

STANDARD 1: MISSION AND GOALS / **SAMPLE**

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Assemble the following, as appropriate.

✓ **Document Set 1: Statements of Mission, Vision, Values and Institutional Goals.** These may be in one or multiple statements.

In the (expandable) box below, list any other documentation demonstrating compliance with this standard that the institution has assembled.

Bergen's Vision, Mission and Values;
Three Audacious Goals – stated in the 2013-2018 Strategic Plan
Admission Policy

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 1 Fundamental Elements	If This Fundamental Element <i>IS</i> Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is <i>NOT</i> Applicable to This Institution, Provide a Brief Explanation of Why It is Not
Clearly defined mission and goals	YES	

<ul style="list-style-type: none"> that guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes 	<p>✓</p> <p>Program Learning Goals/Outcomes; Board Policies; Strategic Plan; Budgeting</p> <p>Write analytical narrative based on evidences examined – about half page</p>	
<ul style="list-style-type: none"> that include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution's purposes and character 	<p>✓</p> <p>Faculty Research/Scholarship Grant; faculty developments</p> <p>Write analytical narrative based on evidences examined – about half page</p>	
<ul style="list-style-type: none"> that are developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments 	<p>✓</p> <p>Revised in 2005-2007 as part of the last self-study</p> <p>Write analytical narrative based on evidences examined – about half page</p>	
<ul style="list-style-type: none"> that are periodically evaluated and formally approved 	<p>Will be done in Year Four of implementing the SP:2013-2018 (2016-2017)</p> <p>Write analytical narrative based on evidences examined – about half page</p>	
<ul style="list-style-type: none"> that are publicized and widely known by the institution's members 	<p>✓</p> <p>Posted on the BCC website; Board's approval; posted throughout different offices</p> <p>Write analytical narrative based on evidences examined – about half page</p>	
<p>Mission and goals that relate to external as well as internal contexts and constituencies</p>	<p>✓</p> <p>Access to a quality higher education; workforce development; etc.; credit and non-credit programs</p> <p>Write analytical narrative based on evidences examined – about half page</p>	
<p>Institutional goals that are consistent with mission</p>	<p>✓</p> <p>Diversity of our student body; academic & non-academic support services; privately funded scholarships</p> <p>Write analytical narrative based on evidences examined – about half page</p>	

Goals that focus on student learning, other outcomes, and institutional improvement	<p>✓</p> <p>Strategic Theme 1 – all about student success and excellence; Audacious goal of increasing graduation rate by 25%; general education assessment; New Health Professions building</p> <p>Write analytical narrative based on evidences examined – about half page</p>	
---	--	--

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 1: Mission and Goals, including relevant Fundamental Elements.

Concise summary and analysis of the above analytical narrative – What story/narrative is the Working Group telling external and internal stakeholders whether Bergen is meeting or not meeting the Standard 1, and areas of improvements.

STANDARD 6: INTEGRITY

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

In the (expandable) box below, list any documentation demonstrating compliance with this standard that the institution has assembled.

[Board Policies](#)
[College Policies](#)
[Faculty Senate Bylaws](#)
[Admissions Policies](#)
[Strategic Plan](#)
[Student Handbook & Student Conduct Hearing Process](#)
[Employee Handbook ?](#)
[Employee Code of Conduct](#)
[See the Document Inventory on the Secure Site for more info](#)

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 6 Fundamental Elements	If This Fundamental Element <i>IS</i> Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is <i>NOT</i> Applicable to This Institution, Provide a Brief Explanation of Why It is Not
Fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably	Student Code of Conduct ; Conduct Hearing Board ; SGA Constitutions Write analytical narrative based on evidences examined – about half page	
Fair and impartial practices in the hiring, evaluation and dismissal of employees	HR Policies and practices ; Performance evaluation ?	

	Write analytical narrative based on evidences examined – about half page	
Sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all its constituents	Employee Code of Conduct; Faculty Tenure and Promotion policies; Board policy on conflict of interest – disclosures Write analytical narrative based on evidences examined – about half page	
Equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, student discipline, student evaluation, grievance procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management	Employee Code of Conduct; Faculty Tenure and Promotion policies; Board policy on conflict of interest ; Admissions policy; Student Conduct Hearing Board; Employee Grievance procedures Write analytical narrative based on evidences examined – about half page	
A climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom	Faculty Senate By Laws?; New Faculty Orientation; other Faculty Development Efforts; college policy on intellectual freedom Write analytical narrative based on evidences examined – about half page	
An institutional commitment to principles of protecting intellectual property rights	We might have a policy on this ? Write analytical narrative based on evidences examined – about half page	
A climate that fosters respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives	Survey data from the Communications Taskforce; PACE data from 2009 & 2012 Write analytical narrative based on evidences examined – about half page	
Honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices	PR Department's strategic plan; Examine sample of PR documents Write analytical narrative based on evidences examined – about half page	
Required and elective courses that are sufficiently available to allow students to graduate within the published program length	Yes Write analytical narrative based on evidences examined – about half page	
Reasonable, continuing student access to paper or electronic catalogs	Yes – online catalog could use major upgrade – currently it is not searchable and the catalog is in 3 pdf files Write analytical narrative based on evidences examined – about half page	

<p>When catalogs are available only electronically, the institution's web page provides a guide or index to catalog information for each catalog available electronically</p>	<p>Yes- previous versions are available on BCC website</p> <p>Write analytical narrative based on evidences examined – about half page</p>	
<p>When catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated</p>	<p>Yes</p> <p>Write analytical narrative based on evidences examined – about half page</p>	
<p>Changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution's community, to the Middle States Commission on Higher Education, and to any other appropriate regulatory bodies</p>	<p>Yes</p> <p>Submits Sustentative Change Report on new programs; Annual Institutional Profiles; Submit new courses to NJCCC & NJ State; IPEDS reports to the Fed.</p> <p>Write analytical narrative based on evidences examined – about half page</p>	
<p>Availability of factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the self-study or periodic review report, the team report, and the Commission's action, accurately reported and made publicly available to the institution's community</p>	<p>Yes</p> <p>All of these are on the college's website; CIE site has Fact Book, results of CCSSE & other reports</p> <p>Write analytical narrative based on evidences examined – about half page</p>	
<p>Information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered</p>	<p>Yes</p> <p>See assessment reports, General Education Assessment Results; Fact Book; submits data to VFA</p> <p>Write analytical narrative based on evidences examined – about half page</p>	
<p>Institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation</p>	<p>BCC website; Bergen Studio; printed publications & etc.</p>	
<p>Fulfillment of all applicable standards and reporting and other requirements of the Commission</p>	<p>Yes – CIE's annual data reporting responsibilities;</p> <p>Write analytical narrative based on evidences examined – about half page</p>	
<p>Periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented</p>	<p>Meta-Analysis of Assessment Activities is one example; timetable on review of college policies ?;</p> <p>Write analytical narrative based on evidences examined – about half page</p>	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 6: Integrity, including relevant Fundamental Elements.

Concise summary and analysis of the above analytical narrative – What story/narrative is the Working Group telling external and internal stakeholders whether Bergen is meeting or not meeting the Standard 1, and areas of improvements.