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| 1 – CRITERION ONE: MISSION AND INTEGRITY – 7/25/05 | | | |
| The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students. | | | |
| Core components | | | |
| 1a | <i>The organization’s mission documents are clear and articulate publicly the organization’s commitments.</i> | | |
| | Response or Evidence Needed: | Response/Evidence Needed from | Evidence already available or that should be easily accessible. |
| XX | A vision statement needs to be created and approved. It may be appropriate to also develop goals. | The campus community with Presidential leadership | <ul style="list-style-type: none"> • Role and mission statement • Trustees’ Operational Mission Statement • Mission statements on Web site • Mission statement in <i>Catalog</i> • Colorado statute • [MSCD prepares students for] “lifelong learning in a multicultural, global, and technological society” according to the mission statement. • Indicators that MSCD has high academic standards: <ul style="list-style-type: none"> ○ # of accredited programs ○ Outside awards received by programs ○ Honor societies. |
| | Do recruiting and marketing materials provide accurate and consistent* information about the mission? (*Consistent with the mission) | Public Relations and Publications | |
| | Resolution needs to be reached about an apparent conflict between what MSCD is doing and what is stated as a student learning goal in the Operational Mission Statement. | | |
| | Consideration should be given to including a statement about “high academic standards” in a revised mission statement or in vision statements | The campus community with Presidential leadership | |
| | Information about awards and honors received by programs should be available. | Annual Reports | |
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| Core components | | | |
| 1b | <i>In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.</i> | | |
| | Response or Evidence Needed: | Response/Evidence Needed from | Evidence already available or that should be easily accessible. |
| XX | Gather information on the steps taken or strategies used to increase diversity and the success of those steps and strategies. Need to be sure that recruitment and retention policies aimed at increasing diversity of faculty, staff and students are in the Self-Study Report and include an analysis of their success, e.g., TOPS and FRIP policies. <i>This item should perhaps be under planning.</i> | EEO Office – Should there be a Diversity Task Force? | <ul style="list-style-type: none"> • Role and mission statement • Trustees’ Operational Mission Statement • Student Code of Conduct • Trustees’ <i>Handbook and Policy Manual</i> • <u>Breakdown by ethnicity and gender of faculty, staff, students, and administrators.</u> • <u>Diversity reports and plans sent to CCHE.</u> |
| | (HLC’s diversity statement says that diversity takes many forms including “ differences in ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, and ethnicity) | | |
| 1c | <i>Understanding of and support for the mission pervade the organization.</i> | | |
| | Response or Evidence Needed: | Response/Evidence Needed from | Evidence already available or that should be easily accessible. |
| | Do all units that should have mission statements or goals have them? A list is in the Criterion One Analysis. Where are the mission statements/goals located? Should they be located in a specific place? | Steering Committee and Vice Presidents | <ul style="list-style-type: none"> • Mission statements from vice presidential areas if they exist. |
| | Each unit that has a mission statement and/or goals should be sure the document is consistent with the college’s mission statement and with the mission statements of other units of which it is a part. | Units with mission and/or goal statements | <ul style="list-style-type: none"> • Mission statements and/or goals of schools, |

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| | All new planning (and budgeting) documents or task force reports should make reference to pertinent mission statements. | College community | programs and other units <ul style="list-style-type: none"> • Planning documents that reference the mission statements. • Process of approval of the mission statements? |
| XX | Is the mission discussed with new employees? The Operational Mission Statement is in the HR packet. The “short” mission statement, the VP mission statement, and the unit's mission statement or goals should be provided to the new employee. Recommend that the OMS not be in the packet. | HR and Hiring Authorities | |
| | It seems that the campus community is not entirely in agreement with the Trustees’ Operational Mission Statement. One apparent inconsistency is with the student learning goals. Another is the importance placed on scholarly inquiry and professional development needed to maintain currency. | ????????? | |
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| 1d | <i>The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.</i> | | |
| | Response or Evidence Needed: | Response/Evidence Needed from | Evidence already available or that should be easily accessible. |
| | Need to address a “ challenge ” from the 2003 visit: A perception exists on the part of faculty and staff that the new board of trustees does not endorse or fully support the principles of shared governance and involvement of campus constituencies in decision-making processes. (p. 20). | Faculty Senate | <ul style="list-style-type: none"> • Trustees’ <i>Policy Manual</i> contains the duties of the President. • <i>Handbook for Professional Personnel</i> defines responsibilities and collaborative processes • Organizational structure of the college. • <u>The President’s Cabinet</u> |
| | There is a concern that the Trustees can change the <i>Handbook</i> without input from campus constituencies. Campus constituencies can only propose changes. There is no guarantee that they will be discussed by the Trustees. | Faculty Senate | |
| | Faculty’s responsibility for coherence of the curriculum is somewhat compromised by the state guaranteed general education courses and the statutory restriction to 120 credit hours. | | |
| | Need an approved curriculum process. | Academic Affairs and the Faculty Senate | |

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| XX | The Trustees should be encouraged to speak with one voice instead of having individual Trustees advocating ideas or actions without the support of the entire Board. | | <p><u>has been enlarged.</u></p> <ul style="list-style-type: none"> • The emphasis on teaching is shown in the faculty evaluation process. • Shared governance policy. • Most processes have been evaluated since the new Board was appointed. Use the Task Force reports. • RTP and Sabbatical leave policies • Constitution and bylaws of various campus organizations: Faculty Senate, Classified Staff Council, Council of Administrators, Student Government Assembly, etc/ |
| XX | A campus-wide survey might include questions about climate, shared governance, and the Board. Or surveys could be conducted by various representative groups. The survey should take place in the spring of 2006. | Various representative groups or the leaders of various groups could organize a joint survey. | |
| XX | The Trustees should be encouraged to follow the Advice and Suggestion for Improvement #5 (2003) made by the HLC. | | |
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| 1e | <i>The organization upholds and protects its integrity.</i> | | |
| | Response or Evidence Needed: | Response/Evidence Needed from | Evidence already available or that should be easily accessible. |
| XX | MSCD needs to be able to support its claim that faculty teach what is described in the official syllabus by describing actions it takes to ensure this. Ask departments to verify that class syllabi match the official syllabi. <i>Assessment reports may provide information that will help determine if faculty are teaching what they are supposed to be teaching (??)</i> | Deans/Chairs/Program Directors | <ul style="list-style-type: none"> • Audit Reports • Need all policies and procedures for grievance and complaints filed by any member of the campus community, including SPAN. • Polices of the Board of Academic Standard Exceptions. • Show that MSCD follows FERPA and other state and federal laws/mandates • <u>Show that MSCD follows EEO guidelines.</u> • Business policies • AHEC agreements. • Evidence of success in suits claiming that policies and procedures have not been followed. |
| | Need to collect, organize and analyze all the grievance and complaint policies and procedures that exist. | Task Force on Complaint and Grievance Policies and Procedures | |
| | Need to show that MSCD is fair in its interactions with internal and external constituencies, e.g., CCD, UCD, CCHE, AHEC, and the Professional Land Surveyors. | ?????? | |
| XX | Need to “show” we follow the transfer agreements that have been made to the best of our ability. Is there an outside source that could verify this? | Task Force on Advising and Transfer Issues | |
| | Need to be sure MSCD presents itself accurately and honestly to the public. (Note: Some statements being made about programs offered on line and by distance delivery may be misleading.) | ?????? | |
| | Provide evidence that we fulfill our grant responsibilities as described in our documents. Is there an easy way to show this? Have we had any problems? | Betsy Zeller??? | |
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