

**Monterey Peninsula College
Institutional Self Study Report
Standard IA: The Institutional Mission**

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**Monterey Peninsula College
Institutional Self Study Report
Standard IA: Institutional Mission**

The Institutional Mission: An Appropriate Definition

STANDARD IA

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.

Description:

The mission statement of Monterey Peninsula College (MPC) reads as follows:

MPC is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts, MPC seeks to enhance the intellectual, cultural and economic vitality of our diverse community. [IA.1]

Evaluation – Standard IA: MPC meets the standard.

The Monterey Peninsula College mission statement mirrors the overall mission of the California Community Colleges, which is to “offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school” [IA.2]. More importantly, the mission statement addresses the needs of the populations of students that the college serves locally. These students are identified through student demographic data in the Chancellor’s Office Data Mart [IA.3], as well as locally derived data [IA.4, 5]. In addition, the college refers to demographic data for its service area [IA.6] to determine how closely the student population matches the service area. Monterey Peninsula College’s educational purposes are further defined using program level student learning outcomes (SLOs) for its Career Technical Education (CTE) and General Education (GE)/Transfer programs as described to students in the College Catalog [IA.7]. Perhaps the most critical feature of the mission statement is its emphasis on student learning. The mission statement describes how the college fosters student learning: through excellence in instruction, facilities, programs and services. Furthermore, it states the principal goals of student learning: enhancing intellectual, economic, and cultural vitality of the community that the college serves.

Plan – Standard IA:

None

Evidence:

IA.1	MPC mission statement	http://www.mpc.edu/information/Pages/MissionPhilosophy.aspx
IA.2	CCC Mission Statement, quoted from Ed Code	http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=66001-67000&file=66010.1-66010.8 OR http://ucop.edu/acadinit/mastplan/cccmision.htm
IA.3	Chancellor’s Office Data Mart	http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx
IA.4	Institutional Research	http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch/default.aspx
IA.5	MPC Profile, 2008	http://www.mpc.edu/institutionalresearch/Pages/default.aspx
IA.6	Community Demographics on Institutional Research homepage of MPC website	http://www.mpc.edu/institutionalresearch/Pages/default.aspx
IA.7	MPC Catalog, page 6	http://www.mpc.edu/classes/MPC%20Catalogs/Catalog%2008-09.pdf

**Monterey Peninsula College
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Focused on Student Learning

**STANDARD IA
Section 1**

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

Description:

Monterey Peninsula College is first and foremost committed to student learning, as is obvious from its mission statement; the mission statement begins, “MPC is committed to fostering student learning and success...” This commitment is reflected in the college’s programs and services, and these are aligned with its purposes and student population.

Student Learning Programs and Services

The college’s programs are clearly focused on student learning. Developed, reviewed, and revised by appropriate faculty, MPC’s programs and their related courses are grounded in course objectives and/or student learning outcomes and appropriate methods of evaluation. To ensure that these programs are aligned with its purposes, the college’s Curriculum Advisory Committee determines if new programs and courses “support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities,” as these are the college’s purposes.

To ensure that these programs are aligned with its student population, the college makes use of a rigorous program review process, which takes place every five years. During this process, the program’s curriculum is reviewed by appropriate faculty and the Curriculum Advisory Committee. Also, each program’s faculty review data relevant to their program to ensure that each program is vibrant and student focused. Furthermore, programs complete an annual program review update to ensure that programs are involved in continuous improvement. MPC’s instructional programs and their emphasis on student learning are discussed in much more detail in Standard IIA.

To enhance student learning and support the mission of the college, Monterey Peninsula College provides a set of comprehensive student support services in the following areas: outreach and recruitment, enrollment services, counseling and advising, financial aid, specialized student services, learning support services, and other key programs and services. These support services also undergo a rigorous program review process every six years to ensure that each service is vibrant and relevant to student need. Support

services complete annual program review updates to ensure that each service is involved in continuous improvement. Support services and their relation to student learning are discussed in much more detail in Standard IIB.

Understanding the College's Student Population

The college's student population needs are identified through a variety of means. At the most basic level, the *MPC Profile* [IA.1.1] describes the enrollment trends and demographic characteristics of MPC students. In addition, student surveys have been conducted to determine students' course scheduling preferences [IA.1.2]. Community needs assessments have been conducted to determine what kinds of courses people in the service area desire. The most recent community needs assessment examined interest in courses at both the Monterey campus and at the Education Center at Marina [IA.1.3]. MPC students' academic preparedness also influences the learning programs and services that MPC offers. For example, the results of placement tests in English (reading and writing), English as a Second Language (ESL), and mathematics help determine the course scheduling and number of class sections offered in those areas. Similarly, the college's new course-level SLO assessment form [IA.1.4] generates responses about the academic preparedness of students in the college's degree and transfer courses. The results inform the college's basic skills programs about the kinds of services and/or courses to offer.

The Basic Skills self assessment, a comprehensive internal document, describes the degree to which the college meets best practices in basic skills instruction and support programs identified in research. This self assessment included input from a wide range of campus stakeholders as well as data. For example, the data include the number of students in developmental courses as well as the retention and success rates for these courses [IA.1.5].

Monterey Peninsula College also relies on feedback from other institutions and from industry. Informed by the college's Articulation Office, the general education (GE) aspect of MPC's degree requirements for transfer students are designed to exactly match the GE requirements of the University of California (UC) and California State University (CSU) campuses. In terms of the industry connection, the college's Career Technical Education (CTE) programs have advisory committees with industry representatives who provide feedback to the program faculty about the desired outcomes of student learning and job requirements.

Monterey Peninsula College determines and addresses the needs of its students. The college also engages in assessments of its effectiveness in aligning student learning programs and services with student needs. The college regularly examines student success and retention data, mostly through the program review process. Similarly, the college regularly examines transfer data, job placement rates, as well as other student outcomes. To further ensure that the college is engaged in continuous improvement of the alignment of student learning programs and services with student needs, programs and services complete annual updates of their program reviews.

Evaluation – Standard IA.1: MPC meets the standard.

Monterey Peninsula College's mission statement clearly reflects the college's commitment to student learning. This commitment is reflected in the college's programs and services, and these are aligned with its purposes and student population.

The mission statement purposefully uses short, direct language to explicitly state the purpose of the institution so that more faculty, staff, and community members will be able to remember it and more usefully place it in a central role in their planning efforts. As mentioned elsewhere, significant input on the wording of the mission statement was received from a wide variety of campus groups such as the Academic Affairs Advisory Group and the Student Services Advisory Group, as well as the Academic Senate. In addition, individual members of the campus community provided input through email. The extensive dialogue not only helped to ensure the relevancy of the mission statement to student learning, but also to ensure that the mission statement addresses the populations that the college serves. This dialogue was informed by a variety of data including, but not limited to, *the MPC Profile*, community needs assessments, focus groups, and student surveys.

The results of a 2008 faculty and staff survey support the positive outcome of the process undertaken to revise the mission statement. In fall 2008, the Accreditation Steering Committee created the Accreditation Faculty and Staff Survey. One of the questions asked college employees to respond to the statement, "MPC's mission statement is appropriate for the students in our service area." Ninety-one percent of employees agreed that the mission statement is appropriate for its students. There was particularly high level of agreement among full-time faculty (98 percent agreed with the statement). By contrast, a smaller percentage of full-time classified staff (84 percent) and part-time faculty (75 percent) agree that MPC's mission statement is appropriate for its students. The lower agreement among part-time faculty may be related to the small number of part-time faculty who responded to this question. The overall high level of agreement with this statement reflects an improvement from several years ago. In 2002, 74 percent strongly or somewhat agreed with the statement, "The mission statement reflects the purposes, character and student population of MPC." This improvement from 2002 to 2008 probably reflects the administration's ability to more thoroughly involve faculty and staff in the discussion about the college mission.

In addition to the 2008 Accreditation Faculty and Staff Survey, in 2009, the Office of Institutional Research conducted the Noel-Levitz "Student Satisfaction Inventory" (SSI). The Noel-Levitz Student Satisfaction Inventory is a survey instrument primarily designed for traditional-age students in undergraduate programs. The SSI asks students to respond to each item with a level of importance and a level of satisfaction. Students respond to each item on a 1 to 7 Likert scale, with 7 being high. Averages for importance are typically in the range of 5 to 6 and average satisfaction scores are typically in a range of 4 to 5. The importance score minus the satisfaction score is known as the performance gap.

The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. The smaller the performance gap, the better MPC is doing at meeting student expectations.

The Office of Institutional Research selected a random, representative sample of class sections to participate in the survey. The sample included a variety of courses, including general education, occupational, and basic skills. There were courses from all academic divisions as well as courses offered through the student services division. The sample was stratified such that areas with more class sections (such as English) were more likely to be included in the sample. The sample was also stratified by the time of day and days of the week the course was offered.

Instructors were asked to administer the surveys to students during class time. Most instructors who participated did so; however, a few instructors asked their students to complete the surveys at home and return them at the next class session. The Office of Institutional Research administered 1,300 surveys; 645 were completed and returned.

The above background information on the Noel-Levitz Student Satisfaction Inventory is presented here to enable the reader to have a better understanding of the survey results as they are presented throughout the document.

The results of the 2009 student survey lend further support. To the degree that the college establishes student learning programs and services aligned with its student population, students will feel a sense of belonging and will feel welcomed on campus. Thus, the SSI scale “Student Centeredness” is one measure of how successful the college is at meeting this standard. Students gave an overall *satisfaction* rating of 5.52 (out of 7) to the items on this scale, which indicates they feel a fairly high level of belonging at Monterey Peninsula College.

In addition to internal dialogue, the college has gathered feedback from students or potential students on the courses that they desire. For example, since 2002 the Office of Institutional Research has conducted three resident needs assessments and one employer needs assessment. These surveys have indicated that community members who reside near the Education Center at Marina have expressed interest in general education classes, business, computer science and information systems, English as a Second Language, and activity classes. As stated in MPC’s 2009 Substantive Change Proposal to ACCJC, these programmatic areas have been “the focus of the class offerings at the Marina site” [IA.1.6].

There are areas where the college could improve aligning its services with the needs of its students. For example, data from the Student Success Task Force indicates that the college could address the lower retention rates for “at-risk” students during their first year and persistence between their first year and second year [IA.1.7]. One of the components the Student Success Task Force plans speaks to the importance of building a sense of

campus community and belonging. On the Noel-Levitz SSI scale “Student Centeredness,” students gave an overall importance rating of 5.96 (out of 7), indicating that a student-centered campus is very important to them.

A self-assessment, conducted by the college’s Basic Skills Committee, reveals that greater communication among the various student instructional support programs (e.g., English and Study Skills Center, Math Learning Center, tutoring, TRIO) and between these programs and the “traditional” instructional programs would result in strengthened programs and services [IA.1.5]. The scope of the Student Success Task Force and the Basic Skills Committee are closely related. As of this writing, the Basic Skills Committee has begun to incorporate the recommendations from the Student Success Task Force into its discussions and plans.

Work by the college’s Enrollment Advisory Committee (EAC) resulted in several goals and action plans designed to better align programs and services with current and potential students’ needs [IA.1.8]. One of these goals is to increase the diversity of the MPC student population to match that of the service area; specifically, the plan is to increase the number of Latino students from the Marina and Seaside communities and to increase the number of African-American students from the Marina area. One of the strategies to address this goal was the opening of the Education Center at Marina and the creation of a new position, the Dean of Economic Development and Off-Campus Programs. This position has administrative oversight for the Education Center at Marina and should help the college better meet the needs of underrepresented students from Marina and Seaside. This new administrative position will also help the college address another EAC goal: to increase training to meet local workforce and employer needs. Toward that end, the Dean of Economic Development and Off-Campus Programs has been working to establish partnerships with a variety of educational institutions and community organizations including the Monterey Peninsula and Marina Chambers of Commerce, the Monterey County Hospitality Association, Monterey County Business Council and the California Homeland Security Consortium based at the Naval Postgraduate School. In addition, the dean serves on the education committees of both the Monterey Peninsula Chamber of Commerce and the Monterey County Hospitality Association.

There is an additional goal the EAC identified: augment or increase course offerings to better accommodate or meet the needs of the military and their dependents. One need of the military and their dependents is for short-term or online courses. Although this goal has yet to be addressed, a number of departments have begun to increase their offerings of eight-week courses and online courses; these offerings will provide greater access to not only military students, but to all students in general.

Plan – Standard IA.1:

None

Evidence:

IA.1.1	MPC Profile, 2008	http://www.mpc.edu/institutionalresearch/Pages/default.aspx
IA.1.2	Scheduling surveys	http://www.mpc.edu/institutionalresearch/Pages/default.aspx
IA.1.3	Resident Needs Assessment – 2008	http://www.mpc.edu/institutionalresearch/Pages/default.aspx
IA.1.4	Course-level SLO assessment form	http://www.mpcfaculty.net/senate/slo.htm
IA.1.5	Basic Skills Initiative (BSI) self assessment	http://www.mpc.edu/institutionalresearch/Pages/default.aspx
IA.1.6	2009 Substantive Change Proposal	http://www.mpcfaculty.net/accreditation/home.htm
IA.1.7	Student Success Task Force – Lobo TLC	http://www.mpc.edu/institutionalresearch/Pages/default.aspx
IA.1.8	Enrollment Advisory Committee (EAC) goals and activities	http://www.mpc.edu/EnrollmentAdvisoryCommittee/Pages/default.aspx

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Approved and Published

**STANDARD IA
Section 2**

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

Description:

The Monterey Peninsula College Board of Trustees approved the mission statement at its July 22, 2008 meeting [IA.2.1]. The mission statement had been updated as part of the planning and resource allocation process [IA.2.2]. According to this process, the review of the mission statement is regular and systematic: every three years. Subsequent to Board approval, the new mission statement was published in the MPC Catalog (p.6) [IA.2.3], in the MPC website [IA.2.4], and on MPC pocket cards [IA.2.5]. Some programs, such as the Family and Consumer Science program, also include it on their promotional materials and brochures [IA.2.6]. Although the new mission statement was not developed in time for the 2008-2009 Catalog, it is included in the 2009-2011 College Catalog.

Evaluation – Standard IA.2: MPC meets the standard.

The mission statement was approved by the Governing Board. Furthermore, the mission statement is published in a wide variety of places, including online.

Plan – Standard IA.2:

None

Evidence:

IA.2.1	MPC Board of Trustees minutes, dated July 22, 2008	http://www.mpc.edu/GoverningBoard/Meeting%20Minutes/MinutesJuly22,2008.pdf
IA.2.2	Planning and Resource	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-

	Allocation Process	%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf
IA.2.3	MPC Catalog. Page 6	http://www.mpc.edu/classes/MPC%20Catalogs/Catalog%2008-09.pdf
IA.2.4	MPC website	http://www.mpc.edu/Pages/default.aspx
IA.2.5	MPC “Pocket Cards”	http://www.mpc.edu/institutionalresearch/Pages/default.aspx
IA.2.6	Family and Consumer Science brochures	http://www.mpc.edu/institutionalresearch/Pages/default.aspx

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MPC's Mission Statement and Decision-Making Processes

**STANDARD IA
Section 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.

Description:

The institution has a governance structure and decision-making process that includes a regular review and revision (if necessary) of the mission statement. The outline, below, provides a brief recent history of how the college arrived at its current decision-making process:

- In fall 2002, the now defunct Strategic Planning Steering Committee (SPSC), the committee responsible for establishing the institution's long term goals as well as annual objectives, recognized the need to conduct a thorough review and possible revision of the mission statement before the committee could begin its discussion of a new set of long-term goals, set to begin in fall 2004.
- In fall 2003, the ad-hoc committee that had been established to review the college's mission and philosophy presented the college community with a draft of a new mission statement. Feedback was gathered and incorporated into the draft of the mission statement. The mission statement was presented to the College Council and Academic Senate and was approved by the Board of Trustees at its November 2003 meeting.
- During 2005-2006, MPC instituted a review and revision of its planning structure and processes. During that year, the college disbanded its Strategic Planning Steering Committee (SPSC) and transferred its core responsibilities to the College Council.

One of the results of these changes during 2002 through 2006 was that the college recognized the importance of establishing a formal and regular process to review the mission statement.

- In 2006-2007 the College Council developed and instituted the planning and resource allocation process [IA.3.1]. One component of this process is the review and potential revision of the mission statement and institutional goals every three years. In 2007-2008, the College Council formed a subcommittee that reviewed

the mission statement and discussed its importance [IA.3.2.,3]. Through dialogue, consensus was reached that the mission statement should (1) emphasize student learning as the core commitment of the college, (2) identify the main population of students that the college serves, (3) state the principle outcomes of student learning, (4) describe how the college fosters student learning, and (5) be succinct and focused so that all faculty and staff could easily remember and identify with the mission statement. A proposed mission statement was developed, presented to the College Council, and distributed for review to the constituency groups, including the advisory groups and the Academic Senate [IA.3.4]. Comments from all the constituency groups were submitted to the College Council and then referred to the mission statement subcommittee. This resulted in a revision of the mission statement, which was considered and recommended for approval by the College Council and submitted to the Superintendent/ President to bring before the Board of Trustees [IA.3.2, 3]. The Board of Trustees considered and approved the mission statement at its June 2008 and July 2008 meetings, respectively [IA.3.5]. The board-approved mission statement was presented to the college faculty and staff at the fall 2008 flex day during the Presidential addresses.

Evaluation – Standard IA.3: MPC meets the standard.

Monterey Peninsula College reviews its mission statement on a regular basis and revises it as necessary as part of the planning and resource allocation process.

During the 2008 review of the mission statement, the College Council noted that the previous mission statement was verbose. Specifically, the previous mission statement attempted to provide a comprehensive list of the college’s various programs, services, and constituent groups (e.g., faculty and students). This realization prompted dialogue about the kind of mission statement the college desired. The College Council concluded that the college desired a succinct mission statement that (1) could be easily recognized and internalized by each member of the college community and (2) broadly addresses all areas rather than specifically mentions each and every constituency.

An important component of the process to develop the mission statement was the incorporation of feedback from all interest groups. For example, the Academic Senate discussion resulted in the inclusion of basic skills students as a specific population of students that MPC explicitly aims to serve in the mission statement [IA.3.6]. In addition, contributions came from individuals, rather than contributed through a constituent group [IA.3.6]. This was an important mechanism to allow for input from individuals who do not serve on any campus committees.

The college relies on survey data to inform itself of how effective it is in developing an easily recognizable and understood mission statement. In surveys administered in both 2002 and 2008, college faculty and staff were asked to respond to the statement, “I am familiar with and understand the mission of the college as reflected in its mission

statement.” There is greater understanding of the college mission statement now than there was in 2002. Compared to 84 percent in 2002, in 2008 93 percent of survey respondents “strongly or somewhat agree” that they are familiar with and understand the mission of the college. This was particularly true for full-time faculty; 98 percent of this group agrees with the statement. By contrast, only 87 percent of adjunct faculty and 88 percent of full-time classified staff agree that they are familiar with and understand the mission of the college.

The survey question just described assesses the familiarity of the mission statement rather than the review process for the mission statement; however, the two are related. To the degree that there is greater inclusion in the review and revision of the mission statement, there is a wider-reaching understanding of and familiarity with the mission statement. This linkage is described by one faculty member:

“The mission statement in 2001 filled a ¼ page space in the catalog and over the years grew to more than ¾ of a page. The mission statement became a voluminous document that included both the core mission and a long list of goals and objectives. Clearly, the core mission statement got lost in all of the verbiage... when our ‘new’ revitalized mission statement was circulated for review and comment on campus, I was an early enthusiastic supporter of the changes. It is clear to me that the shorter the mission statement the easier it is for all of us to relate to it and seek to achieve its purpose... Recently, I had an occasion to illustrate its positive impact when I was invited to attend a California Community Colleges Chancellor’s Office (CCCCO) grant funded workshop on student learning outcomes (SLOs) and department/program mission statements... I was able to clearly articulate to my peers how I was able to participate in the campuswide dialogue and our MPC revised mission statement aligns with our Administration of Justice program and how I will be able to define and assess additional class SLOs in the future.” [IA.3.7]

Plan – Standard IA.3

None

Evidence:

IA.3.1	Planning and Resource Allocation Process	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf
IA.3.2	College Council minutes - Dec 4, 2007	http://www.mpc.edu/collegecouncil/College%20Council%20Minutes%20and%20Agendas%20%202007/College%20Council%20Dec%2018%202007/College%20Counci

		l%20Dec%2018%202007%20Minutes.pdf
IA.3.3	College Council 2008 Annual Report	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/College%20Council%20Annual%20Report%202007-08.pdf
IA.3.4	Academic Senate minutes- April 3, 2008	http://www.mpcfaculty.net/senate/4-3-08/Draft%20Minutes%2004-03-08%20Revised.doc
IA.3.5	MPC Governing Board of Trustees minutes, dated July 22, 2008	http://www.mpc.edu/GoverningBoard/Meeting%20Minutes/MinutesJuly22,2008.pdf
IA.3.6	Academic Senate minutes, dated April 10, 2008	http://www.mpcfaculty.net/senate/4-10-08/2008-04-10_Senate_minutes.pdf
IA.3.7	Email from A.J. Farrar describing MPC Mission Statement revisions and impact	http://www.mpc.edu/institutionalresearch/Pages/default.aspx

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The Mission: Central to Institutional Planning

**STANDARD IA
Section 4**

The institution's mission is central to institutional planning and decision making.

Description:

Monterey Peninsula College's mission statement is integrated into the planning and resource allocation process. More specifically, the mission statement is the core component of the planning and resource allocation process. The mission statement guides the development of the three-year institutional goals as well as the annual component goals [IA.4.1]. The institutional goals and component goals are described in greater detail in the introduction to Standard IB. During the resource allocation process, all departmental action plans must reference the three-year institutional goals, which are informed by the mission statement. During the institutional dialogue related to resource allocation and planning decisions, the mission statement implicitly guides decisions, but it is not necessarily explicitly referenced during discussions [IA.4.2].

Evaluation – Standard IA.4: MPC meets the standard.

The mission statement anchors the planning and resource allocation process. One example comes from the Facilities Committee, which is charged with the prioritization of capital projects. The committee developed a set of guiding principles to inform their decisions, including district and student needs, as expressed by the mission statement [IA.4.3]. The decision to build the permanent facility at the Education Center at Marina was informed by the mission statement's directive to "enhance the intellectual, cultural and economic vitality of our diverse community." The Education Center at Marina afforded the college an opportunity to better serve the Marina community, offering courses to students at the northern most part of the college's district. Given that Marina is expecting significant population growth as its housing plans are completed, Monterey Peninsula College is preparing to meet the educational needs of the Marina and Seaside communities.

A second example comes from a subcommittee of Academic Affairs that is charged with reviewing the program review process for Academic Affairs. This subcommittee has recommended that the mission statement of the college be considered first and foremost in discussions related to planning and resource allocation [IA.4.4].

The Academic Senate engaged in a discussion of the planning and resource allocation process. One senator noted, “The institutional goals and all action plans presented to College Council are based on the mission statement. Anyone on campus could name one to two things their areas/divisions are working on that are driven by the mission statement.” [IA.4.5]

The Accreditation Steering Committee was interested in faculty and staff perceptions related to the mission’s role in planning and decision-making, so employees were asked to respond to the following statement, “In my experience, the mission statement provides guidance for institutional planning and decision-making at the College.” Over four out of five employees (83 percent) agree with this statement. The management team (administrators, managers, and supervisors) were more likely to agree with this statement (87 percent) as were full-time faculty (88 percent). Only 73 percent of full-time classified employees and 68 percent of part-time faculty agree that the mission statement provides guidance for institutional planning and decision-making at MPC. The level of agreement among classified employees and part-time faculty are similar to the survey results from 2002. At that time, employees indicated whether they felt the mission statement guidance for academic and student services program development (72 percent agreed), curriculum planning (66 percent agreed), and strategic planning (68 percent agreed).

Plan – Standard IA.4

None

Evidence:

IA.4.1	Planning and Resource Allocation Process	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf
IA.4.2	College Council minutes	http://www.mpc.edu/collegecouncil/College%20Council%20Minutes/College%20Council%20Sept%202002,%202008/College%20Council%20Sept%20202008%20Minutes.pdf
IA.4.3	Facilities Committee minutes	http://www.mpc.edu/mpcbond/CitizensBondOversight/CBOC%20Meeting%20Minutes/Minutes%202005-8-8.pdf
IA.4.4	Academic Affairs program review subcommittee	http://www.mpc.edu/institutionalresearch/Pages/default.aspx
IA.4.5	Academic Senate minutes, dated	http://www.mpcfaculty.net/senate/2-5-09/SenateMinutes02-05-09.docx

	March 5, 2009	
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