

Mendocino-Lake Community College District

*Mendocino College
1000 Hensley Creek Road
Ukiah CA 95482*



Follow-Up Report For Accreditation

Submitted to:

The Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

March 10, 2010

Mendocino-Lake Community College District

*Mendocino College
1000 Hensley Creek Road
Ukiah, CA 95482*

Follow-Up Report for Accreditation

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Statement on Report Preparation

On June 30, 2008, Mendocino College received the Commission Action Letter based on the site visit team recommendations from March 2008, and the College immediately began to address the recommendations. To prepare this report, the following process was followed:

- All managers read the report and the actions needing to be taken were discussed at college-wide management meetings in the summer and fall. Faculty and staff were sent a draft of the report in February 2010.
- In October, managers and others responsible for parts of the Planning Summary were asked to submit updates to the Accreditation Liaison Officer by December 2009 for inclusion in the report.
- The initial drafting of the report was done by the Accreditation Liaison Officer in January and February 2010, using information submitted by other college personnel, particularly those most involved in the implementation and use of the Datatel/Colleague system.
- The draft was sent to the Planning and Budgeting Committee (PBC) and the Academic Senate for review on February 11, 2010. PBC reviewed and commented on the report at a meeting on February 16, 2010. The Academic Senate reviewed and commented on the report at a special meeting on February 23, 2010.
- The report was taken to the Board of Trustees for final approval at their regular meeting on March 3, 2010.
- After the Board's approval, only minor changes, such as formatting, were made to the report.

Kathryn G. Lehner
Superintendent/President

Leslie Saxon West, President
Academic Senate

Response to Team Recommendations and the Commission Action Letter

The June 30, 2008 Commission Action Letter contained one recommendation for the College to address in the March 15, 2010 report:

Recommendation 3: *In order to improve, the team recommends that the College complete installation of the Integrated Information System and maximize its potential for reporting, accountability, and assessment of institutional effectiveness, student learning, and student success.*

A. Installation of the IIS (Datatel)

Mendocino College passed a General Obligation (Prop. 39) bond in November 2006 that included a long list of projects. However, the original impetus for the bond measure was to replace the Legacy information system the College had outgrown. That system was unable to accommodate online registration, electronic grading or efficient class schedule production. Once the bonds were issued, the College immediately began the selection process for a new system and, after presentations and college-wide discussion, agreed to purchase the Colleague system from Datatel in August 2007.

Implementation began with the formation of a Core Team in Fall 2007 from several departments of the College, including instruction, student services, human resources and fiscal. Critical decisions about budget codes, discipline identification, etc., were made over the first several months. With the assistance of a team of Datatel users from other California community colleges, data were moved into the new system and substantially “cleaned” in the process.

Another part of the implementation was assignment of security levels and access. Existing employees identified information that they used on a regular basis, and the Core Team assigned appropriate security levels to safeguard data in the system. New employees must be assigned a level approved by the Core Team when they are hired (Exhibit A).

As of Spring 2010, the Colleague system is fully operational for instruction and student services purposes. Faculty access real-time rosters online (Exhibit B) and grade students electronically. Students browse class schedules (Exhibit C), register (Exhibit D), pay (Exhibit E) and see their grades and transcripts (Exhibit F) through WebAdvisor. Financial aid awards are applied to

student accounts and checks are generated through the system; refunds are also automatic. Deans and other administrators can see real-time enrollments in classes and generate a variety of reports concerning scheduling, class costs and efficiency (Exhibit G). Management Information System (MIS) data for the state is entered and audited throughout a semester by end-users rather than after a semester ends.

Planning continues for other components of the Colleague system, primarily the student Portal (in late 2010), payroll components (2011) and fiscal services (estimated 2012). Due partially to the recent budget crisis and cuts, the business areas lack the ability to implement their portions of Colleague. College administrators, including the President, meet every six months to review the timeline for implementing these final pieces of the IIS (Integrated Information System). In the meantime, all HR and fiscal information continues to be available to the college community through systems supported by the Mendocino County Office of Education.

Some improvements that both the fiscal and HR areas have made due to the Colleague implementation are integration of fiscal services with financial aid, so that Pending Aid can be noted in student accounts and refunds are generated automatically; acceptance of credit cards through the web for registration, community extension classes and library fees; increased accuracy of refunds, even when there are retroactive fee increases; check printing using secure chip signature and security ink; fully automated generation of part-time faculty contracts; and real-time reporting of faculty workloads. Many of the functions noted above were performed manually prior to the Colleague implementation.

B. Reporting and Accountability Improvements

Improvements to state reporting and more general accountability have taken place in several areas:

- As noted above, the process of migrating data from one system to another required substantial “clean up” of that data. Student records, course details, room capacities, and many other pieces of information were examined and corrected. The “cleaned” data results in fewer issues when it is submitted to the state for MIS purposes. It also facilitates student transactions such as financial aid awards and transcript production.
- Discussions of program development or reduction require accurate data about enrollment, number of graduates, time to completion, etc. With the new system, these data can be generated by end-users in minutes rather than requiring the IT staff to produce special printed reports.
- In instructional areas, deans and faculty can access real-time reports on class efficiency, FTES generation and enrollment trends, all of which are instrumental

when making future scheduling decisions. These reports are housed on a Report Server.

Overall, data for reporting are more easily accessible to more employees who can check them for accuracy before submitting MIS reports to the state or federal reports such as IPEDS (Integrated Post-Secondary Education Data System). Data on student retention, success and other factors are also more widely available for reports to the Board or community about student achievement. As an example, just recently the college wanted to pinpoint where enrollments were lost in Spring 2010 due to a contracted schedule. The institutional researcher was able to generate a report in approximately one hour using Datatel (Exhibit H); under the old system, it would have taken 24 to 48 hours.

C. Assessment of Institutional Effectiveness

Many types of data are used to assess effectiveness of the college as a whole. Already noted above are efficiency numbers in various disciplines, student success rates on a course or section level, and student persistence and retention rates. The college plans to generate reports in the following areas to make decisions over the next 18 months and beyond, especially in light of reduced state funding:

- Cost of programs, using information from Colleague as well as the county system
- Improvement rates in basic skills classes, particularly math and English
- Effectiveness of Early Alert system, which involves tracking students who are identified as at-risk by instructors and then contacted by counselors
- Assessment of educational plans, i.e., determining whether students with educational plans complete degrees more quickly and have higher course success rates
- Comparison of instructional programs looking at success rates, retention rates and enrollment trends

Information available through the Colleague system is also linked to Strategic Plan objectives and reports can be generated to monitor progress toward college goals. For instance, under *Goal #1: Become a learner-centered institution by focusing on student success*, the college plans to increase the number of students who meet their stated goals by 10% by 2014. The information about individual goals in Colleague can be cross-referenced to student transcripts to see quickly and easily if students did meet their stated goals. Under *Goal #2: Improve student access to college programs and services*, one objective is to increase the number of students receiving financial aid. Again, since financial aid information is integrated in Colleague with student information, progress toward this goal can be easily determined.

D. Effects on Student Learning and Student Success

Students have received multiple benefits from the new Colleague system that will undoubtedly lead to enhanced retention and success in the coming years. Some prime examples are:

- Student access has increased dramatically with online registration (the college still retains the traditional walk-in and telephone registration options for the time being).
- Student educational plans are entered and updated through the counseling office, but students have 24/7 access to those plans through WebAdvisor (Exhibit I).
- Students can see their grades as soon as faculty enter them in the system. In the past, many students never reviewed their grades because they had to ask for a paper record from the Admissions Office. They were then sometimes surprised when they did not meet a pre-requisite or graduation requirement.
- Financial aid awards for students are entered into the system as “Pending Aid,” which allows students to register once they have been approved for aid, but prior to an actual check or other payment. Therefore, students register earlier and can focus on acquiring textbooks and other materials rather than delaying formal registration in classes.
- Soon, when degree audit (an automated system which helps students and counselors track students’ progress toward degrees) is implemented, students can participate more fully in educational planning by monitoring their own progress toward completing certificates, degrees or transfer requirements.
- Because faculty have increased access to rosters, they have the contact information for students even when off-campus and can let them know about class time changes or other important class events. They can also contact students who are missing class if they choose.

Implementation of the student portal in late 2010 will add another dimension to student success. Through the portal, the college will be able to have increased communication ability that can be targeted to individual students or groups of students. For example, all students who have identified psychology as a major can receive a notice about an upcoming event; students who identified transfer as a goal can get updates from the Career and Transfer Center; and all students can receive notification of new policies, budget information, scholarship application deadlines, etc. Lack of success among students can often be traced to lack of relevant information; the portal and its communication components will greatly reduce chances of “failure” due to an information gap.

Student learning, tracked primarily through SLOs, can be assessed much more effectively through a few components of Datatel. First, all course SLOs are available through CurricUNET (which the college was able to implement in Fall 2009 after the first wave of Datatel implementation) and will be accessible soon on the Internet along with the course outlines (currently, course-level SLOs are posted publicly, but without the accompanying course outlines). Second, assessment of those SLOs is part of the annual Program Review process and assessment results in April 2010 will be reported through the program review component of the CurricUNET software. These results are housed in a searchable database that, again, will be accessible by a wide range of employees. Program-level, institution-level and student service SLOs may not have a logical place in the CurricUNET package, but will be posted in publicly-accessible locations, along with their assessment results.

The implementation of Colleague has improved the college's capacity to access the information that it needs to assess student success and institutional effectiveness. Once the college community reviews this data and makes changes, Colleague will once again provide the means to gauge whether the changes have been effective. Mendocino College continues to move forward with implementation of the remaining components of the Datatel package, including the student portal and the payroll and fiscal pieces.

Datatel Security Access

Name: _____ Colleague ID/W# _____

Title: _____ Work Locations: _____

Campus Phone #: _____

Datatel/Request:

Add: _____ Delete: _____ Modify: _____

Datatel Login Needed: Yes: _____ No: _____

Date Training Completed: _____

Security Role(s): _____

Account Expire Date: _____

Reports Access:

Add: _____ Delete: _____ Modify: _____

Reports: _____

Supervisor Name: _____ Supervisor Signature: _____

Please sign and return to Karen Christopherson.

For office use only

CT Team Lead Signature: _____

ST Team Lead Signature: _____

HR Team Lead Signature: _____

AR Team Lead Signature: _____

FA Team Lead Signature: _____

CU Team Lead Signature: _____

IT Team Lead Signature: _____

FACULTY

Class Roster

Course Name and Title

THE-105-0651 Community-Based Ensemble

Instructors

Rose M. Bell

Rose M. Bell

Rose M. Bell

Student ID Access E-mail address Pass Aud Status Credits Student Profile

Doe, Jane S.	101155		janedoe@hotmail.com		Add	3.00	<input type="checkbox"/>
[REDACTED], Ana M.	[REDACTED]		[REDACTED]		Add	3.00	<input type="checkbox"/>
[REDACTED], Corinne M.	[REDACTED]		[REDACTED]		New	3.00	<input type="checkbox"/>
[REDACTED], Crystal M.	[REDACTED]		[REDACTED]		Add	3.00	<input type="checkbox"/>
[REDACTED], Christine G.	[REDACTED]		[REDACTED]		Add	3.00	<input type="checkbox"/>
[REDACTED], Deborah S.	[REDACTED]		[REDACTED]	P	Add	3.00	<input type="checkbox"/>
[REDACTED], Corina A.	[REDACTED]		[REDACTED]		Add	3.00	<input type="checkbox"/>
[REDACTED], Virginia R.	[REDACTED]		[REDACTED]		Add	3.00	<input type="checkbox"/>
[REDACTED], Carrie A.	[REDACTED]		[REDACTED]		Add	3.00	<input type="checkbox"/>
[REDACTED], Kele E.	[REDACTED]		[REDACTED]		New	3.00	<input type="checkbox"/>
[REDACTED], Andrea P.	[REDACTED]		[REDACTED]		Add	3.00	<input type="checkbox"/>

Section Selection Results

Term	Status	Section Name and Title	Location	Meeting Information	Faculty	Available/ Capacity/ Waitlist	Units
Spring 2010	Closed	ENG-10-0049 (0049) Basic Reading and Writing	Lake Center	LAKE 7020, LEC, MW 09:00AM - 11:20AM	S. Cordell	-4 / 20 / 0	5
Spring 2010	Closed	ENG-10-4329 (4329) Basic Reading and Writing	Ukiah	MCM 1250, LEC, MW 09:30AM - 11:50AM	D. Polak	-2 / 25 / 0	5
Spring 2010	Closed	ENG-10-4330 (4330) Basic Reading and Writing	Ukiah	MOD5 401, LEC, TTH 06:00PM - 08:20PM	V. Warda	-5 / 25 / 0	5
Spring 2010	Open	ENG-10-5263 (5263) Basic Reading and Writing	Cove/lo/Round Valley	RVHS 1, LEC, TTH 05:30PM - 07:50PM	A. Whipple	9 / 20 / 0	5
Spring 2010	Closed	ENG-12-4331 (4331) Intermed Reading/Writing	Ukiah	MCM 1230, LEC, TTH 08:00AM - 09:20AM MCM 1230, LEC, W 08:00AM - 09:50AM	C. Krantman	-3 / 25 / 0	5
Spring 2010	Closed	ENG-12-4332 (4332) Intermed Reading/Writing	Ukiah	MCM 1230, LEC, TTH 09:30AM - 10:50AM MCM 1230, LEC, W 10:00AM - 11:50AM	L. Haggitt	-2 / 25 / 0	5
Spring 2010	Closed	ENG-12-4333 (4333) Intermed Reading/Writing	Ukiah	MCM 1230, LEC, TTH 01:30PM - 02:50PM MCM 1230, LEC, W 01:30PM - 03:20PM	J. Cechin	-4 / 25 / 0	5
Spring 2010	Closed	ENG-12-4334 (4334) Intermed Reading/Writing	Ukiah	PE 810, LEC, MW 05:30PM - 07:50PM	P. Krasts	0 / 25 / 0	5
Spring 2010	Closed	ENG-12-4927 (4927) Intermed Reading/Writing	Willits	WILL 8003, LEC, TTH 08:30AM - 11:20AM (02/16/10 to 05/27/10)	E. Schuman	-2 / 20 / 0	5
Spring 2010	Open	ENG-12-5196 (5196) Intermed Reading/Writing	Lake Center	LAKE 7090, LEC, MW 09:00AM - 11:20AM	V. Devries	3 / 20 / 0	5

Exhibit D

Registration and drops will be finalized when you click submit. You will be provided with a receipt of your actions.

Register and Drop Sections

Payment is due, in full, at the time of registration. Your classes will be dropped if payment is not received by the end of the day. However, if you have been awarded a Pell Grant, the pending financial aid will be used as a promise to pay and you will not be dropped for nonpayment.

Name Rose [REDACTED]

Action for ALL Pref. Sections (or choose below)

Preferred Sections

Action	Term	Section Name and Title	Location	Meeting Information	Faculty	Available/ Capacity/ Waitlist	Credits
RG Register	Spring 2010	EAS-200-4293 (4293) Environmental Science	Online	ONLN ONLINE, NET, Days/Times TBA Section 4293 is an online course. Log in the first day of class (1/25). Consult the web page for log on instructions and additional information: www.mendocino.edu/stanceeducation/default.htm .	S. Cardinona	10 / 35 / 0	3.00
RG Register	Spring 2010	ENG-225-0846 (0846) Introduction to Shakespeare	Online	ONLN ONLINE, NET, Days/Times TBA Section 0846 is an online class. Log in the first day of class (1/25). Consult the web page for log on instructions and additional information: www.mendocino.edu/stanceeducation/default.htm	L. Haggitt	4 / 25 / 0	3.00

Pay on My Account

You do not have any financial activity to display.

Payment is due, in full, at the time of registration. Your classes will be dropped if payment is not received by the end of the day. However, if you have been awarded a Pell Grant, the pending financial aid will be used as a promise to pay and you will not be dropped for nonpayment.

* = Required

Payment Amount Balance Description Total Charges Payments Financial Aid Remaining Payment Plans Refunds

Total Amount Due 0.00

Payment Type *

OK

CURRENT STUDENTS

Transcript

Rose [REDACTED]

Course/Section and Title

Grade Credits Repeat Term

EAS-200 4293 Environmental Science					2010SP
MTH-220 4493 Statistics					2010SP
SPE-200 4725 Intro to Public Speaking					2010SP
ANT-201 0297 Cultural Anthropology	A	3.00			2009FA
ENG-205 0330 Critical Thinking	A	3.00			2009FA
POL-200 0786 American Government And	B	3.00			2009FA
HST-203 8265 The United States Since 1865	A	3.00			2009SU
THE-221 4764 Acting-Repertory Performance	A	1.00			2009SP
PSY-212 4686 Personality Theories	A	3.00			2009SP
HST-202 4422 The United States to 1877	A	3.00			2009SP
HUM-200 0395 Humanities Through the Arts	A	3.00			2008FA
PHL-230 0536 Religions of the WWorld	A	3.00			2008FA
THE-88.16 0693 Spec. Topic: Afro Dance	W/	0.00			2008FA
THE-221 4807 Acting-Repertory Performance	A	3.00			2008SP
ENG-200 0371 Reading and Composition I	A	3.00			2007EA



Term (required) 2010SP - Spring 2010

Location (required)

Subject (required) ** All Subjects **

Start Date (optional - only show sections starting on or after this date)

Open/Closed Status All Classes

1 of 16 100%

Find | Next

Excel

Export



** All Locations **

NULL

View R

Search for:

Sec ID	Term	Sec Name	Start Date	End Date	Fund Meth	Min Units	Max Units	Bldg	Room	Days	Times	Rm Cap	Sec Cap	Cur Enrl	Combo Enroll	Inst Last Name	Inst First Name
--------	------	----------	------------	----------	-----------	-----------	-----------	------	------	------	-------	--------	---------	----------	--------------	----------------	-----------------

5348	2010SP	PEG-204.4607	01/11/10	01/23/10	D	1.0		FLD	BBL1	MTWThFS	12:00PM-4:20PM	100	30	18		Schaffert	Matthew
5352	2010SP	PEG-212.4611	01/11/10	01/23/10	D	0.5		FLD	STBL1	MTWThFS	1:00PM-3:10PM	100	19	14		Chapman	Kevin
4912	2010SP	MTH.40.1.4466	01/19/10	01/22/10	PAC	0.5		MOD5	401	TWThF	9:00AM-3:20PM	40	50	32		Jimenez	Fernando
4397	2010SP	ADJ-104.4006	01/25/10	05/27/10	W	3.0		MOD2	202	Th	6:30PM-9:20PM	27	30	26		Finnegan	Matthew
5477	2010SP	ADJ-108.5187	01/25/10	05/27/10	W	3.0		MOD2	202	M	6:30PM-9:30PM	27	30	32		Taylor	Trent
5212	2010SP	ADJ-196.2068	01/25/10	05/27/10	IW	1.0	8.0	MCM	1201			1	99	1		Weiss	Elizabeth
4400	2010SP	ADJ-202.4013	01/25/10	05/27/10	W	3.0		MOD2	202	T	6:30PM-9:20PM	27	27	25		Pegan	John
5213	2010SP	AER-196.2069	01/25/10	05/27/10	IW	1.0	8.0	MCM	1201			1	99	0		Weiss	Elizabeth
5338	2010SP	AGR-102.3199	01/25/10	05/27/10	W	3.0		AG	4040	MW	1:30PM-2:20PM	25	25	23		Xerogeanees	James
4406	2010SP	AGR-108.4023	01/25/10	05/27/10	W	3.0		AG	4040	T	1:30PM-3:20PM	25	25	20		Ineich	Chris
5336	2010SP	AGR-144.3197	01/25/10	05/27/10	W	3.0		AG	4040	TTh	9:30AM-10:20AM	30	30	23		Xerogeanees	James
5894	2010SP	AGR-181.5528	01/25/10	05/27/10	W	2.0		AG	4040	F	9:00AM-10:05AM	30	30	12		Genase	Tom
5214	2010SP	AGR-196.2070	01/25/10	05/27/10	IW	1.0	8.0	MCM	1201			1	99	1		Weiss	Elizabeth
4413	2010SP	AGR-241.4031	01/25/10	05/27/10	W	3.0		AG	4040	MW	9:30AM-10:20AM	25	25	15		Xerogeanees	James

TES Summary Report by 320 Reporting Year

Exhibit H

09-10 Reporting Year Summary by Subject	Sects	Enroll ments	Resident FTEs Only							Total FTEs	Res+NR FTEs	FTEF	FTEs/ FTEF	Ret Rate
			Weekly FTEs	Daily FTEs	Pos NC FTEs	Pos CR FTEs	Pos CR FTEs	Total FTEs	Res+NR FTEs					
ADJ Administration of Justice	24	401	26.4	2.2	0.0	0.0	1.3	29.9	30.7	1.5	20.1	98%		
AER Aeronautics	1	1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.0	22.7	100%		
AGR Agriculture	27	547	36.6	4.2	0.0	4.4	45.2	45.7	2.0	22.7	96%			
ANT Anthropology	11	259	25.6	0.0	0.0	0.0	25.6	25.9	1.1	23.5	94%			
AOD Alcohol and Other Drugs	15	264	21.1	0.1	0.0	1.2	22.5	22.5	0.7	30.4	97%			
ART Art	68	1,310	185.6	1.4	0.0	0.0	187.0	189.0	7.4	25.4	95%			
ASL American Sign Language	4	88	8.7	0.0	0.0	0.0	8.7	8.8	0.3	29.3	94%			
AST Astronomy	5	86	8.6	0.0	0.0	0.0	8.6	8.6	0.5	17.8	91%			
AUT Automotive Technology	15	213	40.2	5.1	0.0	2.1	47.4	48.1	2.1	22.4	98%			
BIO Biological Sciences	29	691	100.0	2.3	0.0	6.9	109.3	111.4	5.0	22.1	96%			
BOT Business Office Technology	137	894	28.9	3.0	0.0	14.8	46.7	46.9	3.3	14.0	95%			
BUS Business	54	1,184	117.1	3.3	0.0	0.4	120.7	122.2	4.8	25.5	94%			
CAM Culinary Arts Management	22	270	10.0	1.8	0.0	3.0	14.8	14.8	0.9	16.4	93%			
CDV Child Development	53	1,102	85.3	6.6	0.0	2.2	94.2	95.3	3.9	24.3	97%			
CED Cooperative Work Experience	13	52	3.6	0.4	0.0	0.0	4.0	4.1	0.0	23.2	85%			
CHM Chemistry	11	206	43.4	0.0	0.0	1.3	44.7	44.7	1.9	19.6	98%			
CLO Clothing	4	33	6.2	0.0	0.0	0.0	6.2	6.4	0.3	19.6	100%			
CSC Computer Science	80	1,573	68.0	16.8	13.4	2.1	100.3	101.6	5.6	18.1	98%			
EAS Earth Science	19	164	17.2	0.0	0.0	0.1	17.3	17.4	1.8	9.6	95%			
ECO Economics	4	106	10.3	0.0	0.0	0.0	10.3	10.6	0.4	26.5	95%			
EDU Education	30	593	0.9	5.0	10.6	0.1	16.6	19.8	1.1	18.3	100%			
EGR Engineering	2	2	0.2	0.0	0.0	0.0	0.2	0.2	0.0	20.2	50%			
ENG English	111	2,206	235.6	8.2	0.0	3.6	247.4	259.6	12.8	20.2	95%			
ESL English As a Second Language	36	803	18.1	1.8	15.4	0.0	35.3	52.8	3.7	14.2	100%			
FRN French	2	50	3.3	0.0	0.0	0.0	3.3	3.3	0.1	25.0	90%			
FSC Fire Science	13	174	10.4	6.2	0.0	0.0	16.6	16.6	0.7	22.1	99%			
GDN Guidance	23	402	5.9	14.9	0.2	0.7	21.8	23.0	1.3	18.0	96%			
GEL Geology	7	101	10.4	0.0	0.0	0.0	10.4	10.6	0.0	92%				
GEO Geography	1	9	1.8	0.0	0.0	0.0	1.8	1.8	0.0	100%				
HLH Health	52	1,051	123.1	2.7	0.0	2.4	128.1	130.3	5.3	24.5	96%			
HST History	26	681	59.2	6.9	0.0	0.0	66.1	67.9	2.5	27.2	96%			
HUM Humanities	2	63	6.2	0.0	0.0	0.0	6.2	6.3	0.2	31.5	96%			
HUS Human Services	13	69	5.5	0.3	0.0	0.0	5.8	5.8	0.3	23.3	94%			
LRS Learning Skills	17	113	3.1	1.0	1.9	0.0	5.9	6.0	1.0	6.2	98%			
MTH Mathematics	156	2,658	262.0	17.9	0.0	17.9	297.7	307.6	13.1	23.5	95%			
MUS Music	46	824	84.9	5.0	0.0	0.0	89.9	91.1	4.7	19.5	95%			
NRS Natural Resources	14	88	8.4	0.1	0.0	0.0	8.5	8.7	0.2	43.5	89%			
NUR Nursing	27	344	83.5	0.1	0.0	0.0	83.6	83.6	7.6	11.0	100%			
PEG Physical Ed - General	78	2,333	30.3	39.5	4.9	47.4	122.1	129.5	8.4	15.4	96%			

ADVISORS

Create a Plan

Name Rose [REDACTED]

Academic Program LBSS.AA AA.LB-Social Science

Catalog 2008-2009 Catalog

Planned Term	Course Subject	Number
2010SP Spring 2010	EAS Earth Science	200
2010SP Spring 2010	MTH Mathematics	220
2010SP Spring 2010	SPE Speech	200
2009FA Fall 2009	ENG English	205
2009SU Summer 2009	HST History	203

Planning Summary

Mendocino College		
Standard	Planning Summary	Summary
I.A.1	The College will continue to refine its criteria for developing programs and services so that the Mission Statement is paramount.	Over the past 18 months, the Program Review Task Force, composed of faculty, managers and classified employees has thoroughly reviewed the College's current Program Review process as well as other processes in place at other community colleges. Based upon this work, the Program Review Task Force has recommended a major overhaul of the program review process at Mendocino College. These recommendations have been approved by the Planning and Budget Committee (PBC) for implementation beginning in Spring 2010. A major theme echoed throughout Program Review is the advancement of the College's mission. Part 1 (Annual) of Program Review has been completely restructured and its major components align directly with the College's revised committee structure. Chairs of these Committees provided input into the restructuring of the Program Review documents so that their committees will receive the type of information which will allow them to make informed planning and allocation decisions. Part 2 of Program Review, where programs focus upon evaluation and planning, has been greatly expanded. Instead of an annual review, programs conduct a much more in-depth review every four years, according to the published rotation. These reviews reflect analysis of quantitative data provided by Institutional research as well as qualitative self assessment of goal attainment. These in-depth reviews will be reviewed by the Educational Action Plan Committee (EAP) as part of their work. In addition, EAP has begun to refine the Guidelines for Program Management and is in the process of incorporating the College Mission Statement into the criteria for developing new programs and services.
I.A.1	The Program Review directions and cycle will be reviewed for maximum effectiveness and alignment with the college mission.	The College has revised the Program Review documents and timeline, and had recommended the purchase of Program Review software which will be implemented in Spring 2010. The next Program Review deadline is April 15, 2010, by which time the software will be implemented. All programs have been moved to a three-year cycle for Part 2; they will continue to complete Part 1 every year.
I.A.2	The College will research ways to communicate the mission statement to students more effectively.	This plan was accomplished by adding the mission statement to all catalogs and printed class schedules. It will be included in a Student Handbook planned for Fall 2010.
I.A.4	The institution plans to revise its committee structure to better integrate budgeting with planning at the top decision-making level and ensure more college-wide involvement.	This has been accomplished and was explained in the Follow-Up Report of March 15, 2009.

I.B.1	Encourage each of the campus committees to use the college website more effectively as a means for communications.	More committees now use the website to post agendas and minutes than at the time of the team visit in March 2008. Some examples are Curriculum Committee, Staffing Committee, Associated Students of Mendocino College, the SLO Team, and the Educational Master Plan Task Force. Work is underway to make the college website more accessible.
I.B.2	Determine means of assessing the college goals and develop timeline for measurement and dissemination of results.	This has been accomplished and was explained in the Follow-Up Report of March 15, 2009.
I.B.2	Continue to work on the Educational Master Plan and make it and the Facilities Resources Master Plan more available to the college community.	The draft Facilities Master Plan is available on the college website. The Educational Action Plan (EAP) Committee has completed the Educational Master Plan. The Plan was forwarded to the Planning and Budget Committee and was approved by the committee. The Plan had been forwarded to the Board of Trustees for their review and approval; the Board approved the plan at its regular meeting on February 3, 2010. The Educational Master Plan document has been posted on the College's website. Additionally, the EMP has been made available to both Facilities and Computing Services for reference as they complete the Facilities and Technology Master Plans respectively..
I.B.3	Disseminate research data more widely and provide workshops to explain data.	Currently, research data is posted on the staff intranet and periodically, reports are made to appropriate committees and the Board of Trustees. As part of Program Review, workshops are scheduled with faculty to review program data to increase their understanding and use of data to plan their programs. Research data is presented regularly to various committees across campus. Institutional Research also is a regular participant in Board of Trustee workshops. Annually, IR analyzes and presents the Accountability Reporting for Community Colleges (ARCC) findings to the Board of Trustees. The Institutional Research web page has been revised and is regularly updated each semester. Institutional Research also develops and provided program information for Program Review. Workshops reviewing these spreadsheets have been held for faculty tasked with conducting Program Review as well as with members of EAP, which will be assessing program review information. Institutional Research also responds to a growing amount of ad hoc requests for data and analysis from both internal and external clients.
I.B.3	Move to revised committee structure that better integrates budgeting and planning.	The revised committee structure that was proposed in Spring 2008 was implemented in Fall 2008.
I.B.4	Discuss with faculty and staff the importance of their involvement in shared governance and the need for a wider representation on committees, particularly "planning committees."	The Academic Senate conducted a survey in Fall 2008 to determine committee participation and is working with administrators to encourage better involvement. As of Spring 2010, faculty and staff participation in shared governance was greatly improved.
I.B.4	Continue to encourage students to participate in ASMC and serve on committees.	In 2009-2010, all positions on ASMC are filled and students filled slots on almost all committees with a designated student seat. Students also participate on bond planning committees.

I.B.4	Investigate ways to sustain grant-seeking and grant-writing at the College.	Discussions are continuing about increasing grant applications, particularly in the CTE area.
I.B.5	Improve the accessibility of the Public Relations and Research webpages and update their content.	The "Fast Facts" page serves as the primary venue for publishing information about the College and is updated annually. The Datatel implementation will provide new tools for dissemination of information to staff and students. Both the Public Relations and Institutional Research web pages have been updated and are kept current. A "Policies and Procedures" page has been created and is regularly updated which makes generally available (in PDF format) all Board policies and administrative procedures. At the direction of the Superintendent/President, a Web Task Force has been created with the charge of recommending changes and updates to our current College website. Further, the task force is charged with making recommendations regarding a complete overhaul of the current content management system (CMS), the content itself, and the integration of the Datatel portal with our public website. The Task Force, composed of faculty, classified staff, management and students began its work in Fall 2009.
I.B.5	If departmental newsletters are to be published, make them accessible via the appropriate links on the college website.	Several newsletters, including the Bond newsletter, are available online, and more are being posted.
I.B.5	Formulate a plan to assess effectiveness of communications to the public about institutional quality.	The Outreach Committee continues to meet regularly and recently combined with the Marketing Committee. Communications about educational quality occur primarily through periodic press releases, a duty recently assigned to a manager due to the continued vacancy in the PIO position.
I.B.6	The College needs to fully integrate the allocation of resources with its planning procedures.	This task is continuing and was addressed in the Follow-Up Report of March 15, 2009.
I.B.6	The College will begin to collect data relative to its progress in meeting its identified goals.	This task is continuing and was addressed in the Follow-Up Report of March 15, 2009. Two managers have been assigned to collect data relative to the Strategic Action Plan and will compile their findings for analysis in late Spring 2010.
I.B.7	Within College committees, continue regular evaluation of assessment mechanisms and criteria for program success.	Both EAP and the Program Review Task Force are reviewing criteria used to evaluate programs. The Educational Action Plan Committee has begun to refine the Guidelines for Program Management, particularly criteria for assessing program health and for making recommendations to the Planning and Budget Committee. "Anchor" programs have been chosen to represent healthy programs as well as programs which are in need of assistance. Guidelines for creating Program Assistance Teams (PATs) have already been developed. EAP has also worked with the Program Review Task Force to coordinate its review of program health with the four-year Program Review cycle.

I.B.7	Complete SLO identification, assessment and response cycle.	SLOs have been identified for all courses and student service programs, and many have been assessed as of Spring 2010; assessment results are incorporated into annual Program Review documents. All instructional programs have also completed an assessment plan to complete assessment of individual courses by Spring 2012, and most have developed program-level SLOs. The SLO Team has a plan to begin assessment of institution-level SLOs in Spring 2010, completing the first cycle by 2012.
II.A.1.b	Through the Director of Distance Education, assess online course quality and create policies and guidelines to ensure effectiveness of online courses.	<p>In Fall 2008, the Distance Education Committee proposed a policy on DE course quality, including "regular effective contact." This policy was approved by the Board. The committee is currently working on procedures related to that policy. In addition, the DE Director has been directly involved in evaluating online courses, with faculty consent. The Distance Education committee has worked on program-level Student Learning Outcomes and will begin the assessment cycle in Spring 2010.</p> <ul style="list-style-type: none"> • Demonstrate substantive interaction by students with other students taking the course through the use of discussion boards and other communication methods. • Maintain consistent and effective interaction between students and instructors through the exchange of emails, comments on discussion boards, feedback on assignments, etc. • Demonstrate the study habits of self-discipline necessary to succeed in distance education classes. <p>These SLOs should help in evaluating the overall program. Additionally, the Student Evaluation of an Instructor survey instrument has been adjusted for online courses, with the substitution of specific questions about online course delivery. This change was recommended by the Director of Distance Education and included in the most recent faculty contract.</p>
II.A.1.b	Systematically assess need for courses in outlying areas as well as bilingual courses.	Upon review of the ESL courses District-wide, the Lakeport Center has been identified as the campus with the most growing need. The full-time ESL faculty from the Ukiah campus has been working with part-time faculty at the Lakeport campus as well as with bilingual counselors to expand and further develop ESL course offerings. Assessment of other needs is ongoing, including gathering data about need for and success in online courses.
II.A.1.b	Work toward a comprehensive professional development plan for faculty with pedagogy as a focus.	As part of the Basic Skills Initiative self-study, the Foundation Skills Teaching and Learning Community (FSTLC) has created a professional development plan to provide faculty with a means for focusing on pedagogy and classroom improvement. The FSTLC has sponsored bi-annual teacher institutes, which are led by exemplary faculty members and have focused on areas such as the use of technology in the classroom, creating and facilitating collaborative learning, understanding classroom interaction and moving beyond PowerPoint to create interactive classrooms. Additionally, the FSTLC will sponsor the campus's second mini-conference in February 2010. These conferences focus on faculty-led discussions in break-out sessions on topics such as developing college-level literacy among students and serving specific student populations, including Generation 1.5 students. Additionally, guest speakers participate, including panels of local secondary instructors which address the challenges of meeting current high school standards.

II.A.1.c	Complete program and institution level student learning outcomes, as well as appropriate assessment plans.	<ul style="list-style-type: none"> • Institutional-level student learning outcomes have been developed. The Student Learning Outcomes Team has worked in Fall 2009 to link course-level SLOs with institutional-level SLOs. The SLO team is currently discussing ways to assess institutional SLOs. • More than half of program-level SLOs have been completed (as of 1-26-10) • Faculty in all disciplines have created schedules for assessing course-level SLOs. • Faculty are currently reporting on the assessment of course-level SLOs in their program review documents. All course-level SLOs for active courses have been completed.
II.A.1.c	Once SLOs at each of these levels have been implemented, gather assessment results and use them for improvement of student learning.	Assessments of course-level SLOs are currently gathered by department and reported in program review documents. Departments have also been summarizing their findings in these documents and making recommendations for instructional improvement at the course level based on these findings. Assessment of program- and institution-level SLOs is planned for 2010.
II.A.2.a	Continue developing specific Student Learning Outcomes for all courses/programs and guide faculty in assessing these.	All course-level SLOs have been developed and are housed in the course outlines (through CurricUNET). Program-level SLOs are underway. Student service unit SLOs have been completed and are being assessed.
II.A.2.b	Continue to follow SLO timeline and identify faculty leads for disciplines without full-time faculty.	Timelines are being met and faculty have been identified to lead disciplines without full-time faculty. In addition, the college negotiated payment to adjunct faculty for SLO assessment.
II.A.2.b	Incorporate SLO assessment into the program review process and use results to improve programs.	SLO assessment is fully incorporated in the annual Program Review documents
II.A.2.c	Develop a comprehensive faculty professional development plan.	This will take place in conjunction with the Basic Skills Initiative. In addition, individual faculty will continue to attend conferences and other events in their own disciplines.
II.A.2.d	Continue to plan and implement meaningful staff development opportunities, particularly in the area of learning communities.	<ul style="list-style-type: none"> • The Foundational Skills Teaching and Learning Community has focused on the development of learning communities during the '09-'10 year. Curriculum is being developed to allow for students to enroll in one learning community section (LCOM) which will then automatically place them in the linked courses for their specific community. • At the Teacher Institute that focused on collaborative learning, learning communities were explored with a key group of faculty.
II.A.2.d	Continue to provide faculty with an opportunity to learn new technology, particularly ETUDES training.	The DE Director continues to schedule periodic workshops for faculty interested in learning ETUDES. In addition, she meets with faculty individually and also refers them to online ETUDES training. This is an ongoing item with workshops available once each semester as well as individual assistance for faculty as needed.
II.A.2.e	SLOs will be completed and incorporated into program reviews.	This has been accomplished and was explained in the Follow-Up Report of March 15, 2009.

II.A.2.f	Evaluate any SLO assessment information from course-level reporting in 2008 program review.	This has been accomplished and was explained in the Follow-Up Report of March 15, 2009.
II.A.2.f	Assess program-level SLOs in fall 2008 for reporting in 2009 program review.	This has been accomplished and was explained in the Follow-Up Report of March 15, 2009.
II.A.2.h	Develop a process to measure the College's effectiveness towards matching credit awarded and student achievement of the course's stated learning outcomes.	This has been accomplished and was explained in the Follow-Up Report of March 15, 2009.
II.A.2.i	Discipline faculty will develop Student Learning Outcomes in each major, and these will be widely distributed to students and to counselors to use in the advising function.	All SLOs are posted on the public website and incorporated into course outlines and syllabi.
II.A.3.a	Student Learning Outcomes for all general education courses need to be fully implemented with assessment plans.	This has been accomplished and was explained in the Follow-Up Report of March 15, 2009.
II.A.3.c	The College will begin assessing course-level SLOs in 2008, which include general education (IGETC/UC/AA level) courses and those meeting the Cross Cultural requirement.	This has been accomplished and was explained in the Follow-Up Report of March 15, 2009.
II.A.4	Develop and publish course and program level SLOs for faculty, counselor, administration, and student access.	All SLOs are posted on the public website and incorporated into course outlines and syllabi.
II.A.6.a	Revise the catalog, schedule, and web to provide information to students on the practice of granting credit for transfer work and/or experience.	This information is currently available on the web and in the catalog. It will be revised and added to the Summer/Fall 2009 schedule of classes. Transfer of Credit Policies and Practices: A review of the location of information on the web, the catalog, and the schedule shows that the information is on the web and in the catalog, but needs to be grouped and labeled more effectively. It has been determined that the best location for transfer of credit information on the web is under Admission. The information is being re-written and will be uploaded by the end of the Fall 2010 term. The catalog information needs to be grouped together. This recommendation is being forwarded to the Instruction Office for the next catalog or addendum to the catalog publication. The schedule of classes does not have any information on transfer of credit; a short statement of what, where, and how will be added to the next available schedule for publication.

II.A.6.a	Explore the development of other non-traditional learning experiences that can grant college credit to eligible students.	The college accepts military training and education as the only currently official non-traditional learning for transfer credit that is common. CLEP exams may be submitted to the faculty for evaluation and recommendation. Transfer credit for life experiences has not had a discussion within the disciplines at this time. Focus groups are being developed for faculty participation in this possible transfer credit arena. A pilot process has begun with Art faculty who view the portfolio and make course equivalent recommendations.
II.A.6.a	Institutionalize review of AP exams and publish accepted AP scores on the website for student accessibility.	The matrix of AP exam credit is available on the college website. A review of the number of units awarded is in process with faculty. As new AP Exams become available they are sent to the Director of Admissions and Records. The faculty of the discipline are then sent the packet and invited by the director to review and recommend course equivalency and unit value. Recent exams, within the last five years, have been granted only the current unit value of the MC course. Previous exams granted the College Board recommended six (6) units; the faculty are currently reviewing this early practice and will recommend the current unit value or validate the previous decision.
II.A.6.b	Investigate improved methods of notifying all relevant staff of program modifications.	Program modifications are available online and in the catalogs and addenda. With the newly implemented CurricUNET, all current and modified programs are now available online to staff, faculty, students, and the general public.
II.A.7.a	Add Academic Freedom Policy to full-time and part-time Faculty handbooks.	Full-time faculty will no longer have a handbook in the future, so will receive this information upon hire. The policy has been added to the part-time faculty handbook.
II.A.7.b	Identify more effective ways to prevent plagiarism through student notification or other means.	A plagiarism policy was disseminated to all full-time and adjunct faculty in Fall 2008 for inclusion in syllabi. At each inservice for adjunct faculty, this policy is discussed and faculty are reminded to notify their students. <ul style="list-style-type: none"> • Faculty have been given sample language to include in their syllabi regarding plagiarism. • Plagiarism is addressed in the faculty orientations • The Librarian leads workshops for students on research and using internet sources effectively. • Writing Workshops have been developed for students to provide support with using MLA and other types of citation.
II.B.2	More widely disseminate academic freedom and other relevant policies such as sexual harassment not currently in the catalog or schedule.	These policies will be added to the 2010-2011 catalog.
II.B.3.a	Develop more comprehensive support services for online students.	Currently the Distance Education committee is evaluating other college programs to determine how others provide services for online students. This is the main committee emphasis for the spring 2010 semester.
II.B.3.b	Pursue ways to recognize students' civic achievements and involvement.	This plan will be addressed in 2009-2010.
II.B.3.b	Develop strategies for increased involvement of students in campus and	Students have received more invitations to participate in government, committees and other activities in 2009-2010, with a resulting increased participation rate.

	student government.	
II.B.3.c	Provide some measure of training for faculty on advising in their particular disciplines.	This plan will be addressed in 2009-2010.
II.B.4	Continue to integrate data into evaluation of student services, including SLO assessment.	Student Service units report on results of SLO assessment in annual program reviews, using data gathered throughout the previous year.
II.C.1	The Head Librarian will work on a new survey for faculty, students and staff that better defines their library/media needs	Faculty were surveyed in Fall 2009 regarding a new general database, because the interface changed in Infotrac's Expanded Academic ASAP. The result was that the college is moving to EBSCO's Academic Elite database. Additionally, faculty are surveyed on library materials about every two weeks. Students can make requests through the web site and through a clipboard at the circulation desk. The Library typically fills a couple of requests for students and faculty every week.
II.C.1	Library staff will develop new online delivery of tutorials for library services.	Library tutorials have been developed in Captivate software, which uses flash videos. These are linked to the Library's home page. With the move to a new database, these have been updated as of January 2010.
II.C.1	Library staff will work toward developing and implementing a half-unit, basic information competency course.	The Head Librarian is working on development of this course and should submit it to the Curriculum Committee in Spring 2010.
II.C.1	Library staff will begin scheduling regular workshops beyond library orientations and one-on-one instruction.	Five workshops took place on the Ukiah campus and two at the Lake Center in Fall 2008. Several more took place in Spring 2009 and Fall 2009 at all these locations as well as Willits. The workshops were advertised through the website, poster and faculty announcements.
II.C.1	Offer online tutoring to accommodate distance education students.	A pilot program is planned for Spring 2010 that would use the college's course management system combined with enrollment in EDU 500 to provide tutorial assistance to online students.
II.C.1	Encourage more group tutoring, especially in problem-based courses.	The Learning Center, as part of the Basic Skills Initiative, has hired more professional tutors and is offering a variety of tutoring options, including group tutoring.
III.A.1.a	Continue to periodically evaluate the selection procedure to support the employment of qualified personnel.	An updated version of the College's selection procedure for regular employees was presented to the President's Policy Advisory Committee in February 2009. Since the accompanying policy was not changed, Board approval was not needed.
III.A.1.b	Through the collective bargaining process, the evaluation of online instruction needs to be refined, particularly regarding the privacy of students returning Student Evaluation Forms. Both the student and peer forms need to be	The Director of Human Resources met with the Academic Senate on 10/9/08 to review the application of minimum qualifications and the District's equivalency process. Senate members asked questions and related issues were discussed. The Senate agreed at the meeting that a revision to the equivalency policy would not be needed. A revision to the evaluation process for online instruction was negotiated with both MCFT and MPFA in May 2009.

	customized to reflect the uniqueness of online learning.	
III.A.1.c	The College plans to have a summary of this ongoing reflection-with-course-improvement cycle incorporated into program review documents.	Starting with the 2008 Program Review document, a section was added which asks programs to update and discuss SLO activity and assessment.
III.A.1.d	The District should propose a written code of ethics through the shared governance and collective bargaining processes, possibly utilizing a work group representing various employee groups to draft language.	The Board of Trustees adopted Policy 302: District Code of Conduct on June 4, 2008.
III.A.2	Continue to research the application of minimum qualifications for faculty and work with the Academic Senate to refine the application of equivalency.	In October 2008, the Director of Human Resources and the Academic Senate met to review the application of minimum qualifications and the College's equivalency policy. It was mutually agreed that a revision to the equivalency policy was not needed.
III.A.3.a	As College technology permits, personnel policies and procedures will be made more readily accessible through the college website.	The Human Resources Intranet includes all information related to Health Benefits. In addition, collective bargaining and meet and confer agreements are posted. Current salary schedules are available on the college website. The Human Resources Intranet and college website includes health benefit information, salary schedules, and HR forms used by staff. Employee look-up of sick leave and vacation leave balances through Datatel has been postponed until 2010-11.
III.A.4.a	Update the Equal Employment Opportunity Plan pursuant to the guidelines set forth by the Chancellor's Office.	The Director of Human Resources attended the annual California Community College HR conference and received training from legal counsel and the Chancellor's Office staff regarding Title 5 EEO and non-discrimination regulations, availability data, and completing the District's EEO plan. The Chancellor's Office estimates that a system directive will be distributed in Spring 2009, notifying District's that their updated EEO plans will be due one year after the notice is sent. Expected completion date is Spring 2010.

III.A.5.a	The Flex Committee should consider producing an annual report which summarizes and evaluates the professional development of full-time faculty.	The Human Resources Department summarized flex activities completed by full-time and part-time faculty for the past year, as well as the conferences and workshops attended and District sponsored on campus training activities for all faculty and staff. This information is shared annually with the Professional Development Committee, the Superintendent/President and the Board. The annual Professional Development report now summarizes the flex activities completed by full-time faculty.
III.A.5.b	The Professional Development Committee should look more globally at identifying and assessing training needs, as well as reporting the annual professional development activities which have occurred.	The Professional Development committee, which includes representatives of all employee groups, meets each semester to review staffing development activities completed and share training needs from each group. Future professional development needs and training plans for the subsequent semester and year are identified.
III.B.1.a	The College should improve staff input during the planning and development stages of new facilities, particularly in regard to staffing needs created by new facilities.	Staff input, including all constituent groups, has been an essential component of bond planning. Staffing needs created by new facilities will be considered by the Planning and Budgeting Committee after the latest Program Reviews are completed and collated.
III.B.1.a	The College should create more adequate upgrade, replacement and maintenance plans.	Utilizing the online FUSION program, a five-year maintenance plan has been established and maintained over the past years. The newly established Facilities Committee has been charged with addressing upgrade, replacement and maintenance plans.
III.B.1.b	A computerized tracking system for service requests should be instituted with an automatic acknowledgment of repair requests and flexibility in prioritizing requests.	This has been implemented and is effective.
III.B.1.b	The College should continue to improve safety and security on the Ukiah Campus and at each of the Centers by, for example, providing better lighting at strategic locations.	Several projects have been completed, such as the installation of interior door locks on the Ukiah Campus. In addition, a consultant has reviewed the Ukiah Campus to determine how video cameras could be used to increase security. Lighting will be addressed through the Measure W bond over the next 18 months, and work will begin on safety issues at the Centers.
III.B.1.b	The College should provide first aid materials and emergency response training.	This plan is being addressed in several ways. First, NIM/ICS 300 and 400 emergency management training was provided to several managers in December 2008. Second, the emergency preparedness plan is being reviewed and updated. Finally, the Student Crisis Management Team has been meeting regularly to plan trainings for staff and issued crisis intervention guidelines in February 2009 to assist staff in assessing and responding to crisis situations.

III.B.1.b	Any remaining ADA issues will be addressed as bond related projects are completed.	An ad hoc committee has reviewed ADA modifications needed and the first phase addressing these issues was completed in August 2009.
III.C.1.a	The Technology Committee will work with the Disability Resource Center to ensure that appropriate ADA access is achieved.	Through work on the Technology Plan, the needs of students with disabilities will be addressed. The Alternate Media Specialist is a member of the Technology Committee who educates and informs the committee on appropriate ADA access at the District.
III.C.1.a	Technology support, possibly including student help desk workers, for wireless and laptop users need to be considered before these services continue to expand.	The District is beginning to plan for more wireless access. Technology support will be a component when planning the expansion of these services.
III.C.1.b	Computing Services should establish more in-depth trainings after the initial offerings utilizing the new training facility.	With the implementation of Datatel, extensive training was provided for front line staff. Unfortunately, the new training facility was disassembled when the implementation concluded. A new facility needs to be established with the new Library building and in-depth Datatel training needs to be integral to training new staff or updating current staff on new functions of Datatel. The training facility can be used for other training such as upgrades to Microsoft Office or other technical programs used on the campus.
III.C.1.c	The 15 additional classrooms plus any created by bond projects will continue to be upgraded over the next three to five years.	All existing classrooms, including those at the Centers, have been outfitted with overhead projectors, SMART panels, podia and internet access. The Technology Committee keeps an inventory of the labs and classrooms. The goal is to aim for a four year refresh for computers. Virtual Computing will also be explored as a way to reduce costs and keep up to date in labs and classrooms.
III.C.1.c	Implement Datatel according to the goals of the Project Charter and look at long term support of the Datatel software system as computer equipment ages.	The first phases of Datatel implementation are underway. In March 2009, a simulation took place in preparation for "going live" with registration in May 2009. See Response to Recommendation for further details. The Director of IT will report to the Technology Committee and other planning committees about the age and reasonable expectations for keeping servers up to date. Virtual computing will also be explored as a way to reduce costs but continue to stay current.
III.C.1.d	Continue to monitor advances in technology and adapt to these changes as necessary.	The Technology Plan and regular meetings of the Technology Committee addresses changes needed at the College.
III.C.2	Continue to survey users of the systems to ensure that all technology continues to be effective in the future.	The Technology Committee will survey the District in the 2010-2011 timeframe.
III.D.1.a	Collegially consult with the Academic Senate and other constituent groups on the budget development process and timeline.	Per the Integrated Planning Timeline, the Superintendent/President and Vice President of Administrative Services present budget information to classified, faculty and management employee groups and give them the opportunity to ask questions during the fall of each year.

III.D.1.a	Clarify and communicate the budget development process to be utilized in the development of the 2008-2009 budget and document the relationship between budget allocation and institutional planning.	The Integrated Planning Timeline documents the budget development process and is communicated to all constituents through the Planning and Budgeting Committee.
III.D.1.b	Continue developing enrollment management and marketing plans.	An Enrollment Management Committee consisting of the VP, deans and faculty began meeting weekly in Fall 2009 to respond to changing directives and enrollment trends. A team has been appointed to develop a marketing plan and will begin meeting in Spring 2010.
III.D.1.c	Update the current actuarial study.	The District's second GASB 45 actuarial study was completed in April 2008, and the unfunded liability amount identified in that report was included in college financial statements beginning on June 30, 2008. The next actuarial study for Retiree Health Liabilities required by GASB 45 would be due Spring 2011.
III.D.1.d	Continue to assess the effectiveness of the integrated planning timeline and refine as appropriate.	The Integrated Planning Timeline is assessed and revised on an annual basis.
III.D.2.c	In light of the recent tragedy at Virginia Tech, the College should focus increased attention on safety, security, and emergency preparedness.	Staff have attended several emergency preparedness trainings and a Student Crisis Management Team meets regularly to plan for emergency situations. This team distributed crisis intervention guidelines to all faculty and staff in February 2009.
IV.A.1	Make changes to integrated timeline in order to fully integrate all important activities.	The Integrated Planning Timeline was revised in June 2008 and will be reviewed annually and as needed.
IV.A.1	Continue to monitor involvement of all constituencies and create incentives for participation.	All planning and budgeting committees have established positions for staff, faculty and managers. Many committees also have positions for students. For 2009-10, all major committee positions are filled.
IV.A.2.a.	The College needs to continue its work to make changes to the Program Review forms, including information on Student Learning Outcomes.	<p>As part of an 18 month long process, the Program Review Task Force conducted a thorough review and revision of Program review at Mendocino College. Recommendations from the Task force to the Planning and Budget Committee (PBC) have been accepted and will be implemented in Spring 2010. As part of that process, questions in Part 1, the Annual Review, have been aligned to the College's revised planning committee structure.</p> <p>Within the annual review, academic programs are asked to provide an update on course-level SLOs that they have assessed in the previous year. Specifically, the documentation asks the following:</p> <p><i>G. STUDENT LEARNING OUTCOMES</i> <i>All course-level student learning outcomes for all courses (excluding special topics), program-level student learning outcomes, and course-</i></p>

		<p>level assessment schedules must be completed by the time your program review is submitted. (See Program Review Guidelines for example). For each course in your program that was assessed in the past year, please complete the following grid of questions:</p> <p>Course assessed this year: Course Number (e.g. PHT01)</p> <p>Specific SLO Assessed this year: Describe the specific course outcome that was assessed (e.g. "Students completing PHT01 will be able to demonstrate proper focus and depth of field in composing photographs.")</p> <p>Assessment Tool: Describe the assessment tool used (e.g., test questions, holistic grading rubrics, portfolios, in-class presentations, etc.). Also, please note if the assessment was formative or summative. For example, in our fictional PHT01 course, the instructor may review student portfolios of five photographs done by students to demonstrate certain techniques.</p> <p>Findings: What percentage of students actually met the objective? What evidence of student learning did you find? Were there any issues with the assessment process that arose? What did you, as the instructor, learn from the SLO assessment results?</p> <p>Conclusions: Discuss how the information you gathered from the assessment process has influenced you to make changes in the course/program or begin the discussion to make changes. What changes in the SLO process (e.g., the SLO itself, assessment tool, teaching, expectations of for student learning) do you foresee? Use additional rows for more SLOs if necessary.</p> <p>Course Assessed This Year Specific SLO Assessed Assessment Technique(s) Findings Conclusions</p> <p>In the box below, please list any resources (not otherwise identified in any other section of Part 1) that you feel you need to assist you with the implementation of SLOs for your program.</p>
IV.A.3.	Provide support to campus groups desiring an internet or intranet presence.	Various college staff, including the Head Librarian and his staff, are available to give assistance to groups and individuals desiring an internet or intranet presence. In Spring 2009 training took place to assist faculty in developing individual webpages.
IV.B.1.a.	The Board should continue to govern by policy and keep in touch with the public it serves.	The Board Standing Subcommittee on Policy Revision met in April 2008 and in August 2008 to review all policies in the Board's bylaws. The Board continues to review and revise all policies as well as write new ones as needed.
IV.B.1.b.	Post all Board policies and administrative regulations on the college website.	The entire Board policy manual was recently reorganized and policies were renumbered in order to simplify the use of the policy manual. All policies are available on the public website.
IV.B.1.b.	Investigate ways to better disseminate information about Board actions and policies.	Board agendas and minutes are posted on the College's website and also distributed to all staff through electronic District Announcements. Revised policies are also distributed to all staff through District Announcements.
IV.B.1.c.	Post policy revisions and decisions by the Board on the college website.	The entire Board policy manual was recently reorganized and policies were renumbered in order to simplify the use of the policy manual. All policies are available on the public website.

IV.B.1.d.	Copies of bylaws and policies should be published and maintained online, readily available to faculty, staff and the general public.	The entire Board policy manual was recently reorganized and policies were renumbered in order to simplify the use of the policy manual. All policies are available on the public website.
IV.B.1.e.	The Board should continue to evaluate itself, make modifications as warranted, and inform the college community and public of any changes.	The Board presented its semi-annual Self-Evaluation at the December 10, 2008 open public Board meeting. The Self-Evaluation document was part of the Board Agenda packet that was posted on the website and shared with all staff through District Announcements. The Board thoroughly reviewed all responses in the self-evaluation document in a Board workshop on February 11, 2009. A Board subcommittee is currently working to review and possibly revise the process.
IV.B.1.g.	The Board should take steps to ensure that its self-evaluation activities include measurable outcomes that are clearly communicated throughout the college community.	A Board subcommittee has been working and continues to work to review and possibly revise the process to include measurable outcomes.
IV.B.1.h.	The Board should develop "a clearly defined policy for dealing with behavior that violates its code."	The Board of Trustees revised its policy on ethics to address consequences for violation and adopted the revision on May 7, 2008.
IV.B.1.i.	The Board should establish a policy on accreditation, including its own involvement in the accreditation process.	The Board of Trustees adopted an accreditation policy (Policy 316) on November 5, 2008.