

## **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

*The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

### **Standard I.A: Mission**

**I.A.1 The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

#### **Evidence of Meeting the Standard**

- The College mission statement describes the College’s broad educational purposes, intended student population, and types of degrees and credentials offered. The mission statement also indicates an institutional commitment to student learning and achievement [IA1.1 – IA1.3, IA1.6].
- In 2014, the College revised the mission statement to include explicit references to both student learning and student achievement. As a result, the College can more easily link student learning and achievement data to ongoing evaluations of the degree to which it fulfills its mission and achieves its institutional goals [IA1.5]

#### **Analysis and Evaluation**

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

*Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.*

#### ***Broad Educational Purposes***

This mission statement describes the broad educational purposes of the institution: fostering student learning and achievement for students pursuing transfer, career training, basic skills, and

lifelong-learning goals [IA1.1]. MPC's educational purposes are appropriate to an institution of higher learning generally; specifically, the mission statement reflects the primary purposes of California Community Colleges stated in Education Code, which includes lower-division academic and vocational instruction for both younger and older students, providing remedial instruction, and advancing economic growth and support for workforce improvement. Monterey Peninsula College's mission statement addresses academic and vocational instruction, economic growth, and remedial education by directly referencing the provision of programs and services in support of students pursuing goals related to transfer, career training, and basic skills.

### ***Intended Student Population***

The mission statement explicitly identifies MPC's intended student populations by their potential educational goals (e.g., transfer, career, basic skills, and lifelong learning). In order to understand its intended student population and ensure that the mission meets the needs of the local community, the College regularly examines trends in demographics and enrollments, as well as census and labor market data (see SER Introduction).

Analysis of these data helps to promote consistent understanding of the institution's intended students and drive decision-making in support of the mission. For example, during a recent examination of demographic data the College determined that the northern edge of the District, around the vicinity of the Education Center at Marina, has the highest need for educational services [IA1.2]. As a result, the institution has focused its access and success efforts in a way that provides additional support for the intended student population from this geographic area [IA1.3, p. 2].

### ***Degrees and Other Credentials***

The mission statement states that MPC provides high quality instructional programs to support students as they pursue transfer, career training, and skills development goals. Although the mission statement does not explicitly refer to degrees or other credentials, it does describe broad categories of instructional programs—transfer and career training—that lead to degrees and certificates. The College Catalog outlines the intended outcomes of each of these three broad categories of instructional program, including degrees, certificates, and/or licensure or certification in a career-specific field [IA1.4, p. 50].

### ***Commitment to Student Learning and Student Achievement***

The mission statement begins with an explicit expression of the College's commitment to student learning and achievement for all students, regardless of their background or prior educational preparation. The emphasis on student learning and achievement intentionally reflects the priority of the institution: students and student needs.

The wording of the mission statement also enables the College to evaluate mission fulfillment in terms of student learning and student achievement. In the context of institutional evaluation, both “student learning” and “student achievement” are measurable. By creating a measurable mission statement in its last review cycle, the College created a stronger connection between the institution’s mission and its data related to student learning and achievement. As a result, institutional student learning and achievement data are more easily incorporated into the College’s ongoing evaluations of the degree to which it meets its mission and achieves its institutional goals [IA1.5, see Item 4].

***Institutional Awareness of Mission***

To gauge broad, institutional awareness of the mission statement, the College includes questions related to the mission statement in the Faculty and Staff Accreditation Survey, administered during each accreditation cycle as the institution begins to draft its Self-Evaluation Report. In the 2014 Faculty and Staff Accreditation Survey, ninety-six percent of employees reported that they understand the mission of the College as reflected in its mission statement [IA1.6]. Seventy-five percent agreed with the statement, “I believe MPC’s mission statement is appropriate for the students in our service area.” In contrast, in the 2008 Faculty and Staff Accreditation Survey, ninety-one percent of employees agreed that the mission statement was appropriate for its students.

In part, this decrease may have to do with changing student demographics over the past accreditation cycle. Since 2008, the population of students pursuing lifelong learning as their educational goal has decreased (see Figure 1). In large part, the change resulted from state repeatability restrictions and their effect on curriculum, particularly in the areas of physical education and creative arts.

**Fig. 1: Changes in Lifelong Learning Population, 2008-2014**

	2008	2014
Number of students identifying Lifelong-learning as primary goal on admissions application	5,891	1,291
Percentage of Total Student Population	39%	14%

*Source: Office of Institutional Research (OIR), MIS Referential files*

The shift in student population has prompted robust dialogue on campus on how best to identify and continue to meet the needs of students in search of life-long learning opportunities.

**Conclusion:** Monterey Peninsula College meets Standard I.A.1.

**Evidence Cited**

- IA1.1 [Monterey College Mission Statement](#)
- IA1.2 [OIR Presentation: Access to MPC](#)
- IA1.3 [Institutional Goals, Objective 1.4](#), p. 2

- IA1.4 [2015-2016 College Catalog](#), p. 50  
IA1.5 [College Council Minutes, 3/25/13, Item 4](#)  
IA1.6 [2014 Faculty and Staff Accreditation Survey](#)

**I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

**Evidence of Meeting the Standard**

MPC assesses institutional effectiveness by evaluating how well it accomplishes its mission through the following mechanisms:

- Institutional goals and objectives [IA2.1]
- Program review [IA2.2-5]
- Student achievement data [IA2.6-7]

To ensure that the mission directs institutional priorities, each of these mechanisms uses institutional data to evaluate the College's progress and needs in relation to its stated mission [IA2.1- 8].

**Analysis and Evaluation**

The College has intentionally linked institutional goals and objectives to its mission in order to ensure that the mission directs institutional priorities. Specifically, MPC's institutional goals and objectives outline the steps the College plans to take in order to accomplish the mission. Each institutional goal is operationalized through a set of measurable objectives that are specific and short-term. As the College evaluates progress towards each goal and its supporting objectives, it evaluates progress toward the institutional mission, as well [[IA2.1](#)].

The College also evaluates accomplishment of mission through the Program Review process. Every academic division and service area completes a comprehensive program review on a six-year cycle. As part of the process, each division or area explicitly identifies how it supports the College mission [[IA2.2](#), [IA2.3](#), [IA2.4](#); examples in [IA2.5a](#), p.2; [IA2.5b](#), p. 5; [IA2.5c](#); [IA2.5d](#)]. In subsequent sections of the Program Review, departments reflect on relevant institutional data (e.g., program enrollment and demographics, student success data, etc.) as part of the overall evaluation of their program or service and the degree to which it supports the College mission. Program Review is discussed in detail in Standards I.B.5 and II.A.16.

Monterey Peninsula College considers student achievement data as an important indicator of how well it accomplishes its mission. As discussed in the Introduction, the College examines several student achievement datasets regularly, including institution-set standards for student achievement and the Student Success Scorecard.

As discussed in the Introduction, the institution-set standards measure overall college performance in the areas of course completion, persistence, degree and certificate completion, and transfer; these areas represent three of the broad educational purposes identified in the mission statement (see also Standard I.B.3).

The College also uses student achievement data from the Student Success Scorecard to evaluate the accomplishment of its mission. Similar to the institution-set standards, the Student Success Scorecard presents data related to college performance in the areas of progress in remedial (basic skills) education, completion of degrees and certificates, transfer, and transfer-prepared status – areas defined as educational purposes in the College’s mission statement.

The College reviews and analyzes the Student Success report and engages in dialog with the Board of Trustees about what the data reveal. The Office of Institutional Research uses the Student Success Scorecard as a focal point for monthly reports to the Governing Board on topics related to student success, access, and achievement [[IA2.6](#)]. For example, in August 2015 the monthly student success report focused on achievement data for career technical students, one of the student populations identified in the College mission. The monthly reports in October and November 2013 focused on achievement data for basic skills students, another population identified in the College mission [[IA2.7a](#), [IA2.7b](#), [IA2.7c](#)].

Through this focus on data, the College mission directs institutional priorities in meeting the educational needs of students. Mission-driven, data-informed dialogue occurs within evaluation of institutional goals and objectives, within program review, and in operational processes throughout the institution. For example, during the annual faculty prioritization process, departments describe how the requested position supports the mission [[IA2.8](#)].

**Conclusion:** Monterey Peninsula College meets Standard I.A.2.

### **Evidence Cited**

- IA2.1 [Institutional Action Plan](#)
- IA2.2 [Program Review Template: Academic Affairs](#)
- IA2.3 [Program Review Template: Administrative Services](#)
- IA2.4 [Program Review Template: Student Services](#)
- IA2.5 Selected Program Review examples, Mission Evaluation
  - a. [Biology](#) (see p. 2)
  - b. [Nursing](#) (see p. 5)
  - c. [Dance](#)
  - d. [Chemistry](#)
- IA2.6 [OIR Student Success Reporting Calendars, 13/14 – 15/16](#)
- IA2.7 Sample Student Success Scorecard Presentations
  - a. [Aug 2015](#)
  - b. [Oct 2013](#)
  - c. [Nov. 2013](#)

**I.A.3 The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

**Evidence of Meeting the Standard**

- The College’s program review process requires participants to document the mission of their program, service, or unit, and explicitly identify how it supports and/or reflects the mission of the College [IA3.1 – IA3.4].
- Curriculum development processes include confirmation that programs and courses align with the College mission [IA3.5].
- The institution has established mission-driven Goals and objectives linked to decision-making, planning, and resource allocation, as well as to student learning and achievement [IA3.7 – IA3.8].
- The mission informs discussions of resource allocation, student learning, and student achievement at the institutional and program-level [IA3.9 – IA3.11].

**Analysis and Evaluation**

***Aligning Programs and Services with the Mission***

As noted in Standard I.A.2, the College’s program review process requires participants to document the mission of their program, service, or unit, and explicitly identify how it supports and/or reflects the mission of the College [[IA3.1](#), [IA3.2](#), [IA3.3](#)]. For example, during its most recent program review, Business department personnel noted that they support students’ goals of “transfer, work, and growth into leadership roles,” aligning almost verbatim with the College mission statement. Furthermore, they noted that by “directly educating the local workforce with skills to improve business performance,” the department has a direct impact on the vitality of the local economy, directly supporting the goals and priorities identified in the mission statement [[IA3.4a](#), p. 2]. Programs and services in the Student Services area address their alignment with the College mission through program review, as well. For example, the mission of the Student Activities program speaks to student success, and it recognizes the educational goals of students [[IA3.4b](#)].

The curriculum development and review process also ensures that all academic programs and courses align with the College mission [[IA3.5](#)]. New or revised courses must address one of the broad educational purposes identified in the mission. In addition, all courses must identify student learning outcomes and course objectives that specify the skills and/or knowledge that students will be able to demonstrate upon completion of the course. The faculty member who submits a course provides initial assurance that the course is an appropriate fit for the institution and its mission, based on their discipline and program expertise. As the course proposal

continues through the curriculum approval process, it receives further review by the division chair, the dean for the division, the Vice President of Academic Affairs, and the Curriculum Advisory committee. Multiple levels of review provide several opportunities to confirm that the course or program aligns with the College mission.

***The Mission: Informing Institutional Goals for Student Learning and Achievement***

The College mission is the key component in the multi-year planning process, and guides the development of the institutional goals. In the most recent goal-setting process, the mission statement directly informed the development of each of the four new goals [IA3.6, p. 2]. As a result, the institutional goals clearly and directly support the mission and its focus on student learning and achievement [IA3.7]. For example, the first institutional goal, “help students achieve their educational goals,” speaks directly to student learning and achievement. Similarly, the fourth institutional goal, “establish and maintain effective infrastructure to promote student learning and achievement,” acknowledges the role of administrative areas in supporting student learning and achievement.

***The Mission: Guiding Institutional Decision-Making, Planning, and Resource Allocation***

The College’s mission statement guides planning and decision-making implicitly and explicitly both at the institutional level and within individual programs and service areas.

During the 2013-2014 year, the institution engaged in discussions about how to address the College’s budget deficit. The College Council created a number of criteria for decision-making, including one implicitly tied to the mission statement and its emphasis on student access or success [IA3.8a, see item #2d, page 2]; the institutional commitment to the mission was evident throughout the discussion in the priority placed on student learning and success. In other related discussions of the budget, College personnel explicitly referenced the mission as a guiding principle for decision-making [IA3.8b, see discussion in item IV.A, page 7-8]. For example, after the institution-wide discussion about the deficit, the College restructured the Child Development Center from a childcare center to a laboratory school that supports students in the Early Childhood Education program. Not only did this change allow for better cost efficiency, it also allowed for better alignment with the core mission of the institution and strong support of students.

The mission statement has also guided decision-making and resource allocation at the program and service level. For example, one of the Institutional Committee on Distance Education’s 2013-2014 goals was to expand online program and course offerings to meet the needs of students seeking general education, transfer, and degree-seeking completion pathways. Another DE-related goal supports the mission’s emphasis on student learning and achievement, by aiming to increase completion and success within online courses [IA3.9, page 13-14]. The College

allocated resources to address these distance education goals, including the expansion of an Online Instructional Technology Specialist position from 50% to full-time.

The mission statement guides decision-making and resource allocation in student support areas, as well. In particular, the mission drives planning and decision-making related to the Student Equity Plan [[IA3.10](#)] and Student Success and Support Program (3SP) plan [[IA3.11](#)]. As the College sets goals for each of these plans, it aligns its goals with the mission's directive to foster student success and achievement within its diverse community. Goals set for these plans focus on program improvements, and support students (including basic skills students) as they work to meet their goals. In recognition of the importance of these plans to the mission, the College allocated resources to hire a Director of Student Success and Equity in fall 2015 to coordinate activities related to student success and completion outlined in these plans.

Results of the 2014 Faculty and Staff Accreditation Survey provide further evidence that the mission guides institutional decision-making, planning, and resource allocation. Seventy-five percent of survey respondents agreed with the statement, "In my experience, the mission statement provides guidance for institutional planning and decision-making at the College" [[IA3.12](#)]. However, in 2008 eighty-three percent of employees agreed that the mission statement guides planning and decision-making at MPC. As noted in Standard I.A.1, the population of students with a stated lifelong learning goal has decreased; lifelong-learning remains one of the educational purposes addressed in the mission statement. This decrease in the number and percentage of lifelong learners at Monterey Peninsula College is a result of the College's shift in curriculum to reflect changes in State priorities. College employees in 2014 may perceive the mission statement guides planning and decision-making to a lesser degree, due to the greater influence of State priorities.

**Conclusion:** Monterey Peninsula College meets Standard I.A.3.

### **Evidence Cited**

- IA3.1 [Program Review Template: Academic Affairs](#)
- IA3.2 [Program Review Template: Administrative Services](#)
- IA3.3 [Program Review Template: Student Services](#)
- IA3.4 Sample Program Mission Alignment
  - a. [Business Department Program Review](#), p. 2
  - b. [Student Activities](#)
- IA3.5 [Curriculum Development Guide](#)
- IA3.6 [College Council Minutes, 4/22/14](#) (p. 2)
- IA3.7 [Institutional Goals and Objectives](#)
- IA3.8 Mission and Resource Allocation Discussions
  - a. [College Council minutes, 9/24/13, item 2d](#)
  - b. [Academic Senate minutes, 2/6/14, Item IVA](#) (p. 7-8)
- IA3.9 [ICDE Goals 2013-2016](#) (p. 13-14)
- IA3.10 [Student Equity Plan, 2014](#)

- IA3.11 [3SP Plan, 2014](#)  
IA3.12 [2014 Faculty and Staff Accreditation Survey](#)

**I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.**

**Evidence of Meeting the Standard**

- The Monterey Peninsula College Governing Board adopted the current mission statement on October 22, 2014 [IA4.1].
- The College reviews its mission regularly as part of its integrated planning process, and makes revisions if warranted by the review [IA4.2].

**Analysis and Evaluation**

Until 2015, the College's process was to review (and if warranted, revise) its mission statement every three years [[IA4.2a](#); [IA4.2b](#), p. 3]. The last mission statement review began in spring 2014. The College Council facilitated the review process, drawing on input from the campus through the three Advisory Groups and the Academic Senate, as the institution considered the existing mission statement:

*Monterey Peninsula College 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.  
(Board adopted 2008; reaffirmed 2011)*

During the discussion, the institution determined that while the core mission of the College had not fundamentally changed since the previous review in 2011, ongoing evaluation of mission accomplishment could be streamlined by incorporating language related to student success and achievement data into the statement. After the conversation, College Council recommended that the institution adopt an updated mission statement and a new values statement in fall 2014 [[IA4.3a](#); [IA4.3b](#); [IA4.3c](#)], as follows:

***Mission Statement:***

*Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.*

***Values Statement:***

*To attain the mission of the College and enhance the intellectual, cultural, and economic vitality of our diverse community, MPC strives to:*

- *Cultivate collaboration to promote student success*
- *Recruit and retain highly qualified faculty staff*
- *Provide students and staff with clean, accessible, attractive, and safe facilities*
- *Provide equipment and training sufficient to support student learning and achievement*

As noted above, the Governing Board approved the mission and values statements at its October 2014 meeting [[IA4.1](#)].

After discussion in spring and fall 2015, the College modified its mission statement review timeline from three to six years [[IA4.4](#)]. College Council made this change in order to connect the evaluation of the College's mission statement to its six-year cycle of strategic planning more intentionally, as discussed in Standard I.B.9.

**Conclusion:** Monterey Peninsula College meets Standard I.A.4.

#### **Evidence Cited**

- IA4.1      [Governing Board Minutes, 10/22/14](#) (see p. 11)
- IA4.2      Mission Review Process (College Council Discussion)
- a.    [Mission Review Process Summary](#)
  - b.    [College Council Minutes, 11/26/13](#) (see item 5, p. 3)
- IA4.3      College Council Mission Review Dialogue
- a.    [3/25/14](#) (See item 4)
  - b.    [4/22/14](#) (See item 5)
  - c.    [9/9/14](#) (See item 3b)
- IA4.4      [Integrated Planning Process](#)