed to a site visit team and was notified at the training about changes in, and the reauthorization of, the Higher Education Act which placed greater emphasis on the integrity of distance education as part of a more rigorous federal policy. In light of the College’s extensive online education program for the armed services personnel, their families and the public at large, the institution launched a semester-long study about the online programs offered at BCC.

It was discovered that not only were a number of the programs and certificates available with at least 50 percent of course units through distance education, but the College’s general education pathways could be secured entirely online. This event happened gradually and unperceptively over time and in response to the growing demand for online courses. The College established an Accreditation Task Force which reviewed the Distance Education Manual and determined the College needed to apply for a substantive change. As part of the process, the College also determined that the mission should make clear to the community the important role that distance education plays at the institution. The Task Force recommended that the College correct the omission and assigned the project to the Distance Education Strategic Planning Committee (DESPC) with input and direction of the ALO.

In September 2009, the DESPC reviewed the mission statement and began the process to improve the language. The DESPC requested the College ALO lead the process and make the necessary improvement to the mission statement and submit the amendment to the board for approval. A DESPC staff member penned the language and the accreditation liaison officer presented new verbiage to the President’s Advisory Council, the Academic Senate as part of regular meetings, and the entire College community at an all-college meeting. Suggestions and modifications were considered as part of the participatory governance process, and a final element was written based on comments from College faculty and staff. The proposed change was approved by the Academic Senate on February 4, 2010, by the President’s Advisory Council on February 17, 2010, and by the Board of Trustees on February 24, 2010. The revised mission statement shows the College’s commitment to its community by explicitly stating its intention of “increasing access to all students by continuing to promote and develop our extensive distance education program” (see: Board of Trustee Meeting Minutes, February 24, 2010; Substantive Change Proposal; Academic Senate Minutes, February 4, 2010).

Importantly, the change in the mission statement back in 2008 brought to the fore the increased role of student learning outcomes, especially the
institutional level learning outcomes also referred to as general education learning outcomes (GEOs) or core competencies. Each college culture is different and while “GEOs” was the original term used to refer to the institutional level learning outcomes, the College has found that greater traction would take place if the College faculty and staff used the term “core competencies”— skills, abilities and attitudes that all students should develop while at the College regardless of educational objective. The core competencies were also added to the mission statement.

**Changes in Title V and State Regulations**

Finally, as part of the 2010 mission statement change, the College also looked at changes in Title V and state regulations and the general consensus that the term vocational education was obsolete and that career and technical education was the new, emerging term of art for occupational fields. The College, at that time, removed the language identifying workforce education as “vocational” and substituted instead the phrase “career and technical education.”

**Continued Improvements to the College Purpose**

In 2010, the public information officer at the institution was writing a master’s thesis and related to the College that while we did indeed have a college mission, BCC needed a vision which guides the mission of the College. She did a presentation at President’s Cabinet of her thesis which resulted in an all-College meeting in the spring of 2011 which set into motion the establishment of a college vision. At the all-college in-service in August 2011, both faculty and staff spent the morning reviewing the College purpose and crafted various vision statements for consideration. The proposals were submitted to the President’s Advisory Council (PAC) which made a recommendation to the Cabinet. In November 2011, the PAC approved a vision statement for the College. The vision was submitted and approved by the board in December 2011. The Barstow College vision statement now reads:

*Empowering Students to Achieve Their Personal Best Through Excellence in Education*

The vision statement is now posted on the webpage and on other College documents.
Self Evaluation

The College has systematically and with purpose reviewed the mission statement for state regulatory changes, modifications to federal laws, amendments to Accreditation Standards and policies and timely self-evaluation. The review has resulted in appropriate changes to the mission statement and the document is now current and relevant to the College goals and purposes.

The College meets this Standard.

Planning Agenda

None. The College is confident that the new planning efforts will sustain the progress made in using the mission statement as the touchstone for continuous quality improvement.

I.A.4. The institution’s mission is central to institutional planning and decision making.

Descriptive Summary

The College’s mission statement has always been the seminal document for all institutional planning and decision-making. In the last accreditation evaluation report, the site team found that goals set forth in the College’s mission statement did guide the goals and objectives of the master plan then in place (see: 2006 Evaluation Report, p. 13). Following on that lead, the College used the mission statement as the beacon to guide the 2007–2011 Master Plan. In the nascent planning cycle for the College, the 2011 Educational Master Plan included the mission statement as the lead document. In the summer of 2011 the College crafted the new Strategic Priorities, all of which are derived from the mission statement. In fact, the Strategic Priorities consolidated the mission commitments in the new language to remove redundancy and verbosity.

Under the new planning decision-making processes at the College, the Institutional Effectiveness Committee (IEC) will review submitted program priorities and transform these goals into institutional priorities. The yardstick used to measure the validity of the program priorities will be the connectivity of the priority to the Strategic Priorities (see: Strategic Priorities). Since the Strategic Priorities act as a proxy for the mission statement, the goals drive the decision-making process.
Finally, the mission statement is reviewed at the beginning of each academic year during the governing board retreat. The mission statement forms the basis of the annual presidential and board goals.

To assess College perceptions about the connectivity of the mission to planning, the institution inquired about the role that the mission statement played in guiding planning (see: BCC Pre-Accreditation Survey). At the beginning of the accreditation process about one-half of the self-study team strongly or somewhat agreed that the mission statement drove planning. About one in eight did not know.

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Table I.A.5, Role of Mission in Planning, Pre-Accreditation Survey

At the close of the self-study process, just over 60 percent strongly or somewhat agreed that the mission statement led planning; only six percent did not know (see: BCC Post-Accreditation Survey). While the accreditation process improved awareness, the College intends to use this evidence to expand the appreciation of the role the mission plays in decision-making at the institution.

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Table I.A.6, Role of Mission in Planning, Post-Accreditation Survey
Self Evaluation

The College’s mission remains, as it did in previous accreditation cycles, central to institutional planning, specifically in terms of the development of the Educational Master Plan and as a starting point for the Strategic Priorities. The role of the mission in planning is seen as viable by most of the College faculty and staff according to the accreditation surveys conducted by the dean of research, development and planning.

The College meets this Standard.

Planning Agenda

None. The College is confident that the new planning efforts will sustain the progress made in using the mission statement as the touchstone for continuous quality improvement.
Standard I A: List of Evidence Cited

1-A-1  BCC Mission Statement
1-A-2  Environmental Scan, Master Plan 2007–2011
1-A-3  Internal and External Scan, Educational Master Plan 2011
1-A-4  BCC Diversity Survey
1-A-5  BP 4030
1-A-6  AP 4025
1-A-7  AP 5300
1-A-8  BCC College Catalog
1-A-9  Agreement for Contract Services
1-A-10 Substantive Change Proposal
1-A-11 BCC Pre-Accreditation Survey
1-A-12 BP 1200
1-A-13 Board of Trustees Minutes, February 24, 2010
1-A-14 Mission Revision Documentation
1-A-15 Substantive Change Proposal
1-A-16 Screen Capture of the Webpage
1-A-17 College Catalog
1-A-18 Fall 2011 Schedule of Classes
1-A-19 BCC Post-Accreditation Survey
1-A-20 Board of Trustee Meeting Minutes, November 19, 2008
1-A-21 Substantive Change Proposal
1-A-22 Academic Senate Minutes, February 4, 2010
1-A-24 Strategic Priorities