
Institutional Alignment and Community Impact: An Assessment of the Vision and Mission Perception at Aldersgate College

**Winnie Queen T. Aquino¹, Veronica C. Cato-an², Mylene I. Bayona³,
Fe Joy A. Toda⁴, Debora B. Sampaga⁵**

<http://orcid.or//ORCID ID: 0009-0009-0304-3392>⁵

deb_sampaga@aldersgate-college.com⁵

ABSTRACT

This study evaluated the perception and impact of Aldersgate College's Vision and Mission among its primary stakeholders, including students (84.16%), faculty (10.89%), and alumni (4.95%) (N = 101). Utilizing a quantitative descriptive research design based on a 4-point Likert scale, the investigation measures institutional alignment across core values, academic excellence, spiritual formation, community engagement, resource management, and societal impact. Overall, the findings show strong institutional perception, with mean ratings across all key indicators ranging from 3.19 to 3.41 out of 4.00. The highest-rated area of consensus was the positive societal impact of Aldersgate graduates (M = 3.41, 92.1% total agreement), while classroom alignment with academic excellence received the lowest mean rating (M = 3.19, 87.1% total agreement). Notably, faculty consistently reported higher agreement scores (M = 3.73 to 4.00) than students (M = 3.08 to 3.32), indicating a noticeable perception gap between educators and learners. The study recommends bridging this gap, enhancing classroom pedagogy, and strengthening student life and resource management.

Keywords: *Vision-mission perception, institutional alignment, stakeholder perception, higher education evaluation, institutional impact*

INTRODUCTION

An institution's Vision and Mission statements serve as its foundational compass, directing curriculum design, strategic resource allocation, administrative policy, and community outreach. For higher education institutions, ensuring that stakeholders, students, faculty, and alumni understand and experience these core principles in daily practice is critical to sustaining educational quality and institutional identity. Aldersgate College seeks to integrate academic excellence, spiritual formation, and social responsibility into its learning environment. However, the extent to which these aspirational goals resonate across different stakeholder groups requires systematic empirical evaluation. This study examines perceptions of Aldersgate College's Vision and Mission and their impact to determine how effectively the institution operationalizes its goals across campus life and community engagement.

Statement of the Problem

This study aimed to assess stakeholder perceptions of Aldersgate College's Vision and Mission and measure their perceived impact on academic and community outcomes. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the survey respondents in terms of stakeholder category?
2. What is the overall level of perception regarding the integration and execution of the college's Vision and Mission across key institutional dimensions?
3. Is there a significant difference in the perception levels of the vision and mission of Aldersgate College when respondents are grouped according to their stakeholder category (Students, Faculty, Alumni)?
4. What is the frequency and distribution of stakeholder responses across individual agreement levels for each vision-mission indicator?

Scope and Delimitation

The study covers primary stakeholder perceptions regarding core value articulation, classroom integration, spiritual and professional development, moral orientation, community service, institutional pride, labor market relevance, leadership culture, resource management, and regional societal impact.

The dataset includes 101 respondents who participated in the online survey in January 2026. Findings reflect the specific context of Aldersgate College and may not be generalized to other higher education institutions.

Theoretical Framework

This study is anchored on Institutional Theory (Meyer & Rowan, 1977), which asserts that educational institutions construct legitimacy and coherence by aligning operational practices with formal institutional values and missions. It also incorporates Stakeholder Theory (Freeman, 1984), emphasizing that organizational performance and institutional identity are realized through aligning expectations and experiences among key internal and external stakeholders (students, faculty, and alumni).

Conceptual Framework

The conceptual model follows an Input-Process-Output (IPO) framework:

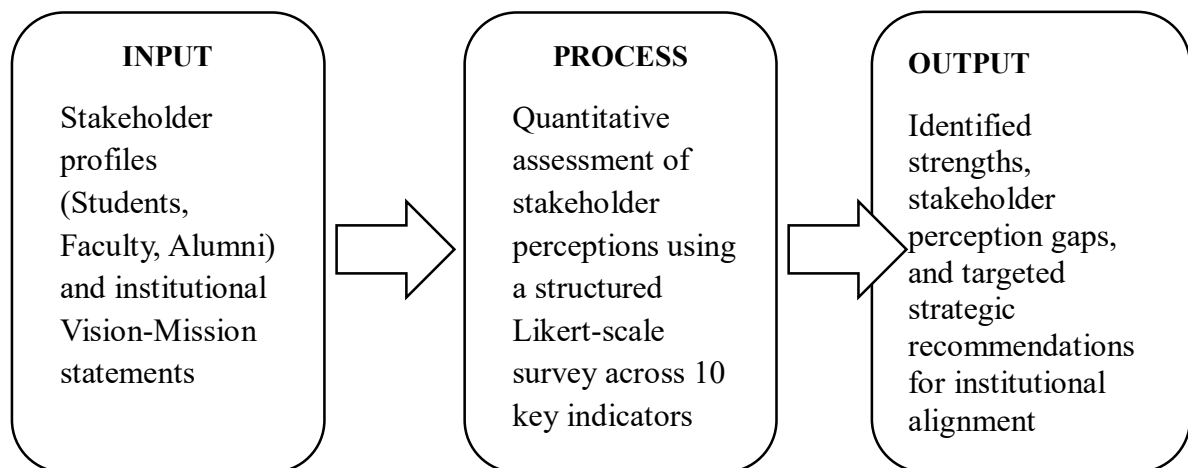


Figure 1: Conceptual Framework

METHODOLOGY

Research Design

This study adopted a quantitative descriptive-evaluative research design. Descriptive research was employed to systematically measure, analyze, and present the distribution of stakeholder perception scores regarding the college's Vision and Mission.

Research Steps

The data collection and analytical process began with the tool administration, where the structured online Vision-Mission Perception & Impact Survey was distributed to the target respondents. After administration, the raw response data (n = 101) underwent data extraction and cleaning to validate completeness and ensure integrity before formal analysis. For the statistical computation, the dataset was processed using statistical tools to generate frequency distributions, percentages, arithmetic means, medians, and standard deviations. The calculated statistical outputs were then organized through data tabulation and analysis, placing the results into thematic evaluation tables explicitly aligned with the research questions and Statements of the Problem (SOPs). Finally, in the synthesis and strategic formulation phase, the tabulated findings were interpreted to derive meaningful conclusions and formulate actionable recommendations for the institution.

Data Collection and Sample Selection

The study gathered primary data from 101 respondents, comprising 85 students, 11 faculty members, and 5 alumni. To reach these target participants, the study used convenience sampling and administered and collected the structured survey digitally through online channels.

Data Analysis Methods

Frequency and percentage distributions were applied to summarize the demographic profile of the respondents and item-by-item response distributions. To evaluate central tendencies, the weighted mean and median were calculated for each vision-mission indicator using a 4-point Likert scale, interpreted as follows: 1.00-1.75 (Strongly Disagree), 1.76-2.50 (Disagree), 2.51-3.25 (Agree), and 3.26-4.00 (Strongly Agree). Additionally, standard deviations were computed to measure response dispersion and assess the degree of consensus among respondents across the evaluated indicators.

Research Hypotheses and Validation

The null hypothesis stated that perception levels regarding the implementation of the Vision and Mission do not differ significantly across stakeholder groups, specifically students, faculty, and alumni. Based on the validation outcome, a descriptive cross-group analysis revealed consistent divergence among the groups. Faculty members systematically reported higher perception scores than students across all 10 evaluated indicators, highlighting operational perception gaps regarding daily vision-mission implementation within the institution.

Study Limitations and Ethical Considerations

The sample is heavily weighted toward students (84.16%), with relatively small samples of faculty (10.89%) and alumni (4.95%), limiting the statistical power of multi-group inferential comparisons.

Participation was voluntary. We processed email addresses and timestamps strictly for data validation while preserving respondent anonymity and confidentiality in accordance with data privacy guidelines.

RESULTS AND DISCUSSION

SOP 1: What is the demographic profile of the survey respondents in terms of stakeholder category?

Table 1
Respondent Demographics

Respondent Category	Count (n)	Percentage (%)
Student	85	84.16%
Faculty	11	10.89%
Alumni	5	4.95%
Total	101	100%

The survey sample is heavily weighted toward current students (84.16%), followed by faculty members (10.89%) and alumni (4.95%). The strong student participation reflects active, primary institutional engagement, while lower alumni participation reflects the practical constraints of reaching former graduates.

The overall survey outcomes predominantly reflect the active, daily experience of the current student body. Future institutional evaluation cycles should establish dedicated outreach

mechanisms (e.g., formal alumni registry channels) to increase alumni participation and support balanced long-term impact tracking.

SOP 2: What is the overall level of perception regarding the integration and execution of the college's Vision and Mission across key institutional dimensions?

Mean ratings across all ten dimensions range from 3.19 to 3.41, indicating consistent overall agreement with institutional vision-mission execution. The highest-rated area is Graduate Impact on Society (M = 3.41, Median = 4.0), demonstrating strong stakeholder confidence in community contributions. The lowest mean rating is for Classroom Consistency with Academic Excellence (M = 3.19), followed by Sense of Belonging & Pride (M = 3.22).

Table 2

Key Perception Statements

Vision- Mission Statement/Dimension	Mean	Median	Std Dev	Overall Perception
Articulate Core Values & Goals	3.30	3.0	0.76	High Agreement
Classroom Consistency with Academic Excellence	3.19	3.0	0.76	High Agreement
Integration of Spiritual Formation & Professional Training	3.30	3.0	0.71	High Agreement
Values Serving as a Reliable Moral Compass	3.34	3.0	0.68	High Agreement
Sufficient Opportunities for Community Service	3.30	3.0	0.73	High Agreement
Sense of Belonging & Pride as an "ACIAn"	3.22	3.0	0.70	High Agreement
Relevance & Competitiveness of Acquired Skills	3.26	3.0	0.67	High Agreement
Culture Encourages Initiative & Integrity	3.29	3.0	0.74	High Agreement
Resource Management Supports Mission	3.24	3.0	0.74	High Agreement
Graduates Making Positive Impact in Society	3.41	4.0	0.70	Highest Agreement

While broad perception remains highly positive, the lower relative score for classroom consistency signals a slight gap between institutional policy statements and day-to-day instructional experiences. Academic administration should focus on pedagogical alignment to ensure institutional excellence is felt directly in classroom instruction.

SOP 3: Is there a significant difference in the perception levels of the vision and mission of Aldersgate College when respondents are grouped according to their stakeholder category (Students, Faculty, Alumni)?

Faculty systematically report higher agreement scores across every indicator (3.73 to 4.00) than students (3.08 to 3.32). The largest perception gaps occur in Classroom Alignment with Academic Excellence (Faculty: 3.91 vs. Students: 3.08; Delta = 0.83) and Values as Moral Compass (Faculty: 4.00 vs. Students: 3.24; Delta = 0.76). Alumni report the highest sense of institutional pride (3.80) but give resource management the lowest rating (3.00).

Table 3
Mean Perception Scores Grouped by Respondent

Statement/Indicator	Student (n=85)	Faculty (n=11)	Alumni (n=5)	Overall (N=101)
Articulate Core Values & Goals	3.24	3.73	3.40	3.30
Classroom Alignment with Excellence	3.08	3.91	3.40	3.19
Spiritual and Professional Integration	3.22	3.73	3.60	3.30
Values as a Reliable Moral Compass	3.24	4.00	3.60	3.34
Opportunities for Community Service	3.22	3.73	3.60	3.30
Sense of Belonging & Pride	3.12	3.73	3.80	3.22
Market Competitiveness Skills	3.18	3.73	3.60	3.26
Culture of Initiative & Integrity	3.19	3.82	3.60	3.28
Resource Management Support	3.16	3.91	3.00	3.24
Graduates' Impact on Society	3.32	3.91	3.80	3.41

The noticeable gap between faculty and student ratings suggests that while faculty strongly internalize institutional ideals, students experience these values less intensely. Institutional programs must work to translate administrative priorities into tangible improvements in student experience, academic delivery, and facilities management.

SOP 4: What is the frequency and distribution of stakeholder responses across individual agreement levels for each vision-mission indicator?

Table 4
Full Frequency Distribution Across Response Options

Statement/Survey Item	SD (1)	D (2)	A (3)	SA (4)	Total Positive
Articulate Core Values & Goals	4 (4.0%)	6 (5.9%)	47 (46.5%)	44 (43.6%)	90.1%
Classroom Alignment with Excellence	4 (4.0%)	9 (8.9%)	52 (51.5%)	36 (35.6%)	87.1%
Spiritual and Professional Integration	1 (1.0%)	12 (11.9%)	44 (43.6%)	44 (43.6%)	87.2%

Values as a Reliable Moral Compass	1 (1.0%)	9 (8.9%)	46 (45.5%)	45 (44.6%)	90.1%
Opportunities for Community Service	3 (3.0%)	7 (6.9%)	48 (47.5%)	43 (42.6%)	90.1%
Sense of Belonging & Pride	1 (1.0%)	13 (12.9%)	50 (49.5%)	37 (36.6%)	86.1%
Market Competitiveness Skills	1 (1.0%)	10 (9.9%)	52 (51.5%)	38 (37.6%)	89.1%
Culture of Initiative & Integrity	1 (1.0%)	14 (13.9%)	42 (41.6%)	44 (43.6%)	85.1%
Resource Management Support	2 (2.0%)	12 (11.9%)	47 (46.5%)	40 (39.6%)	86.1%
Graduates Impact on Society	2 (2.0%)	6 (5.9%)	42 (41.6%)	51 (50.5%)	92.1%

Combined positive perceptions (Agree + Strongly Agree) remain consistently high, ranging from 85.1% to 92.1%. Total dissatisfaction (Disagree + Strongly Disagree) is highest in Culture of Initiative & Integrity (14.9%), Sense of Belonging & Pride (13.9%), and Resource Management (13.9%). Graduate Impact on Society achieved the highest single Strongly Agree response rate (50.5%).

Critical negative sentiment is held by a minority of respondents (<15%). Addressing specific concerns regarding resource efficiency, leadership encouragement, and campus community engagement will help convert moderate agreement ("Agree") into strong endorsement ("Strongly Agree").

SUMMARY

The assessment of Aldersgate College Vision and Mission perception (N = 101) reveals broad institutional alignment and positive stakeholder perception across all evaluated domains (M = 3.19 to 3.41). Respondents expressed the strongest confidence in graduates' societal impact (M = 3.41, 92.1% positive response). However, comparative analysis identified a consistent perception gap between faculty members (M = 3.73 to 4.00) and students (M = 3.08 to 3.32), particularly regarding classroom instruction and moral value orientation. Dissatisfaction levels remained low (<15%), with small clusters centered on resource management, institutional culture, and campus belonging.

CONCLUSIONS

Based on the survey findings, the following conclusions are drawn:

1. Aldersgate College successfully communicates its primary vision and mission, establishing a recognized institutional identity across core values, moral orientation, and community service.
2. The college's primary strength lies in its external contribution to societal development and graduate reputation in the region.
3. A clear divergence exists between faculty perceptions and students' daily experiences, indicating that administrative and instructional ideals are not fully mirrored in the student learning environment.

4. Lower mean scores in classroom alignment, sense of belonging, and resource management highlight key areas requiring continuous quality improvement.

RECOMMENDATIONS

Based on the empirical findings, statistical analyses, and stakeholder perception gaps identified in this study, the following actionable recommendations are proposed for implementation by institutional leaders, academic administrators, and policy-makers at Aldersgate College:

1. Conduct faculty workshops focused on embedding institutional core values and academic excellence standards directly into syllabus design, classroom delivery, and student assessment.
2. Strengthen student affairs programs, campus leadership initiatives, and peer support networks to foster student pride and institutional belonging.
3. Upgrade academic technology and physical campus facilities while improving communication regarding institutional resource allocations.
4. Establish annual, institutionalized evaluation cycles with targeted strategies to increase alumni and employer response rates for long-term tracking.

ACKNOWLEDGMENT

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AI DECLARATION STATEMENT

Generative AI tools were utilized during the preparation of this report solely for data organization, formatting, statistical calculation verification, and editorial structuring. The researchers validated and confirmed all primary data collection, conceptual interpretations, and final conclusions.

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