

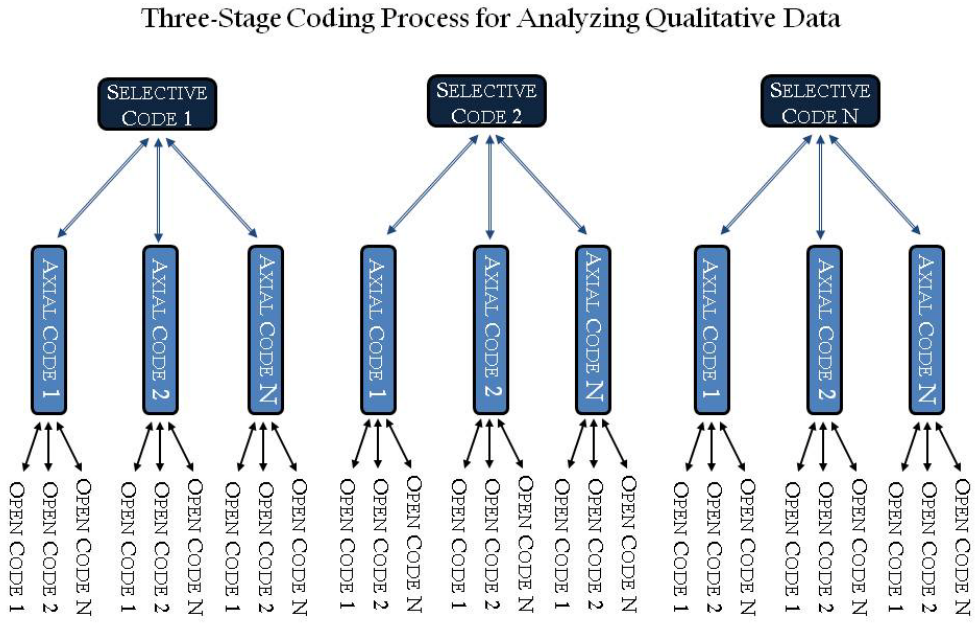
A Qualitative Analysis of Suffolk County Community Colleges' Mission Statement

Office of Planning and Institutional Effectiveness
6/17/11

The Strong Paradox of Mission Statement Review

As a result of the analysis of the comments from 20 members of the Strategic Planning Council (SPC) on the mission statement, it became clear that there is a strong paradox surrounding the current mission statement as well potential changes that could strengthen the impact of the statement. This review was conducted through the use of a qualitative technique know as stage-coding analysis. The individual comments were examined and themes were pulled out on a line by line basis. This open coding stage resulted in approximately 80 themes. These open codes were then grouped, based on the connection of concepts, during a phase known as axial coding. This process resulted in 10 axial codes which provided a basic reorganization of the emerging themes. During the final stage of coding, the axial codes were recategorized into three selective codes designed to provide the greatest level of insight into the responses (Appendix 1). In addition to the presentation of findings in appendix 1, the raw data can be found in appendix 2. This process represents the gold-standard of in-vivo analysis and has evolved for more than four decades based on work by Glaser, Barney, and Strauss (1967) and Strauss and Corbin (1990) (see Figure 1). It must also be noted that I used current literature on the

Figure 1: Coding Process Diagram



topic of mission statements and mission statement review as the framework for analysis. This included exploration of the purpose of institutional mission statements, the impact of mission statement reviews on colleges and universities, and exploring mission statements within community colleges.

As discussed above, the final coding process resulted in three themes that provide insight into the SPC members' opinions about review of the current mission statement. These codes are as follows:

- *The Underlying Why of the Mission Statement*
- *The Overarching Need for a Relevant Mission Statement*
- *Discomfort with the Questioning of the Mission Statement*

These three codes, when examined together, provide insight into the perceived process of mission review at SCCC. First, there is a fundamental question about the purpose of a mission statement. This is reflected through the following axial codes that made up this selective code:

- The mission statement must be unique
- The purpose of the mission statement
- The mission statement must be the appropriate length

Each of these themes was reflective of the council's desire to ensure that the mission statement would meet the basic standards necessary to ensure the mission can be fulfilled. There were numerous responses that questioned whether of not the mission statement was of the appropriate length, whether brevity was a virtue, whether it needed to uniquely reflect the college, and whether it is a marketing or planning tool. Given the need for the mission statement to deliver measurable institutional goals that will guide ***all*** planning and assessment activities, the literature and changes within the regional accrediting agencies indicates that it must serve ***primarily as a planning statement***.

In connection with this selective code, the analysis also indicated that the council feels strongly that the mission statement must remain both relevant and useful (*The Overarching need for a Relevant Mission Statement*). The axial codes that led to this theme include the following:

- The mission statement must be connected internally
- The mission statement must be connected externally

- Issues with the current statement
- Suggested changes to the current statement
- Positives of the current mission statement

These themes reflect comments from the council that the statement must include a connection between what is communicated to internal and external stakeholders and what occurs on the campuses, reflect regular review of the core functions, clearly demonstrate institutional priorities, account for changes to the external environment, and connection to all three commonly accepted community college missions (academic preparation, workforce preparation, and outreach). In addition, the council felt there are both positive and negative elements within the current statement and that concerted and inclusive efforts must be undertaken to preserve and enhance that which is strong and re-evaluation and correction of that which is weak.

The third selective code reflects the consternation that exists within the various groups across the college over questioning the mission statement (*Discomfort with the Questioning of the Mission Statement*). This was not only reflected in the back and forth that occurred during the June 2nd, 2011 meeting – an occurrence that acted as a catalyst for creative and necessary discourse over the very purpose of the council, but also in the comments that were sent forward. Based on past history, shrinking public financial support, and the various subculture values across the three campuses, there appears to be a level of distrust that should be addressed. This selective code was established as a result of the following axial codes:

- The need for questioning the current statement
- Usefulness of the mission statement

Some of the open codes that led to the development of these axial codes include the determination that the current statement does not need re-examination because it was recently developed, was the result of a team effort, and serves the basic necessity of possessing a mission statement. Contrasting these comments, however, were other statements noting that simply having a mission statement does not ensure its realization, that mission statements have a shelf-life, and that questioning the appropriateness of the statement is not an indictment of previous efforts or of the people involved with those efforts.

These three selective codes present an interesting paradox that should be addressed for the SPC is to effectively move forward with its work. There is a great understanding that mission statements are important, necessary, and must remain relevant, however, there is also a great deal of discomfort over the nature of the work. In the academic literature this discomfort is known as dissonance. Dissonance can either be destructive and therefore unproductive, or it can operate as a catalyst for change and thereby lead to positive results (productive dissonance). It is my opinion that the SPC, executive council, and other relevant parties work together to make this an opportunity for productive dissonance and therefore a potential pathway to enhanced organizational cooperation, greater effectiveness, and most importantly, improved service to the students and stakeholders of Suffolk County Community College.

Finally, the open codes were analyzed, both at the axial and selective levels, through the framework described in the first paragraph. To be more specific, current literature indicates that the quest for institutional effectiveness requires that mission statements undergo a transformation from marketing tools, pseudo-visions, or vapid declarations to statements with elements that speak to the functions of the college, are consistent with operations, and which are measureable. This is also reflected in the modification of expectations from the federal government, the Council for Higher Education Accreditation (CHEA), and the six regional accreditation bodies; all of whom now have standards that direct institutions of higher education to provide evidence that the mission statements are connected to operations, planning, and budgeting. In fact, the vision statement, institutional goals, strategic goals (to some extent), and expanded statement of institutional purpose (ESIP) are all intricately connected to and drawn from the mission statement. Interestingly enough, one of the comments that emerged from the analysis of mission review responses was that “I believe the current mission statement serves marketing better than it does planning.” I recommend that all relevant parties review this document, including appendices 3 and 4, and consider whether changes need to be made to the mission as we move forward in attempting to ensure that we effectively serve our students and stakeholders.

APPENDIX 1: THREE STAGE CODING ANALYSIS OF MISSION REVIEW RESPONSES

SELECTIVE CODE 1: THE UNDERLYING WHY OF THE MISSION STATEMENT

Axial Code 1: The mission statement must be unique

Open Codes

Mission statement is too generic (IV[1])
Anybody looking for a college will look not only at the mission, but also at tuition and fees (IV)
Need a statement that communicates uniqueness
The mission statement is not what students are looking at
Our uniqueness might lie in the fact that we are in Suffolk (IV)
Our uniqueness may be that we are more affordable
Our uniqueness may be that we have developmental classes
Our uniqueness may be that we have a specific program
We cannot put all the differences in the mission (IV)
Too applicable to all institutions (CCs) in higher education (IV)

Axial Code 2: The purpose of the mission statement

Open Codes

The mission statement is the cornerstone for what we are attempting (IV)
The mission statement is about the ability to communicate and measure
It would be helpful to make an initial determination concerning the intended function of the statement (IV)
All mission statements fall along a continuum, where at one end of the spectrum, mission statements serve a marketing purpose and on the other, they serve a planning function
The current mission statement serves marketing better than it does planning (IV)
[The] mission statement tells you the fundamental purpose of the organization (IV)
It defines the customer and the critical processes (IV)
It informs you of the desired level of performance (IV)
[The] mission statement should be targeting more where we want to be [than] where we are now (IV)
It should not make anybody with the potential think that our college is not for her/him (IV)
It conveys what we promote (IV)
It describes the good things an education can lead to (IV)

Axial Code 3: The mission statement must be the appropriate length

Open Codes

Better definition does not equate with longer length (IV)
Brevity is considered a virtue (IV)

[1] IV reflects exact (in-vivo) quotes taken from the documents. Other statements reflect brief summaries of what was said, but had as little verbiage added as necessary to both ensure the integrity of the data and provide context needed to ensure usefulness.

The mission should be succinct (IV)
The statement is very brief

SELECTIVE CODE 2: THE OVERARCHING NEED FOR A RELEVANT MISSION STATEMENT

Axial Code 1: The mission statement must be connected internally
Open Codes
The mission must reflect changes to the college
The mission must be connected to operations
Changes to the core must be reflected in the statement
Non-English speakers should be addressed in the statement given college support
What I recommend is the formulation of institutional student learning outcomes (IV)

Axial Code 2: The mission statement must be connected externally
Open Codes
What is the mission of higher education globally (IV)
What is the mission of SCCC (IV)
What role does SCCC play in the realization of the US HE mission
How does SCCC help deliver upon the CC mission
How is the mission influenced and connected to external stakeholders
How is the mission connected to the environment
What is the relationship between the state and the college
Connection to changing environments must play into the need for mission changes

Axial Code 3: Issues with the current statement
Open Codes
Current statement does not answer effectively who is being served
Current statement does not answer effectively what the college strives to provide
Current statement does not answer effectively how services are provided
The mission statement sounds more like a vision statement
The college's mission statement could benefit from specificity (IV)
The audience needs to be better defined

Axial Code 4: Suggested changes to the current statement
Open Codes
College should provide a quality postsecondary education to Suffolk County residents
College should provide small classes taught by well qualified faculty
College should provide a comprehensive extracurricular program
College should provide excellent administrative and educational support services
Individuals should be able to attain their educational and life goals
College can contribute to the development of a well-educated county workforce
The statement should indicate that we serve the workforce community
The statement should indicate that we support a bridge to higher learning
The statement should note that we are focused on foresight, prosperity, and future growth
The statement should indicate that there are opportunities for non-English speaking students

The statement should describe that maintaining of high educational standards
The statement should speak to providing comprehensive student support services
The statement should talk to delivering relevant opportunities for life-long learning
The statement should talk about strong leadership, dedicated faculty and staff
The statement should talk about enhancing a learning environment that empowers students and enriches our community
Global awareness should be in the new statement
Perhaps physical well-being may be better (IV)
Educational opportunities for both developmental and honors students should be discussed
Need to talk about the full range of in-demand liberal arts and applied science academic programs
We should talk about a robust college-wide physical education program
The statement should indicate the facilitation of regional economic development
The statement should talk about the provision of tools essential for a culturally diverse and competitive society

Axial Code 5: Positives of the current mission statement

Open Codes

Very concise (IV)
Clear (IV)
Well articulated (IV)
Strong/bold (IV)
Student centered (IV)
The mission and vision statement communicates a very bold and positive outlook for the College (IV)

SELECTIVE CODE 3: DISCOMFORT WITH THE QUESTIONING OF THE MISSION STATEMENT

Axial Code 1: The need for questioning the current statement

Open Codes

We need to face full on the question of how long is a mission statement good for (IV)
Is the mission statement relevant for the current circumstances
The idea that the statement is only x years old, [is] no guarantee of its relevance (IV)
Previous work is no excuse for continuation of the mission statement
Previous efforts are not indicative of success
Current questioning does not negate past efforts
There is no formula which states that the amount of effort plus the amount of time spent equals the degree of success achieved (IV)

Axial Code 2: Usefulness of the mission statement

Open Codes

Both statements still have a shelf life (IV)

I believe that both are still relevant today and do not see a need to change them (IV)
They do not need to be edited at this time
[The] mission statement is fundamentally sound (IV)

APPENDIX 2: RESPONSES TO THE REQUEST FOR COMMENTS ON THE MISSION STATEMENT – THE RAW DATA

Mission Statement Comments

- If the College wishes to change, modify or discontinue its offerings of assocuiate degrees and cetiricates programs and/or change, modify or discontinue its core mision to promote intellectual discovery, physical development, social and ethical awareness, and economic opportunities to the consistencies in which it serves through the educational programs, services, activities to transforms lives, builds communities, and improves society, a new mission should be reflective of the change.

- Here are some thoughts about the current SCCC Mission Statement. These thoughts are inspired by both the current statement and by the conversation/discussion in yesterday afternoon's meeting.

  - I believe that the current Mission Statement is too generic. You could remove Suffolk County Community College and substitute any institution of higher education in the opening of the statement and you would find agreement. After all, what institution of higher education does not seek to promote "intellectual discovery?" What institution would not aspire to promote "social and ethical awareness?" I could go on, but I think that makes my point.

  - I would suggest that we encourage a several step thought process built around getting to the uniqueness of Suffolk County Community College and its mission. I would suggest the following steps and questions. The steps are in descending order

  - Step 1 – What is the mission of higher education globally? In other words, why does higher education exist?

  - Step 2 – Does the mission of institutions of higher education in the United States differ from that global mission defined above? Where is the uniqueness?

  - Step 3 – Within American higher education we have a variety of institutions, e.g. research institutions, faith-based institutions, specialized curriculum institutions (e.g. Rhode Island School of Design Juilliard, RPI), community colleges, etc. Another way to think about distinctions is to look at the Carnegie Classifications. Given that all American institutions of higher education are not the same, what is the mission of a community college?

  - Step 4 – As a community college which is part of a partnership between the state of New York and Suffolk County, and as a member of the State

University of New York System, why does Suffolk County Community College exist? In other words –

- Step 5 – What is the mission of Suffolk County Community College?

- I realize that such a though process could be time consuming and this creates issues for some members of the committee, but I believe that the Mission Statement is the cornerstone for what we are attempting. It would be worth the time.

- Also, such a process would not necessarily lead to a lengthy or extended Mission Statement. Some seemed to worry yesterday that attempts at further definition would create a statement which was too long. Better definition does not equate with longer length.

- I was troubled, in yesterday's discussion, by the number of individuals who, having worked on the current Mission Statement, made reference to the amount of effort which went into its construction. This point was quickly followed by reference to the amount of time spent in its development.

  - These two points were then used to argue for the continued use of the current statement.

  - I think it important to recognize that there is no formula which states that the amount of effort plus the amount of time spent equals the degree of success achieved. To question the usefulness of the current statement in no way calls into question the intention or efforts of its creators.

  - Also, I think, we need to face full on the question of how long is a mission statement good for. Even if, when created, the mission statement was the best it could be, how much time must pass or how much environmental or cultural change must take place before that statement is revisited. I don't believe there is an absolute answer to that question but its reverse, the idea that the statement is only x years old, also is no guarantee of its relevance.

- In making determinations concerning the college's mission statement, it would be helpful to make an initial determination concerning the intended function of the statement. All mission statements fall along a continuum, where at one end of the spectrum, mission statements are replete with florid language and serve as useful marketing slogans but do little to inform planning, and at the other end, they provide the specificity useful for planning purposes, but are not necessarily useful as marketing devices.

  I believe the current mission statement serves marketing better than it does planning.

- Per your request, I am following up on the comments I made yesterday regarding the College's mission and vision statements. I noted that brevity is considered a virtue when it comes to mission statements. Our current mission statement meets this criterion.

  As [Name] mentioned at the meeting, there are 3 critical elements to a mission statement: (1) Whom does the institution serve? (2) What does the institution strive to provide to those it serves? and (3) How does it provide it? To meet these criteria, we may want to consider some revision of current mission statement. As I was lying in bed last night (I do some of my best thinking while lying in bed!), I played around with some ideas and came up with the following:

  "The mission of Suffolk County Community College is to provide a quality postsecondary education to Suffolk County residents through small classes taught by well-qualified faculty, a comprehensive extracurricular program, and excellent administrative and educational support services, so that individuals can attain their educational and life goals and the college can contribute to the development of a well-educated county workforce."

  It needs some wordsmithing but I think planning and assessment efforts can easily be built from it.

  Regarding the vision statement, as I stated at the meeting, I believe our current vision statement is actually a values statement. A vision statement should be inspirational and future-oriented. It should describe how we would like our institution to be in the future. Following are examples:

  Central Piedmont Community College intends to become the national leader in workforce development.

  The Austin Community College District will be recognized as the preferred gateway to higher education and training and as the catalyst for social equity, economic development, and personal enrichment.

  A success story for every student. (John Tyler Community College's vision statement)

  All learners achieve their learning goals. (Taft College's vision statement)

  Rockland Community will be an innovative, learning-centered community college recognized nationally as a leader in higher education and as an essential link to the economic and cultural vitality of Rockland County.

  State Center Community College District will be recognized as the regional leader in educational programs and services to an ever-changing world.

Hutchinson Community College/Area Vocational School will be the premier, two-year educational institution in Kansas, delivering accessible opportunities for learning, growth and improved quality of life.

A ***Mission statement*** tells you the fundamental purpose of the organization. It defines the customer and the critical processes. It informs you of the desired level of performance.

A ***Vision statement*** outlines what the organization wants to be, or how it wants the world in which it operates to be. It concentrates on the future. It is a source of inspiration. It provides clear decision-making criteria.

A ***Values statement*** describes the beliefs and values that are shared among the stakeholders of an organization. Values drive an organization's culture and priorities and provide a framework in which decisions are made.

- My only comment was that the Mission statement should be targeting more where we want to be the where we are now.

- As I mentioned at the meeting, the mission should be succinct and should not make anybody with potential think that our college is not for her/him. It was mentioned at the meeting that our mission could be Harvard's mission. Well, Harvard is also an institution of higher ed but anybody looking for a college will look not only at the mission but also at tuition and fees, for instance. There might be other institutions that have our goals, and our uniqueness might lie in the fact that we are in Suffolk, or we are more affordable, or we have developmental classes, or we have a specific program. We cannot put all the differences in the Mission.

  Our mission is not that bad: it conveys what we promote, it says that we promote it "for all" and it describes the good things an education can lead to. Maybe in the Vision we should get a bit more specific.

- Positive: very concise… clear…. Well articulated….. strong/bold (if actually adhered to)….. student centered….

  Weak: too applicable to all institutions (CC's) in higher education….

- As I mentioned in the meeting I feel as though the Mission Statement is a good one. It is short and to the point and defines what our college does now and who our constituents are.

- **Mission Statement**

  Suffolk County Community College promotes intellectual discovery, physical development, social and ethical awareness, and economic opportunities for all

through an education that serves the workforce community, supports a bridge to higher learning, ~~transforms lives,~~ with foresight, prosperity, and future growth.

- Suffolk County Community College has, for the last 25 years, provided opportunities for non-English speaking students both in the credit and non-credit programs. I believe that since the College supported and continues to support this population, it should be reflected in the Mission and Vision of the College.

- I believe that the mission statement is essentially fine. What I recommend is the formulation of **Institutional Student Learning Outcomes** (See the attachment from Pima Community College at http://www.pima.edu/acad_services/slo/documents/SLOQuickGuide.pdf.)

- I am okay with the Mission statement although the phrase "physical development" always struck me as somewhat odd. Perhaps physical well-being may be better?

- While I like both statements, the college's mission statement could benefit from specificity. Perhaps a final sentence – Educational opportunities for all include developmental and honors courses, a full range of in-demand liberal arts and applied science sciences academic programs and a robust college-wide physical education program .

- Suffolk County Community College promotes intellectual discovery, physical development, social and ethical awareness, and economic opportunities for all through an education that transforms lives, builds communities, facilitates regional economic development, and provides the tools essential for a culturally diverse and competitive society.

- I believe that both are still relevant today and do not see a need to change them.

- The mission and vision statement communicates a very bold and positive outlook for the College.

- Revised Mission Statement:

  SCCC supports student success by maintaining high educational standards, providing comprehensive student support services and delivering relevant opportunities for life-long learning. Strong leadership, dedicated faculty and staff are committed to creating and enhancing a learning environment that empowers students and enriches our community.

- Regarding the mission statement…I would like to suggest that "…… social, ethical and ***global*** awareness",…replace social and ethical awareness.

- I feel both statements still have a shelf life and do not need to be edited at this time.

- Mission statement is fundamentally sound

- Further define what audience (i.e., students, political entities, funders) we would like the mission/vision statement to appeal to.

- My comment is, "Why are we wasting our time on reinventing the wheel?" Both statements are fine as they are. When will we get to some real work? And why have a meeting for such a trivial purpose?

- While I like both statements, the college's mission statement could benefit from specificity. Perhaps a final sentence – Educational opportunities for all include developmental and honors courses, a full range of in-demand liberal arts and applied science sciences academic programs and a robust college-wide physical education program .

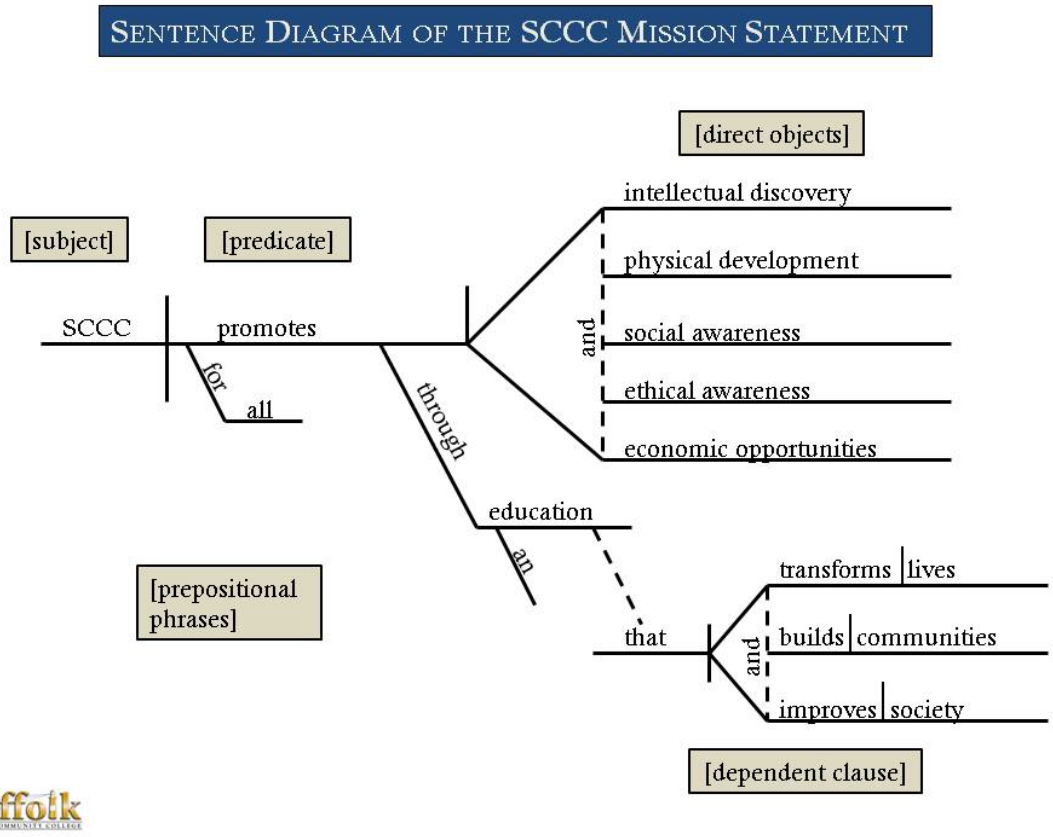
- The current mission and vision statements for the college were formulated as an inclusive process which supported the college's successful and first Re-Accreditation as one College with three campuses in 2007. Previously each of SCCC's three campuses were reaccredited concurrently, but separately. As many of my colleagues shared with you at our last Strategic Planning meeting, the process towards the formulation of the current mission and vision statements was widely discussed, disseminated and involved consultation with many and varied constituents both college-wide and also within our college's service community.

  As I stated at our previous meeting, I feel that our existing mission and vision statements are thoughtful in that they represent succinctly tenets that all stakeholders (students, faculty, administration, staff, and stakeholders) can identify with and aspire to attain. I also feel however that the vision statement could perhaps be assisted with more aspirational language.

APPENDIX 3: DIAGRAMMING OF THE MISSION STATEMENT

The diagram presented below was constructed by Dr. Attinasi at the request of Dr. Pugh and the suggestion of Dr. Wynn during a meeting in which the Office of Planning and Institutional Effectiveness was attempting to determine if the institutional goals listed in the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) were aligned with the mission statement. This is a critical question because institutional effectiveness can only be measured through evidence that the college is delivering upon its mission and this can only when all units connect their planning and assessment activities to the institutional goals. As a result of the connection between mission, institutional goals, and unit goals, assessment within units acts a proxy for institutional effectiveness. This diagram is helpful because it provides insight into the elements of the mission statement that must be measured to determine if the mission is being realized. As you will note from the diagram (Figure 2), there are five direct objects and three

Figure 2: Diagramming the Mission Statement



Developed by the Office of Planning and Institutional Effectiveness, 2011

dependent clauses. This results in the creation of 15 distinct measurable elements that will guide efforts to determine if SCCC is effectively realizing its mission. More specifically, the 15 elements that, based upon the current mission statement, should be connected to the institutional goals are as follows:

1. Delivery of an education that transforms lives through intellectual discovery
2. Delivery of an education that transforms lives through physical development
3. Delivery of an education that transforms lives through social awareness
4. Delivery of an education that transforms lives through ethical awareness
5. Delivery of an education that transforms lives through economic opportunities
6. Delivery of an education that builds communities through intellectual discovery
7. Delivery of an education that transforms lives through physical awareness
8. Delivery of an education that transforms lives through social awareness
9. Delivery of an education that transforms lives through ethical awareness
10. Delivery of an education that transforms lives through economic opportunities
11. Delivery of an education that improves society through intellectual discovery
12. Delivery of an education that improves society through physical development
13. Delivery of an education that improves society through social awareness
14. Delivery of an education that improves society ethical awareness
15. Delivery of an education that improves society through economic opportunities

APPENDIX 4: EVALUATION OF THE FIT BETWEEN THE MISSION STATEMENT AND THE INSTITUTIONAL GOALS

The 15 measurable elements that emerged from the mission statement were presented in appendix 3 and they provide a comprehensive and ambitious picture of what Suffolk County Community College has committed to holding itself accountable to achieve. While debate has, can, and will continue to ensue about the appropriateness, relevance, and specifics of the mission statement, and it should as healthy colleges and universities must wrestle with difficult and important questions, the purpose of this appendix is ***not*** to make judgments about the mission statement. In truth, there are measurable elements, as demonstrated in the diagram of the statement and given the increasing rigor expected from external bodies; this is among the most critical factors that must be considered when crafting a mission statement. Rather, the purpose of this appendix is to evaluate whether the institutional goals communicated in the CAPIE are connected to these elements. These goals, which are listed on pages 6-8 of the CAPIE, include the following:

- Student Success
- Community Development/Societal Improvement
- Access and Affordability
- Institutional Effectiveness
- Communication

These goals are written as statements or even priorities, but the fact that they reflect topics and don't offer insight into what results should be achieved makes it difficult to fully examine to what degree they are connected to the mission statement. In addition, goals represent what is to be achieved while the corresponding objectives provide insight into "how" they will be achieved. Listed below each of institutional goals are numerous "by-statements" and these declarations don't easily lend themselves to measurement. The Office of Planning and Institutional Effectiveness has been looking at the by-statements and has found that few that are assessable.

When looking at the connection between the mission statement and these five institutional goals, it was difficult to ascertain alignment. As indicated in the proceeding paragraph, the lack of clear, measurable goals and corresponding objectives creates great

difficulty in determining what the results should be, let alone how to assess whether or not criteria has been met. Secondly, with 15 measurable elements to examine and only 5 institutional goals, it becomes clear that the goals will have to cover multiple mission-based elements. With that said, here is a cursory evaluation of the fit between the elements and the goals:

- STUDENT SUCCESS

  Connects to: All 15 elements

  Rationale: As an institution of higher education, it can be argued that student success is connected to the transformation of lives, building of communities, and improvement of society

  Degree of measurability: Varies, but generally very low

  Degree of aspiration: Very high

  Degree of alignment with mission: Difficult to ascertain – too much vagueness

  Comment: Without an operational definition of student success and with all the various factors (intellectual discovery, physical development, social awareness, ethical awareness, and economic opportunities), it would be difficult to clearly link the goals to the elements.

- COMMUNITY DEVELOPMENT/SOCIETAL IMPROVEMENT

  Connects to: 10 elements

  Rationale: The community development aspect connects to the five elements that describe community building and the societal improvement aspect connects to the five elements that describe the improvement of society

  Degree of measurability: Varies, but generally very low

  Degree of aspiration: Very high

  Degree of alignment with mission: Difficult to ascertain due to limited measurability, but from an ideological perspective, it is strong for some (economic opportunities and social awareness), moderate for some (ethical awareness and intellectual discovery), and vague for another (physical development)

  Comment: Community development and societal development have aspirational and potentially measurable elements; however, there would be great difficulty in measuring based on the by-statements, the lack or desired results, and the apparent misfit of the elements (i.e. building communities through physical development, etc.)

- ACCESS AND AFFORDABILITY

  Connects to: None

  Rationale: The elements all reflect summative information (what students should have when leaving) while access and affordability are reflective of entry into the college

  Degree of measurability: N/A

  Degree of aspiration: N/A

  Degree of alignment with the mission: N/A

  Comment: This statement is not connected to any of the elements

- INSTITUTIONAL EFFECTIVENESS

  Connects to: None

  Rationale: This reflects a process and is indicative of planning efforts conducted in the support of the institution

  Degree of measurability: N/A

  Degree of aspiration: N/A

  Degree of alignment with the mission: N/A

  Comment: This statement is not connected to any of the elements

- COMMUNICATION

  Connects to: None

  Rationale: This reflects efforts to improve a critical function within the college and with external stakeholders and therefore is connected with supporting the institution

  Degree of measurability: N/A

  Degree of aspiration: N/A

  Degree of alignment with the mission: N/A

  Comment: This statement is not connected to any of the elements

While this examination was cursory in nature, it demonstrates a significant misalignment between the institutional goals and mission statement. As we move forward with the strategic planning process, institutional effectiveness efforts, and the expansion of assessment, this issue should be addressed by all relevant parties.

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