A campus-wide workshop was held to review the mission of the college and draft the elements of a new statement that reflects that mission. The workshop was facilitated by new President, Jill Stearns, former Interim President, Mary Retterer, and the College Director of Planning and Grant Development, Jenni Abbott. This approach provided continuity between the development begun in the early months of 2012 to define the college mission and the drafting of a new mission statement for the college.

Fifty-nine individuals participated in the workshop, including (Evidence: Sign-in sheet):

23 Full-time faculty members
18 Administrators
3 Adjunct faculty members
4 Classified staff members
2 Board of Trustee members
2 students
7 community members

Three specific questions were emphasized in the discussion:

1) Who is our intended student population?
2) What is our educational purpose?
3) What is our commitment to student learning?

DISCUSSION SUMMARY

Accreditation Recommendation related to Mission Statement (Recommendation #1)

“In order to fully meet the standards for mission and effectiveness, the team recommends the college analyze community demographic and student enrollment data to more descriptively define the intended student population and emphasize their commitment to student learning in the mission statement. The team further recommends that course and program planning be explicitly linked to the defined population so the college is able to clearly assess its success in institutional planning, decision making, and meeting student needs as related to its mission.”

To address specific accreditation recommendations, community demographic and student enrollment data was gathered and presented to the group for further analysis. The discussion addressed four elements of the recommendation. The results of the workshop are summarized below, related to each of the four elements:
1) “More descriptively define the intended student population”
2) “Analyze student enrollment and community demographics”
   - Participants discussed specific information regarding the demographics of the community and student population. The discussion provided an opportunity to analyze our current student population and compare it to the demographics of the community. It also provided a more comprehensive view of the cultural, educational and family background of our student population so we can better plan programs and services to serve them. Noting that the majority of our students come from the local regional area including those accessing online courses, our intended student population was clearly identified as those residing in the region. (Evidence: “What do we know about our current student and community population worksheet”)

   - Of note in the discussion were the following data highlights:
     o 75% of county residents have never attended college
     o 16% of county residents live below the poverty line
     o 19% of county students drop out of high school
     o 93% of MJC students place in pre-transfer level math courses
     o 69% of MJC students place in pre-transfer level English courses
     o 61% of MJC students are from an Ethnic Minority population
     o 35% of MJC students are over age 25
     o 20% of MJC students take at least one online course
     o 94% of MJC students come from within our service area
     o 90% of MJC online students come from within our service area

3) “Emphasize commitment to student learning”
   - The group participated in a compression planning session that identified elements the college values and is committed to, related to student learning and our educational purpose. Responses were captured and participants prioritized those seen as most critical. (Evidence: Compression Planning Summary - below)

4) “Ensure course and program planning is linked to the defined population”
   - Preliminary goals identified at the May 15th Workshop were reviewed. A refined focus was introduced by President Stearns to identify measurable outcomes for the goals that can be assessed and communicated to the Campus and Community on a regular basis. A workgroup of the College Council will develop measures for the goals:

   1) Increase Student Success
   2) Strengthen Relationships with Community and Industry
   3) Build Student Centered Community
   4) Strengthen Institutional Processes (refined to: Ensure Responsible, Transparent Stewardship of College Resources)
Table groups also identified issues related to the following questions. Gaps related to individual student preparation were identified at the May Workshop. (**Evidence**: May 15th Summary). This discussion focused on root causes and solutions that can be institutionally developed. (**note**: Carolyn is summarizing the responses to these questions from the table work. Her summary can be added to this report).

1) What are the *institutional* barriers to access for students?

2) What is the role of staff, faculty, administrators, and community members in improving access and success for students?

3) How can we better match student and employer needs?
   - Small groups at each table discussed the comparison of top industry employers in the county and MJC programs currently offered with the highest rate of completion to begin to determine how we are meeting the needs of our intended student population:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care</td>
<td>Associate Degree Nursing (4%)</td>
</tr>
<tr>
<td>Retail</td>
<td>MJC Nursing Program Prerequisites (4%)</td>
</tr>
<tr>
<td>Education</td>
<td>Business Administration Degree (3%)</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>CSU General Education Certificate (2%)</td>
</tr>
<tr>
<td>Construction</td>
<td>AA: General Studies: Social/Behavioral Science (2%)</td>
</tr>
<tr>
<td>Food/Hospitality</td>
<td>CSU GE – No Degree (2%)</td>
</tr>
<tr>
<td>Agriculture</td>
<td>AA: Administration of Justice (2%)</td>
</tr>
</tbody>
</table>

A small workgroup has been identified to take the data, discussion results, and prioritized responses from the May workshop, August workshop, and campus-wide values survey and draft a Mission Statement that reflects the refined understanding of the college mission. They began work on the draft on August 31, 2012.

**Workgroup:**
- Jenni Abbott
- Maurice McKinnon
- Sandy Woodside
- Francisco M. Banuelos
- Anelli
- Sherri Potts
- Chad Redwing
### Compression Planning Responses

Workshop participant responses are listed in prioritized order as identified by the group:

<table>
<thead>
<tr>
<th>Who is our intended student?</th>
<th>In a phrase, what is our educational purpose?</th>
<th>What words communicate our commitment to student learning?</th>
<th>What vibrant words best reflect our values, programs, and services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer students</td>
<td>We thoughtfully actuate potential to develop engaged, responsible, informed, productive citizens</td>
<td>Innovative</td>
<td>Transformative</td>
</tr>
<tr>
<td>Job and promotion seekers</td>
<td>To assist students in achieving their personal educational goals</td>
<td>Quality</td>
<td>Inspire/Aspire</td>
</tr>
<tr>
<td>Ethnically diverse</td>
<td>Transforming our communities through innovative and dynamic learning experiences which foster an engaged citizenry</td>
<td>Rigorous</td>
<td>Inclusive</td>
</tr>
<tr>
<td>Dreamers of a better life/People who desire to advance and improve their lives</td>
<td>To provide a flexible response to the changing needs of our community</td>
<td>Rigorous, innovative programs for students seeking excellence</td>
<td>Curiosity</td>
</tr>
<tr>
<td>Those who envision a future made brighter through learning</td>
<td>To enrich the culture and local traditions of our community</td>
<td>Dynamic</td>
<td>Enrich</td>
</tr>
<tr>
<td>English Language Learners</td>
<td></td>
<td>Transformative</td>
<td></td>
</tr>
<tr>
<td>Seeker of cognitive &amp; emotional software</td>
<td></td>
<td>Genuine</td>
<td></td>
</tr>
<tr>
<td>Working parents</td>
<td></td>
<td>Exemplary</td>
<td></td>
</tr>
<tr>
<td>First generation attenders</td>
<td></td>
<td>Practical, useful, productive</td>
<td></td>
</tr>
<tr>
<td>College Ready</td>
<td></td>
<td>Scholarship of teaching and learning</td>
<td></td>
</tr>
</tbody>
</table>
**Phrases that communicate our commitment to student learning** (in prioritized order):

- Enriching and transforming the lives of our students through learning
- Committed to excellence, innovation and student success
- A genuine commitment to innovate pedagogy that helps learners engage with a modern, complex, changing society
- Seeking excellence for the betterment of our community
- Committed to innovative technologies
- Provides exceptional opportunities to progress intellectually, emotionally, physically through exemplary programs and services

**Combined elements for a Mission Statement** (in prioritized order):

Committed to providing an educationally engaging, responsive, and dynamic environment that facilitates and enhances student success for a diverse population to meet the present and future needs of the greater Stanislaus area through innovative teaching and technologies.

Transform our regional community through educational opportunities, cultural experiences, diversity of ideas, and innovation in support of student learning.

Committed to providing an exceptional educational experience to all learners seeking to reach their dreams and better their communities.

Providing you a diverse, state of the art educational experience and road to the future.