

Mendocino College



▶ Institutional Self-Study Report
in Support of Reaffirmation of Accreditation

2008

Mendocino College
Institutional Self-Study Report in Support
of Reaffirmation of Accreditation



Submitted by
Mendocino College
1000 Hensley Creek Road
Ukiah, California 95482

To
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

January 9, 2008

**CERTIFICATION OF THE
INSTITUTIONAL SELF-STUDY REPORT**

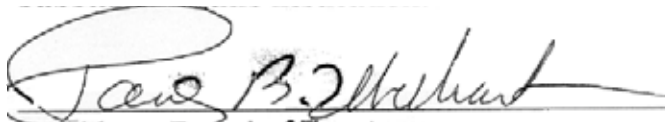
DATE: December 12, 2007

TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

FROM: Mendocino College
1000 Hensley Creek Road
Ukiah, CA 95482

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

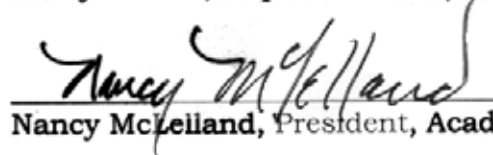
We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.



President, Board of Trustees



Kathy Lehner, Superintendent/President, Mendocino College



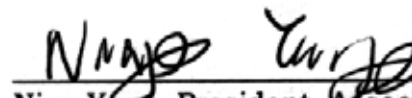
Nancy McLeiland, President, Academic Senate



Nancy Heth, President, Classified Senate



Margaret Sanchez, President, Management/Supervisory/Confidential



Ning Yang, President, Associated Students of Mendocino College



Meredith Randall, Accreditation Liaison Officer

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DESCRIPTION OF THE COLLEGE

The Mendocino-Lake Community College District was originally formed in 1972 within the boundaries of Mendocino County by a 76% vote of approval among the citizens of the Anderson Valley, Round Valley, Ukiah and Willits Unified School Districts. The founding administrative team was brought to full strength in April 1973, following which the initial organizational work was completed, facilities and staffing were provided, curriculum was designed and initial offerings were planned. The first regular semester-length classes were offered by the College beginning in September 1973.

In 1975, a vote by the Kelseyville, Lakeport and Upper Lake School Districts expanded the College's territory into Lake County. The expanded district now incorporates approximately 3200 square miles of predominantly rural geography, including three population centers in Ukiah, Willits and Lakeport. Approximately 100,000 people live within the boundaries of the District; population growth has averaged 1% over the last few years.

In the beginning, the College was physically located on the Ukiah fairgrounds in temporary buildings. Local students dubbed it "Trailer Tech." At this writing, four of the original employees still work at the College.

In 1985, the College purchased 127 acres north of Ukiah and began building the present main campus. The primary buildings are an administrative/classroom building, a theatre, a gymnasium, a library, a vocational/technical building and a science building. The campus also has football, baseball and softball fields, a track, and an extensive horticulture area. Several units, such as the Bookstore, food services and the Nursing Program, are housed in some of the original temporary buildings from the fairgrounds. The College also has well-established centers in Willits (25 miles north of Ukiah) and Lakeport (40 miles east) housed in rented facilities.

In November 2006, the College passed its first-ever bond initiative with a 63% positive approval rating. This bond measure will generate \$67.5 million and enable the College to finish its Facilities Master Plan, which calls for a Library/Learning Resource Center and maintenance warehouse in Ukiah, plus permanent centers in

Willits and Lakeport. Other planned projects include technology upgrades in classrooms, new lighting and flooring throughout the main campus, and upgrades to existing facilities such as athletic fields, the theatres, and Point Arena Field Station, a former LORAN station.

At last estimate, approximately 100,000 students have taken classes at the College in the past 35 years. Today, in Fall 2007, the College has 5,155 students enrolled at all three of its main locations. Just over 1000 of these students are full-time; about 15% of those are student-athletes. Women comprise 63.6% of the student body and men 35.7%; the average age is 26.

Demographics have been shifting slowly away from a homogeneous white population to one that is more diverse. In Fall 2007, 66.5% of the College's students identified themselves as white, with 15.5% Hispanic, 7.4% Asian/Pacific Islander, 1.9% African American, and .2% Native American. These percentages mirror the District's ethnic make-up fairly closely, although the College continues to look for ways to attract and support more Native American students.

Other characteristics of the student population reveal that they are generally low income (63% qualify for some type of financial aid) and they are evenly distributed across most age categories. In 2006, 33.8% of recent Mendocino County high school graduates enrolled at the College, with 23.2% from Lake County (which is partially served by Yuba College's Clearlake Center).

The District is not experiencing the same population growth that many parts of California enjoy. Recently, the population has grown by about 1% per year and the K-12 population is in decline. These trends have put pressure on the College to continually develop new programs and new methods of outreach to sustain enrollment levels.

In 2004, the College took a major step by committing to a nursing program. With four full-time faculty, a clinical classroom and a didactic classroom, it represents the largest investment the College has made in an occupational program. The program enrolls 24 students per year (six are LVNs who enter in the second year) and has been hailed as a model program by the community. At this writing, the program has an 89% pass rate on the NCLEX exam.

In 2007, the College received approval for two Fire Science certificates and a Fire Science degree. Like nursing, these programs responded to a long-standing community need. It is currently in the process of obtaining the necessary approvals for a Real Estate certificate and degree.

In addition to occupational expansion, the College has long enjoyed high transfer rates. The primary four-year schools chosen by Mendocino College graduates are Sonoma State, Chico State and UC Davis.

DEMOGRAPHIC AND STUDENT DATA

Demographic Characteristics of the Community

Mendocino College serves an area of about 3,200 square miles in both Mendocino County and Lake County. Taken together, as in Figure 1, the total population of both counties is currently estimated at about 158,471. Since the year 2000 and projecting out to the year 2015, the population has grown and will continue to grow, at an average rate of about 1% per year. Most of the population growth, however, is centered in the southern and eastern portions of Lake County, which fall outside the District borders and reflects population movement from Napa and Sonoma counties.

Presently, the two largest portions of the population of Mendocino County are in the 51-60 age group (15.8%) and 61 and over (18.8%). Demographically, Mendocino County is projected to become “grayer” still over the next eight years.

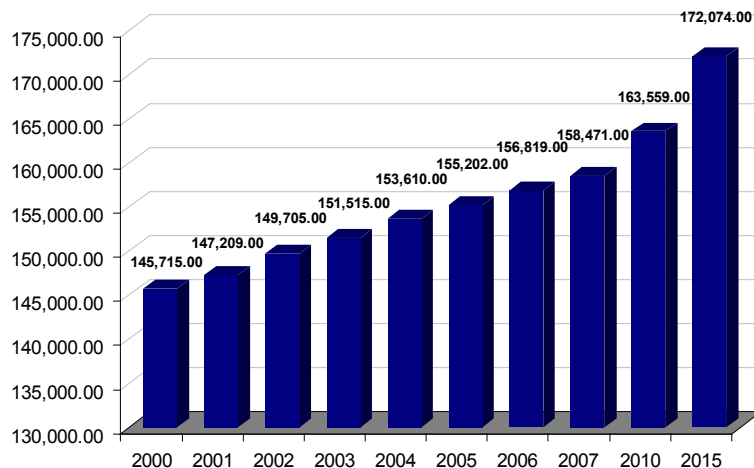


Figure 1: Mendocino and Lake Counties’ population growth and projections.
Source: California Department of Finance.

Taken together, Lake and Mendocino County are predominantly White (72.03%) as shown in Figure 2. The second largest group consists of people with Hispanic surnames (17.99%). The Hispanic population is projected to grow at a much faster rate than any other ethnic group over the next 8 – 10 years and beyond, especially in the more populous Mendocino County.

Between 2000 and 2015, this group is expected to grow by 47% in total population. And, like other North Bay counties, Hispanic-Americans will displace Whites as the largest ethnic group in the County sometime around 2047-48.

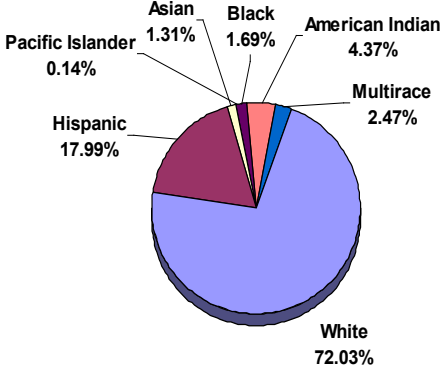


Figure 2: Lake and Mendocino Counties' population by Ethnicity. Source: California Department of Finance Population Estimate, 2007.

Social Characteristics of the Community

In both Lake and Mendocino Counties, the percentage of adults who have completed postsecondary education is somewhat lower than the state of California, as estimated by the U.S. Census, and shown in Figure 3. Overall, slightly more than 30% of the adult population in California has completed some postsecondary education (through graduate and professional school), compared to 25.2% of the adult population in Mendocino County and 18.1% of the adult population in Lake County. This means that many of the younger students (the sons and daughters of those adults surveyed in 2000) will be first-generation college students.

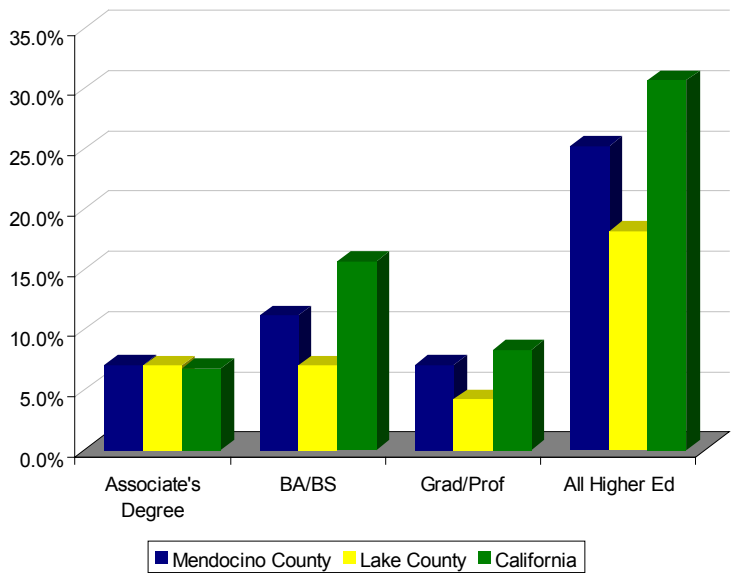


Figure 3: Distribution of adult population by educational attainment, 2000. Source: U.S. Census Bureau.

According to the California Employment Development Department, seasonally unadjusted unemployment in Lake County in 2006 was 7.1%. For Mendocino County, the same statistic was 5.2%. Overall, the seasonally unadjusted unemployment for the State of California for 2006 was 4.9%.

In 2005, the US Census Bureau estimates the nominal per capita income in Lake County was \$19,046 and the median family income was \$47,838. For Mendocino County, in the same year, nominal per capita income was \$22,487 and median family income was estimated to be \$47,838. Furthermore, in Mendocino County, 13.6% of all households fell below the Federal Poverty Line and the percentage of families below the Federal Poverty Line in Lake County in 2003 was 14.8%¹.

1 Center for Economic Development, California State University, Chico. *Lake County 2006 Economic and Demographic Profile*. Center for Economic Development, California State University, Chico. 2006.

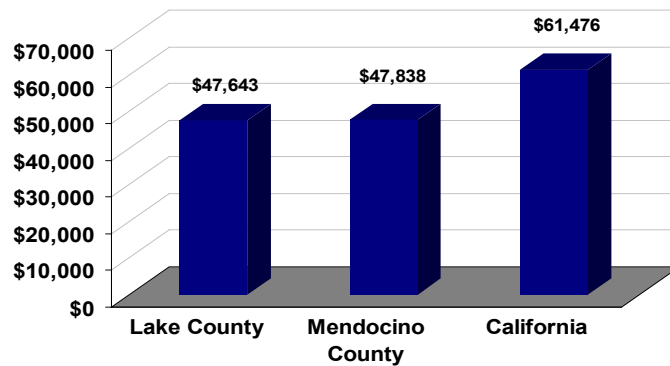


Figure 4: Comparison of median household income, 2004

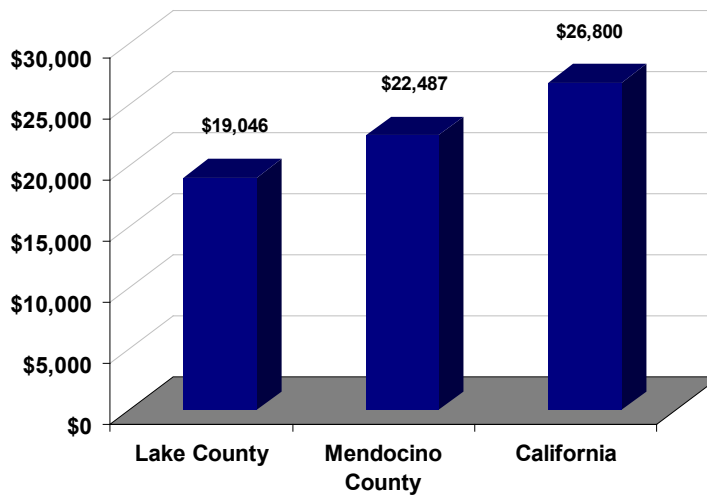


Figure 5: Comparison of per capita income, 2005.
 Source data for both figures: U.S. Census Bureau, American County Survey, 2005

Economic Characteristics of the Community

Figures 6A and 6B reflect the fact that, in both counties, the service industry and retail have eclipsed manufacturing, agriculture and other industries. In both counties, the largest number of people is employed in the “Services” sector, which includes education, health care and other social assistance agencies.

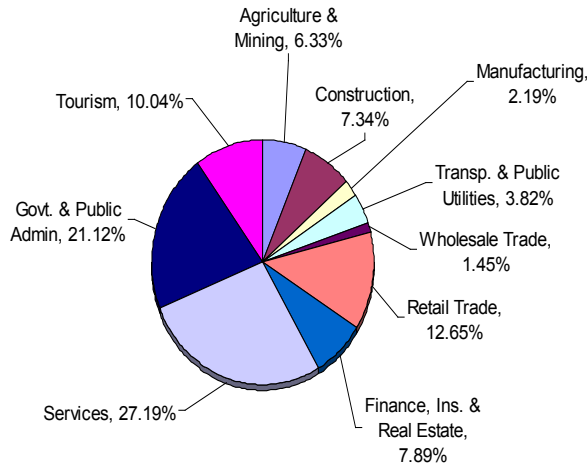


Figure 6A: Sectoral employment in Lake County, 2003

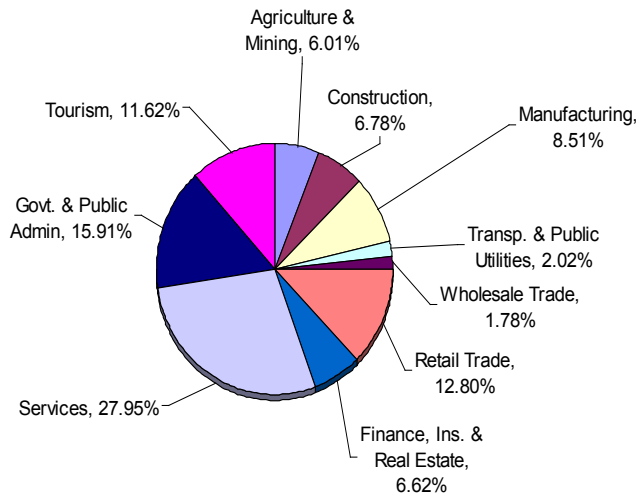


Figure 6B: Sectoral employment in Mendocino County, 2003.

Source for Figures 6A and 6B: US Department of Commerce, Bureau of Economic Analysis.

Student Population: Fall 2006

In most respects, the demographics of the student population reflect the population of Mendocino and Lake Counties. One exception, however, is gender distribution. As illustrated in Figure 7, the Fall 2006 student population is roughly 63% female and 37% male, significantly different from the distribution in the general population.

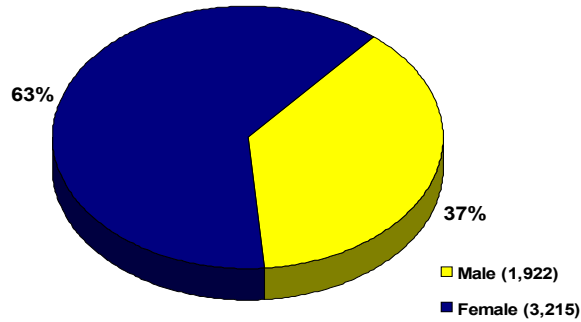


Figure 7: Distribution of students by gender, Fall 2006. Source: CCCC Datamart Referential Files.

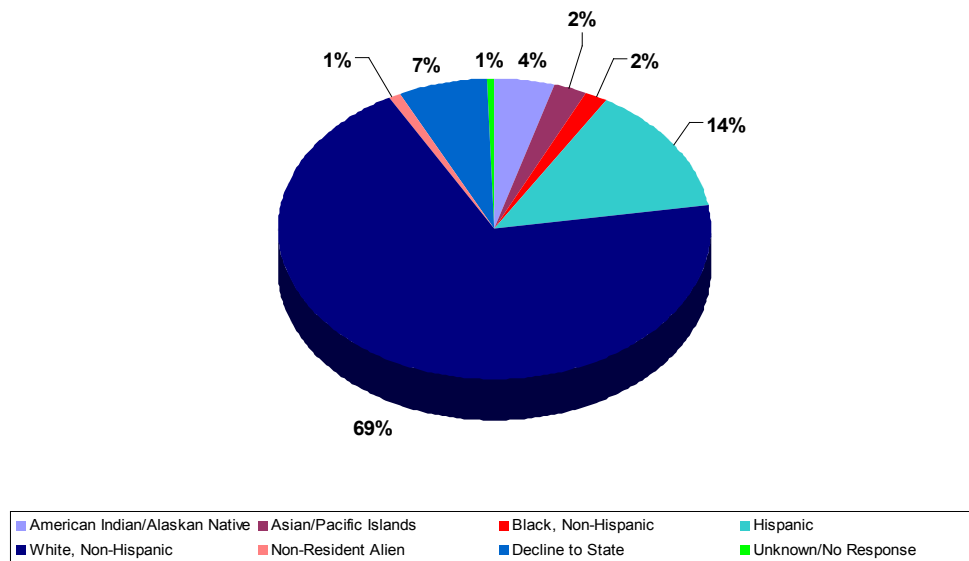


Figure 8: Distribution of students by ethnicity, Fall 2006. Source: CCCC Datamart Referential Files.

Figure 8 illustrates that the student population is very reflective of the population of Mendocino and Lake Counties. To a limited extent, the student population is slightly more diverse than the general population of Mendocino and Lake Counties.

Age represents another distinctive characteristic of the population and, as Figure 9 reflects, Mendocino College serves students of all ages, from the traditional college-going age group (through age 24) to senior citizens.

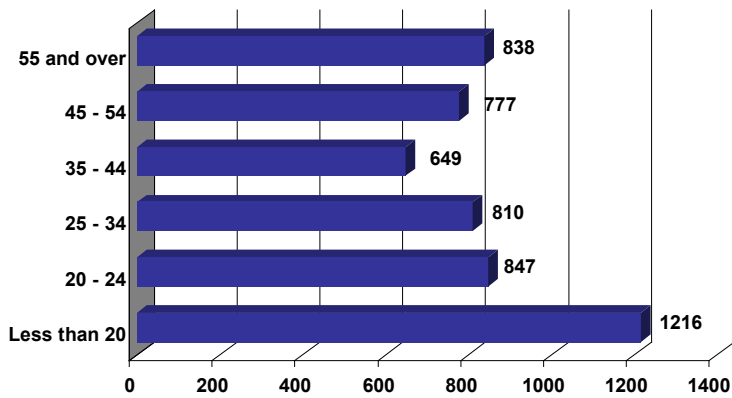


Figure 9: Distribution of students by age group, Fall 2006. Source: CCCC Datamart Referential Files.

Figure 10 displays the geographic distribution of student enrollments for Fall 2006. While the majority of student enrollments are on the Ukiah campus, the Willits Center and the Lakeport Center both meet a significant enrollment need. Distance education provides yet another way for students to access course offerings.

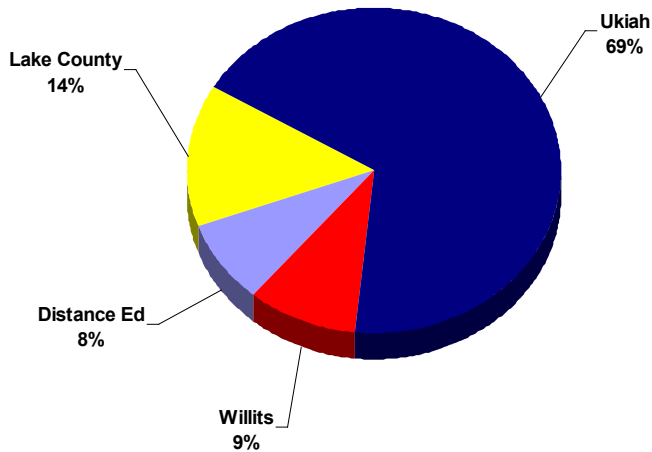


Figure 10: Mendocino College enrollments by location Fall 2006. Source: Mendocino College SIS.

Lastly, Figure 11 displays the distribution of course offerings for Fall 2006. These course offerings represent a broad mix of courses and reflect the diverse role the College plays within the community. Mendocino College is not only the principal provider of postsecondary education to Mendocino and Lake Counties, it also serves as a regionally focused center for the arts.

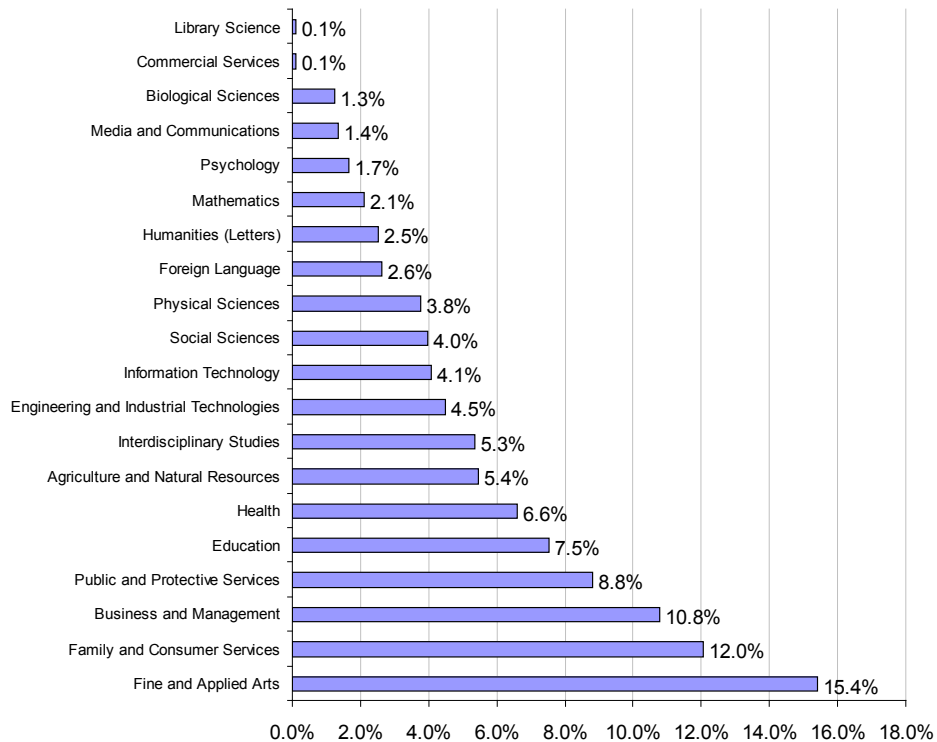


Figure 11: Distribution of course offerings by 2-digit TOPS code, Fall 2006.
Source: CCCC Datamart Referential Files.

Trends in Enrollment Patterns

Figure 12 illustrates the number of students enrolled (both credit and non-credit) each semester from Fall 2000 through Spring 2007. Typically Spring enrollments are slightly higher than Fall enrollments. Enrollment fluctuation also reflects the impact of changes in student fees which have occurred over time.

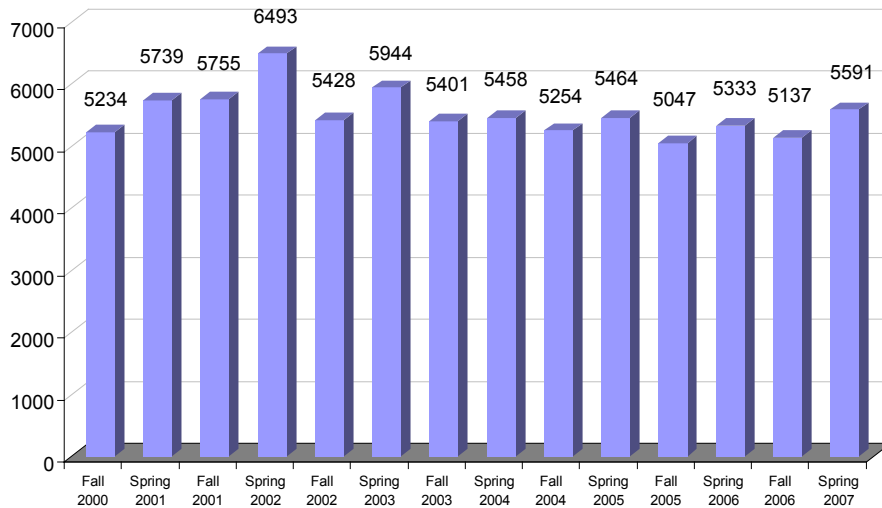


Figure 12: Headcount enrollment by semester. Source: CCCC Datamart Referential Files.

Figure 13 shows the enrollment patterns of these students based upon the number of units enrolled in for each semester. The majority of Mendocino College students in each semester are part-time students, enrolled in 6 or fewer units. On average, about 19.3% of students enroll in 6 – 11.5 units and another 19.3% enroll as full-time students, with 12 or more units. In Fall semesters there tends to be a slightly greater proportion of full-time students.

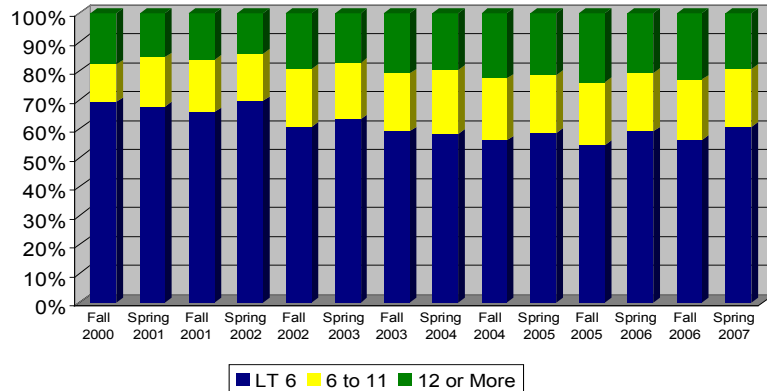


Figure 13: Proportional distribution of student load attempted by semester. Source: CCCCO Datamart Referential Files.

The results of these enrollments, Full-Time Equivalent Students (FTES) is shown in Figure 14.

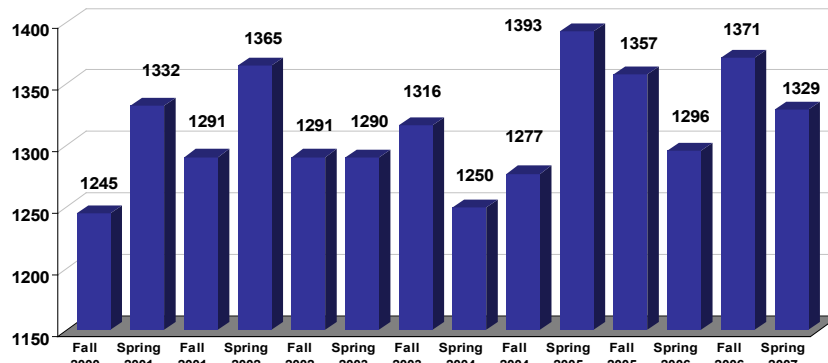


Figure 14: FTES per semester, Fall 2000 – Spring 2007. Source: CCCCO Datamart Referential Files.

Unlike enrollments, there does not seem to be a definite chronological trend in FTES generation. From 2000-01 through 2004-05, there was a trend where Spring semester FTES were greater than the previous Fall FTES, with the exception of Spring 2004. In more recent years, the trend has tended to reverse itself, with Spring FTES showing a marked decline from the previous Fall FTES.

Since Fall 2000, distance education has played an increasing role in meeting the educational needs of our community, as illustrated in Figure 15. Since Fall 2000, with the introduction of

online courses, the number of enrollments in distance education courses has nearly doubled.

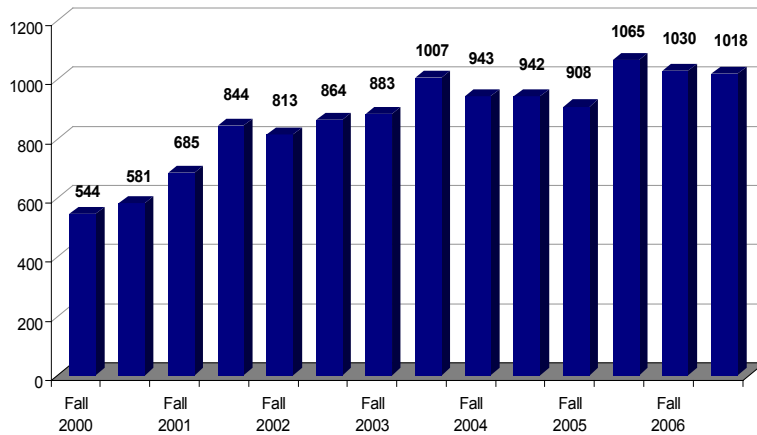


Figure 15: Distance education enrollments at Census, Fall 2000 – Spring 2007. Source: Mendocino College SIS

Figure 16 illustrates that one aspect of enrollment has remained fairly constant since Fall 2000. This aspect is the strong enrollment in transfer-level courses (those numbered 100 and 200) by Mendocino College students. In virtually every semester, nearly 70% of all course enrollments have been in transfer level courses. This reflects that fact a major proportion of our full-time students view Mendocino College as a way of moving to a four-year institution.

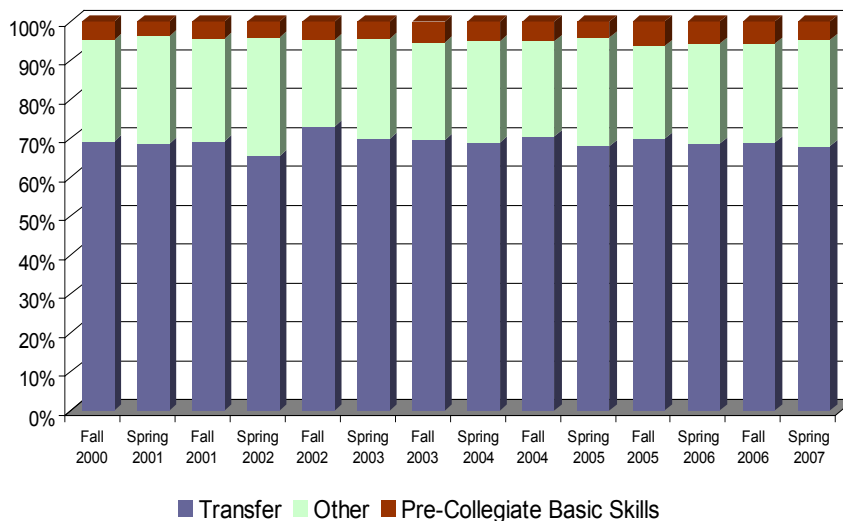


Figure 16: Distribution of enrollments by course level, Fall 2000 – Spring 2007. Source: CCCC Datamart Referential Files.

Student Outcomes

This section addresses several principal measures of student progress. Retention refers to the proportion of students enrolled in a course who actually complete the course. Success refers to a subset of those retained who complete the course with a grade of A, B, C, or CR (for Credit/Non-credit courses) and are prepared to go on to the next course in sequence. Persistence refers to the proportion of students enrolled in a given semester who return the following semester (e.g. Fall-to-Spring persistence) or the following year (Fall-to-Fall). Completion refers to students who receive a degree or certificate or transfer to a four-year school to continue their studies.

As Figure 17 illustrates, Mendocino College has a consistently strong course retention rate. Over the past 14 semester, the average retention rate of student enrollments at Mendocino College has been 87.7%, ranging from a low of 86.1% in Fall 2003 to a high of 89.6% in Spring 2006. In each semester the Mendocino College retention rate exceeds the rate for all California community colleges.

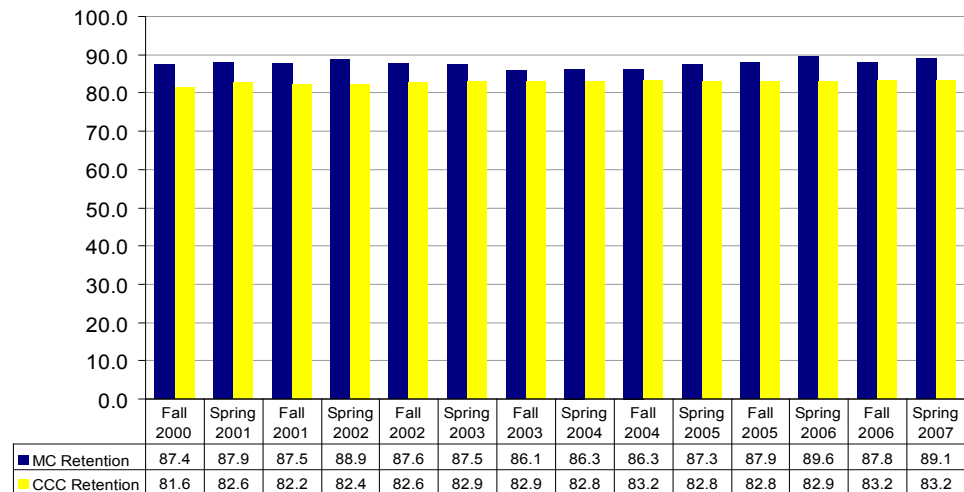


Figure 17: Retention rate comparison (all course enrollments); Mendocino College v. all California Community Colleges, Fall 2000 – Spring 2007. Source: CCCCO Datamart Referential Files.

Figure 18 displays the retention rates for enrollments in an important subset of all courses, pre-collegiate Basic Skills courses. These consist principally of English and mathematics courses and represent one of the key delivery areas. As with overall course

performance, Mendocino College shows a consistently high rate of retention in pre-collegiate Basic Skills. In each semester, the Mendocino College retention rate in pre-collegiate Basic Skills courses exceeds the retention rate for all California Community Colleges.

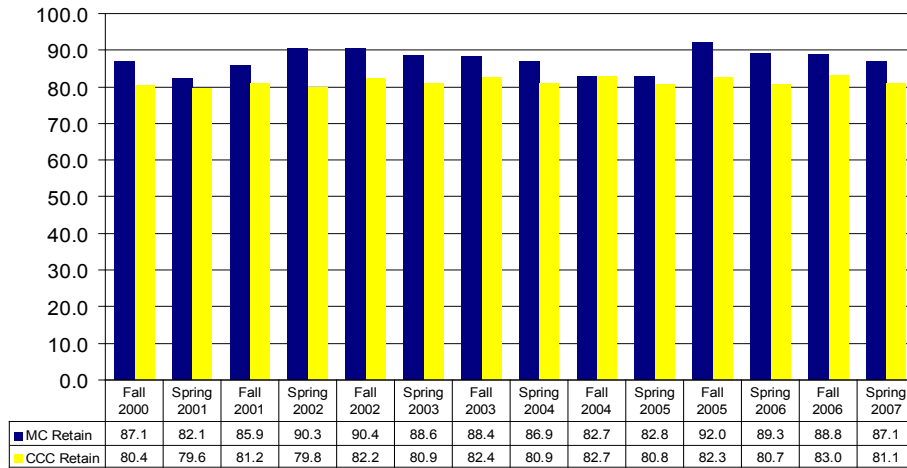


Figure 18: Retention rate comparison for pre-collegiate basic skills enrollments; Mendocino College v. all California Community Colleges, Fall 2000 – Spring 2007. Source: CCCC Datamart Referential Files.

Mendocino College has performed well on the measure of student success, the percentage of students passing a course and prepared to go on to the next course in sequence, as shown in Figure 19.

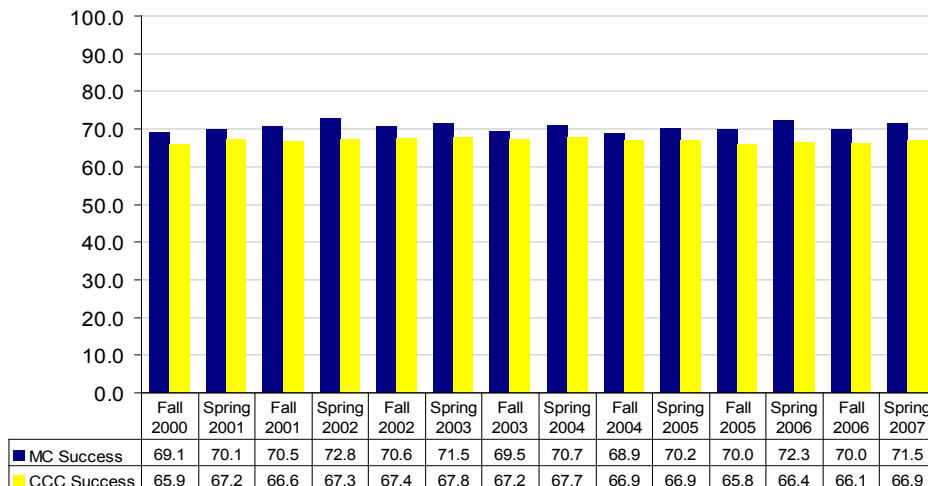


Figure 19: Success rate comparison for all course enrollments; Mendocino College v. all California Community Colleges, Fall 2000 – Spring 2007. Source: CCCC Datamart Referential Files.

In each semester since Fall 2000, the overall success rate for Mendocino College has exceeded that of all California community colleges by four to five percentage points. On average, over the period studied, the success rate at Mendocino College was 70.6% compared to 66.9% for all California community colleges.

This success is also evident in pre-collegiate Basic Skills courses, as illustrated in Figure 20.

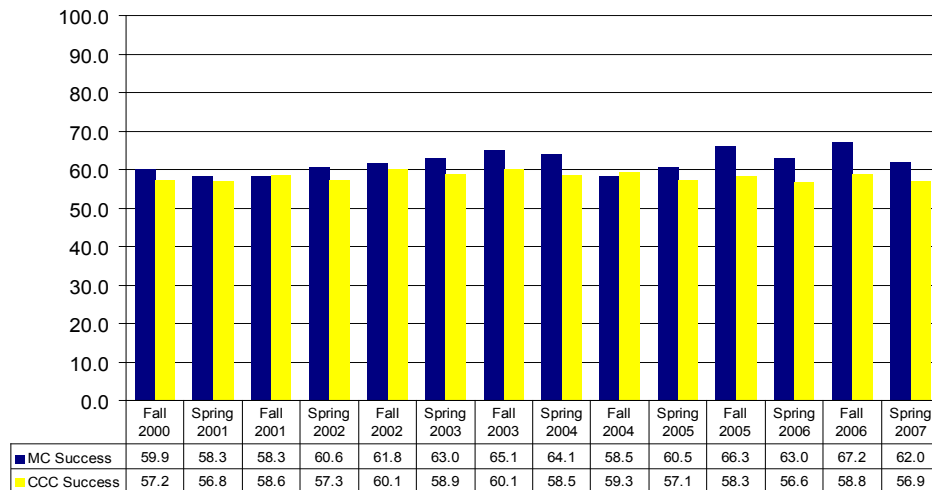


Figure 20: Success rate comparison for pre-collegiate basic skills enrollments; Mendocino College v. all California Community Colleges, Fall 2000 – Spring 2007. Source: CCCCCO Datamart Referential Files.

In pre-collegiate Basic Skills, Mendocino College slightly outperforms all other California community colleges. Over the period studied, the average success rate for Mendocino College was 62.0% compared to 58.2% for all California community colleges. Since Spring 2002, the success rate in pre-collegiate Basic Skills courses has dipped below 60% only once, in Fall 2004 (58.5%).

As part of the recent (March 2007) report, *Focus on results: Accountability reporting for the California Community Colleges* (referred to as the “ARCC report”), the CCC Chancellor’s Office developed peer groups of similar California community colleges, to help schools better gauge their success in specific domains. In the domain of pre-collegiate Basic Skills, Mendocino College is a member of a peer group of 20 similar schools, listed in Table 1.

Antelope Valley	Merced
Barstow	Porterville
Cerro Coso	Reedley
Copper Mountain	San Joaquin Delta
College of the Desert	College of the Sequoias
Feather River	Shasta
Imperial Valley	College of the Siskiyous
Lake Tahoe	Taft
Lassen	West Hills
Mendocino College	Yuba

Table 1: Peer group of community colleges for comparison of pre-collegiate Basic Skills success. Source: *ARCC Report*, p690.

Figure 21 compares how well Mendocino College has done compared to other members of the peer group since Fall 2000.

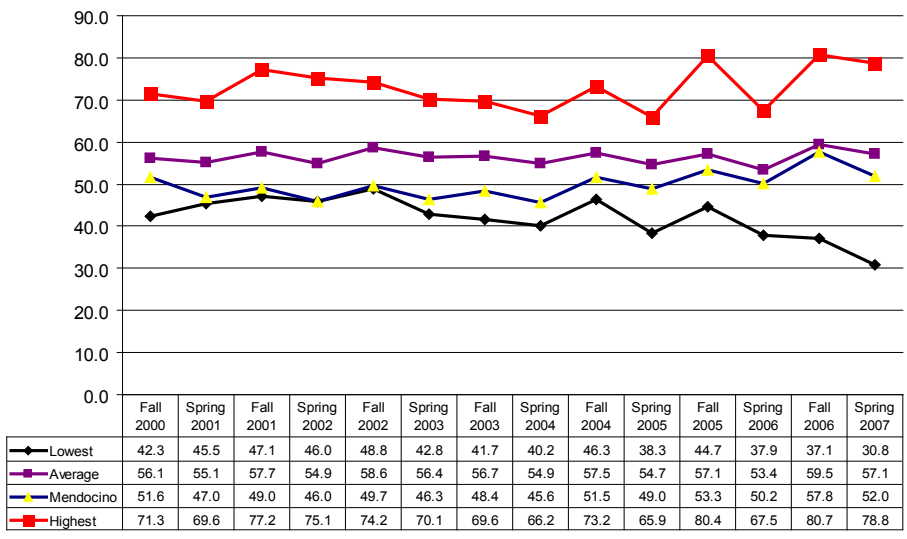


Figure 21: Success rate comparison for pre-collegiate basic skills enrollments; Mendocino College v. ARCC Peer Group, Fall 2000 – Spring 2007. Source: CCCCCO Datamart Referential Files.

As shown in Figure 21, Mendocino College fared significantly better in terms of success rate in pre-collegiate Basic Skills courses compared to the other members of the peer group. In each semester, Mendocino College’s success rate was at or above the average success rate for the peer group. Over the period under study, Mendocino College was ranked in the 1st quartile of success rate in 7 semesters and in the middle of the second quartile in 6 semesters.

In terms of ultimate outcomes, Mendocino College consistently graduates a large number of its students, as shown in Figure 22. Since academic year 2000-2001, Mendocino College has awarded an annual average of 181 Associate of Arts (AA) degrees; 97 Associate of Science (AS) degrees; and, 56 Certificates.

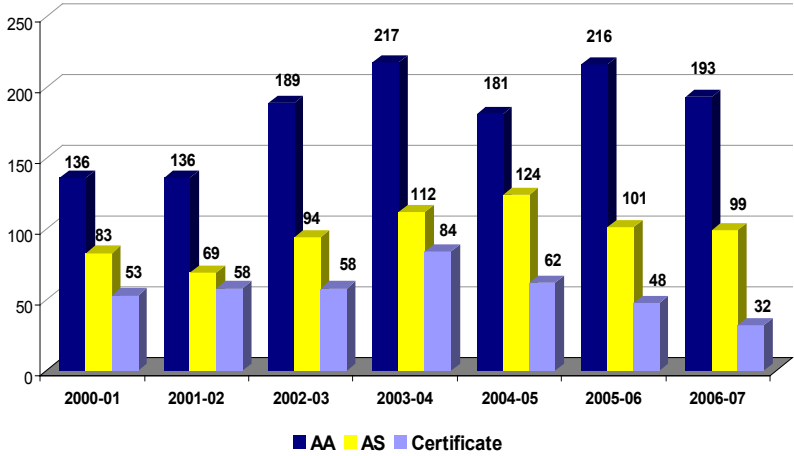


Figure 22: Degrees and certificates awarded, 2000-01 through 2006-07. Source: CCCCO Datamart Referential Files.

In addition to degrees, Mendocino College consistently transfers students to the University of California and the California State University campuses. Over the past five years, an average of slightly more than 121 students have transferred to UC or CSU campuses, as illustrated in Figure 23. The top five destinations over that period include: Sonoma State University; California State University, Chico; Humboldt State University; Sacramento State University; and the University of California, Davis.

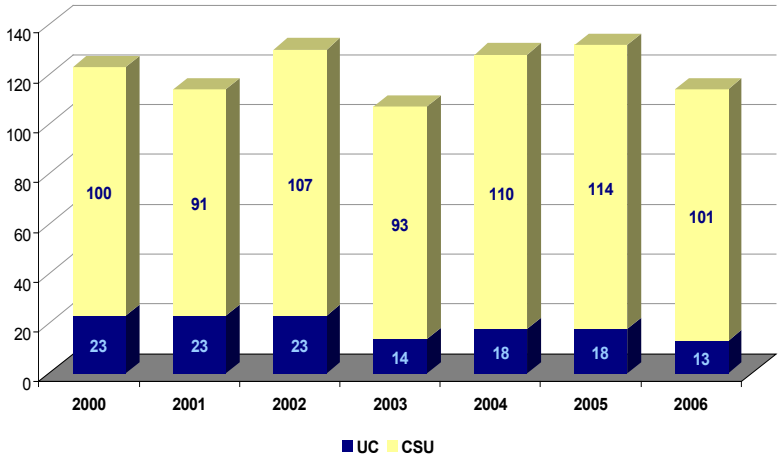


Figure 23: Transfers to public 4yr. institutions in California, 2000 – 2006. Source: California Postsecondary Education Commission (CPEC)

Student Support

In 2005-06, more than \$3.9 million was disbursed to students on the form of financial aid. As Figure 24 shows, the bulk of the aid was distributed in the form of grants (\$2.464 million). This includes both Pell Grants and Board of Governor (BOG) grants.

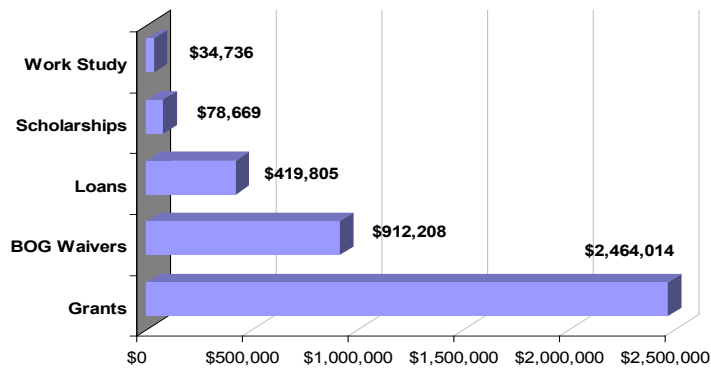


Figure 24: Distribution of financial aid by source of aid, 2005-06. Source: Mendocino College, Office of Financial Aid

Beyond financial support, a substantial number of students received services through specific programs designed to assist with the transition to college or to support students' efforts in postsecondary education.

Figure 25 illustrates the fact that in Fall 2006 more than 800 students availed themselves of special counseling and support services through various programs. This represents nearly 16% of enrolled students.

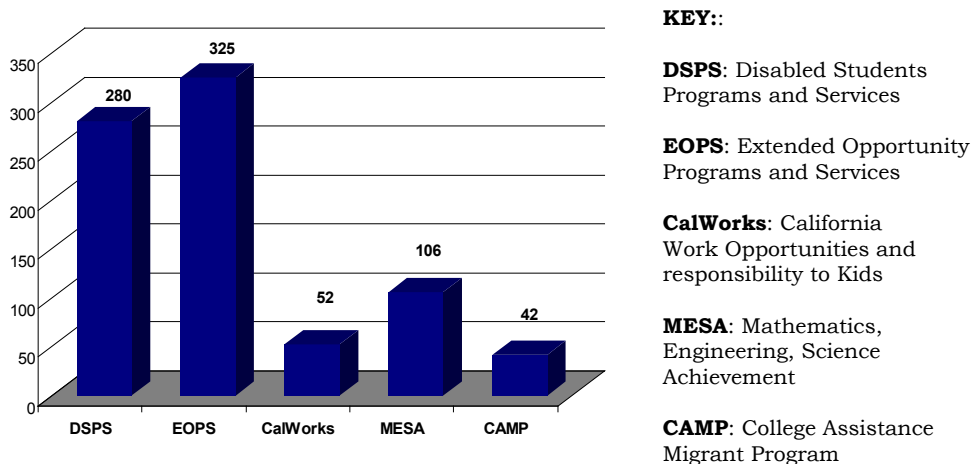


Figure 25: Students served by support services, Fall 2006. Source: Mendocino College

ABSTRACT OF THE REPORT

STANDARD I ABSTRACT

Mendocino College has a Mission Statement that is focused on student learning and identifies its purpose as an institution and its intended student population. The Mission Statement was substantially revised in 2005 following extensive work on a Strategic Plan. It was last revised in July 2007 and approved by the Board of Trustees. It is disseminated both in print and electronically to students, staff and community members.

In addition to the Mission Statement, the College developed and regularly reviews its Vision, Values, Goals and Directions. Along with the Mission Statement, these documents stress student access, student learning, effective resource use, and community connections.

The mission of the College, as articulated to all constituents, forms the basis for planning and resource allocation. The College currently operates with a three-tiered decision-making structure, starting with a comprehensive annual program review process which feeds into three lower-level recommending committees. Recommendations are then forwarded to the highest-level committee, the Institutional Master Plan Steering Committee (IMPSC). With broad college representation, IMPSC makes recommendations directly to the Superintendent/President.

In an effort to better integrate planning and budget allocation, the Superintendent/President proposed and is beginning to implement a revised decision-making structure that more directly links with components of program review and also changes the top-level committee to a Planning and Budgeting Committee. These changes will not alter the College's focus on mission and vision in its decision making.

In large part due to its committee structure and broad participation by all constituencies, the College engages in robust dialogue about student learning and institutional processes. Staff report satisfaction with their participation in college decisions and feel empowered to make changes to enhance student achievement. The College continues to work toward more accessible and frequent communication to internal and external constituencies, yet much progress has been made posting meeting minutes and other communications on the website.

In the five years since the College hired its first Director of Institutional Research, Mendocino College has made significant progress toward creating a “data-driven culture.” It regularly uses research results to determine resource allocation, including staffing and scheduling. In addition, assessment of programs and services takes place on an ongoing basis.

STANDARD II ABSTRACT

Mendocino College provides a wide range of instructional programs, student services and library and learning center services to support student learning at all of its locations. Regardless of their goals or status – e.g., full-time or part-time, online or on campus – students receive high-quality instruction and a variety of support services.

With 30 degrees and 18 certificates, the College stretches resources to accommodate a variety of student interests. An active Curriculum Committee ensures that course offerings meet standards for transfer and other requirements, and the recent hiring of a Director of Distance Education will strengthen the quality and increase the quantity of online and other distance education courses. Instructors are encouraged to use innovative teaching methods and many classrooms are equipped with up-to-date technology. The College supports individual professional

development opportunities, but does recognize a need for a more organized effort for faculty and other staff.

The development of Student Learning Outcomes related to instructional programs has been progressing for several years. In 2006, Institutional SLOs for students earning degrees were finalized. By Spring 2008, almost all individual courses will have SLOs identified and approved by the Curriculum Committee. Faculty are engaged in the process and ready to begin assessment and creation of program-level SLOs over the next year.

The Mendocino College District is large and includes students from various educational and economic backgrounds. Student services target first-generation students, Latino students, CalWORKS recipients, students with disabilities, and a variety of other groups. A comprehensive variety of student services is available, including DSPS, EOPS, MESA, Native American support and a Career/Transfer Center. The College recognizes a need to assess availability of all services for distance education and night students. Counseling and advising services are available district-wide and assessed regularly.

Library and learning support services receive substantial financial support from the institution and more than adequately meet student and staff needs. The library provides extensive electronic research databases that are available to student on- or off-campus. The Learning Center provides tutoring and assessment testing, both in Ukiah and at the Centers. The College has prioritized the building of a 30,000-square-foot Library/Learning Resource Center that will expand and better integrate these services.

STANDARD III ABSTRACT

Mendocino College effectively uses human, physical, technological and fiscal resources to support its mission and goals. As a small

college, it has been efficient and prudent in the use of resources while continuing to support student learning.

The College has clear and well-publicized processes for hiring and evaluating personnel. Staff report confidence in the evaluation system, and the College has recently worked with employee groups to revise evaluation forms and procedures with the goal of fostering improvement. Faculty lead the Student Learning Outcomes effort and have accepted SLO assessment as a component of their professional responsibilities. The College actively seeks diversity in its staff and has made progress in that area. While the number of faculty and staff are adequate for college functions, most agree that additional staffing (when fiscally possible) could allow increased course offerings and services. Another area that needs continued attention is the development of comprehensive professional development opportunities for all staff.

With the recent passage of a general obligation bond, the College has begun moving forward on improving physical resources with the assistance of a Bond Implementation Planning Committee. New flooring, renovated offices and new roofs have already been completed on the Ukiah campus, and the College is involved in negotiations for permanent center sites in Willits and Lake County. Planning is underway for a Library/Learning Resource Center and maintenance warehouse in Ukiah, both of which were on the original construction master plan. Other projects will support the theaters, athletic facilities, nursing, allied health, and vocational programs generally. Classrooms will all have upgraded multimedia capabilities. At present, staff find the College's physical plant adequately maintained to support student learning, and planning for physical spaces takes place in conjunction with overall educational planning.

The Computing Services Department and the Technology Committee work continuously to ensure that staff and students

have access to computer technology appropriate for their needs, both in Ukiah and at the two Centers. Equipment upgrades for staff take place on a regular cycle, and students have access to computer labs, laptop checkout, and wireless internet. Staff express praise for the responsiveness of computing services technicians and maintenance of the equipment and system. The College is in the process of switching to the Datatel integrated software system (Colleague) over the next 18 months, which will enhance student access to the College and streamline many internal processes.

Mendocino College has long enjoyed financial stability and healthy reserves, despite a low district-wide population increase in recent years (and consequent flat enrollments). However, the College may not be able to sustain all services in the future without better integration of budgeting and planning. To this end, the Superintendent/President has proposed a revamped decision-making system capped by a Planning and Budgeting Committee. The College also recognizes an ongoing need to develop new sources of revenue and/or increase student enrollments.

STANDARD IV ABSTRACT

Decision making at the College is structured, broad-based and supportive of the institution's mission and goals. College staff and students consult collegially with an eye toward improving student learning whenever college-wide decisions are made. Many committees include representation for all campus constituencies, while others, such as Associated Students of Mendocino College and the Classified Senate, are comprised of members from a particular group. Decisions are made by consensus when possible, by vote when necessary.

Similar to its commitment to honesty and openness with employees, the College exhibits integrity in its relations with the

community and outside agencies. Information is given freely and reporting is done promptly and accurately.

Mendocino College has a governing board consisting of seven elected members and a student trustee. The Board of Trustees embraces the concept of policy governance and appropriately delegates operational responsibilities to the Superintendent/President. It follows the Brown Act; comports itself in accordance with its by-laws; has a code of ethics; and evaluates itself on a biennial basis.

The Superintendent/President has taken on all appropriate leadership functions, including leading the planning process and establishing standards of communication. The current Superintendent/President is highly regarded by the college community for inclusive decision making and broad communication. She was also instrumental in building the community connections that supported the passage of Measure W in November 2006.

THEMES SUMMARY OF THE SELF-STUDY

Mendocino College assigned four Theme Writers (all full-time faculty) to the six themes. The Writers studied the Self-Study document and referenced the themes to the Standards.

INSTITUTIONAL COMMITMENT

Mendocino College is committed to providing a high quality education to all its constituents, and this philosophy is made evident in the College's mission statement. It provides a broad definition of the College's educational purposes and defines four distinct groups that make up the student population; the mission statement identifies students who attend the college for terminal degrees and transfer, occupational training, professional development or lifelong learning. The mission statement aligns the student population and Mendocino College in the overall goal of student learning by referencing both student support programs and student learning outcomes. Complementing the mission statement are the Mission, Vision, Values and Goals (MVVG) of Mendocino College; these directly reference student success, collaboration, respect, integrity, diversity, responsiveness and continuous improvement, all of which are primarily defined based on a relationship to student learning.

Mendocino College's mission statement is the central component of institutional planning and decision-making. The College's ideals are omnipresent in planning processes and groups such as:

The Integrated Timeline - A visual representation of the planning process created by the College by continuously reviewing how effectively the mission statement is being addressed.

Program Review - An annual process that ultimately supports those programs that best represent the goals set forth in the mission statement.

Institutional Master Plan Steering Committee (IMPSC) - A committee that coordinates the three sub-committees that comprise the

Institutional Planning Committees; these committees represent the instructional (Educational Action Plan Committee), administrative (Administrative Services Master Planning Committee) and environmental (Physical Resources Master Planning Committee) aspects of the college. The IMPSC, like the three sub-committees, uses the MVVG in every facet of the decision-making process.

Student learning outcomes (SLOs) are directly referenced in the Mendocino College mission statement, and the significant progress made regarding SLOs reflects the college's commitment to student learning. The Student Learning Outcomes Team (SLOT) has created a comprehensive handbook detailing the processes of both creating and assessing SLOs; SLOT members also make themselves available to all staff and faculty for guidance and support. This campus-wide action illustrates Mendocino College's focus on student learning, as stated in the mission statement.

The Mendocino College mission statement, originally drafted in 1978, has been reviewed and revised five times, most recently in 2007. The process of reviewing and revising the mission statement is now an annual task that encourages campus-wide participation; it is a point of pride for Mendocino College that its employees take such an active role in forming the overall philosophies of the institution. The Board of Trustees reviews the MVVG before the Strategic Planning Task Force, along with all college constituent groups, confers at the Strategic Planning Retreat; the IMPSC then works to revise the mission statement based on these recommendations.

The institution's commitment to seeing the philosophies of its mission statement enacted throughout the College is best exemplified by the facilities soon to be constructed. Mendocino College takes great pride in the fact that the public exhibited a high level of trust in the College in voting to pass Measure W, a bond measure that provides funds that will enable the institution to

construct a new Library/Learning Resource Center. This project, among many others planned, will increase Mendocino College's ability to serve its student population and is representative of an institutional commitment to student learning and student success.

INSTITUTIONAL INTEGRITY

It is the intention of Mendocino College to always comport itself with high degrees of honesty, integrity and truthfulness, and to represent itself fairly and accurately to all constituents, both internally and externally. The College recognizes the importance of treating students, employees and the local community with equity and respect. For these reasons, the College regularly utilizes honest self-assessment in analyzing the integrity of its policies, practices and procedures. Mendocino College exhibits a commitment to institutional integrity in all aspects of its operation.

Mendocino College seeks to encourage open communication and equity among its internal constituents. During biannual inservice days, the college President regularly informs the staff and faculty regarding data management, personnel changes, budgetary concerns, and campus planning and implementation procedures; biannual inservice reports are also made available to staff via direct email. Much of this information is also maintained by the College's Director of Institutional Research and is made available to staff through the college intranet; additionally, the Director of Institutional Research regularly disseminates his reports to college employees via email or planned presentations. College staff and faculty remain in communication with all college entities through the use of college email, including folders for each constituent group and a District Announcements folder.

Mendocino College goes to great lengths to ensure that its external constituents are regularly and accurately kept informed

regarding all aspects of college operations. The institution frequently produces clear and informative newsletters that detail both administrative issues and instructional opportunities. Recruitment literature is created and released to the public throughout the school year after being thoroughly reviewed for accuracy and clarity. The college catalog and the class schedules are published yearly, and every area of each publication is thoroughly reviewed and updated by several college employees and committees, including the Director of Public Information & Marketing, the Vice President of Education and Student Services, and the Curriculum Committee. Both of these publications are made available to the public in print and online formats, with an additional college schedule available online that is updated on a daily basis. The Director of Public Information & Marketing works with the Web Advisory Committee to ensure that the college website provides the public with concise, accurate information that is easy to navigate and remains consistent throughout. The college website is easily accessible to all external constituents, and is in compliance with Section 508 of the 1998 Rehabilitation Act. Mendocino College is proud to maintain a relationship with its external constituencies based on honesty and integrity, and the trust engendered by the institution was evinced by the 63% public approval rating for the Measure W general obligation bond that was passed in November 2006.

Academic honesty and integrity are also integral components of Mendocino College's institutional philosophy. The guidelines for academic honesty are clearly disseminated in the college catalog, and the Deans of Instruction consistently advise faculty to include a concise description of penalties in course syllabi; policies regarding academic dishonesty are topics of discussion in orientation and student success classes, and are often discussed during the first class session in all general courses. Mendocino College attempts to lead by example by ensuring its employees adhere to a set of professional ethics. Although a completed,

specific code of ethics is not yet in place, the College and its employees operate under the auspices of the MVVG, which clearly defines such core values as respect, integrity, diversity and responsiveness. Instructors seek to create syllabi and grading systems that are fair and transparent, ensuring that all students are aware of what is expected of them and familiar with how they are graded. The Mendocino-Lake County College District Board has also defined the guidelines for Academic Freedom, and Mendocino College actively ensures that all faculty are well-versed in this policy regarding the difference between instruction based on objective information or personal conviction.

Mendocino College takes great pride in its attention to diversity at all aspects of college operations. Diversity is specifically defined as one of the College's Core Values within the MVVG, and the institutional dedication to diversity is reflected in the cross-cultural studies requirement; before graduating with associate degrees, students are required to complete three units in classes such as Racial and Ethnic Relations (SOC 202), Music in World Culture (Music 208) or Intercultural Communication (Speech 211). In addition, the College provides its students and faculty with a wide array of opportunities to enhance individual understanding of diversity. Mendocino College also clearly states a policy of non-discrimination and details unlawful discrimination, defined as discrimination on the basis of race, color, religion, sex (including sexual harassment), marital status, national origin, age, physical or mental disability, sexual orientation or Vietnam Veteran status. This policy is reprinted on all employment opportunity literature, ensuring that all college employees are well aware of their rights and the rights of all associated with the institution.

Institutional Integrity is seen in practice in all Mendocino College operations. College committees are composed of individuals from specific internal and external college constituencies, ensuring fair and adequate representation. All departments, as well as

the institution itself, regularly practice fair and honest self-assessment in order to maintain a commitment to continuous improvement, as outlined in the MVVG; peer evaluations and program review are two on-going processes which ensure that Mendocino College is able to recognize both its strengths and weaknesses, and afford the institution the opportunity to either further encourage or review and update its policies, practices and procedures.

DIALOGUE

Mendocino College is committed to ongoing, meaningful dialogue and effective communication within and between all constituent groups. Recognizing the key role of this discourse in guiding a growing and dynamic college, an environment of inclusiveness of employees, students, and the larger community is fostered to help ensure that planning, policy development, resource allocation, and institutional priorities are integrated college-wide. This inclusive approach serves to maximize successful implementation of the College's vision, mission, values and strategic goals in meeting the higher-education needs of the community.

As discussed in various sections of the Self-Study document, processes are in place that formalize and prescribe specific channels to facilitate dialogue and communication throughout the College, both laterally and vertically. As part of the college leadership's ongoing effort to promote an atmosphere of open, free communications, the processes of decision-making and policy development are kept as transparent as possible and are routinely shared throughout the institution. As a relatively small college, boundaries that often separate administration, staff and faculty are readily, and willingly, crossed for most planning processes, creating a "built-in" system of a broad-based dialogue.

Discourse relating to the College's effectiveness is guided by both quantitative and qualitative sources of information. The College's

Director of Institutional Research provides all planning bodies with the most current and valid data and information available to assist in guiding the College's planning strategies so they may reflect on and anticipate the needs of current and future students. As decisions are made and changes implemented, every effort is made to incorporate into the planning process relevant methods for meaningful outcome-assessment of new college programs, policies, or directions.

The following categories of organizational processes exemplify how dialogue and communication are core values at Mendocino College:

Strategic Planning. All members of the college community have a role in the development of goals and objectives in the College's strategic plan. This broad-based participation creates a level of awareness of, and support for, the components of the plan so that cohesive decisions may be made by all departments throughout the College in the context of a shared vision. This, in turn, enhances the successful implementation of the plan's components over time.

The College's strategic plan is dynamic and subject to revision whenever indicated by the needs of students, the community, or college effectiveness. The college inservice each semester provides an opportunity for college-wide input into the progress and efficacy of the plan. In addition, two years ago, the College's Superintendent/President initiated a set of participatory planning sessions that include an annual, day-long strategic planning retreat and several follow-up sessions involving members of all college constituent groups. This process provides a unique opportunity for extended, substantive dialogue among and between the various planning groups.

Shared Governance. The College embraces and supports shared

governance in virtually all major decision processes. Shared governance at Mendocino College includes input from the Classified Senate, the Associated Students of Mendocino College, and the Academic Senate. These groups, in direct communication with Management, keep the lines of communication and dialogue open through meetings, mutual agreement activities, and voting on important issues that impact one or more of the groups, or the entire College. In addition to sharing governance responsibilities with the college administration, all of these groups are regularly represented at meetings of the Board of Trustees.

Committee Structure. One of Mendocino College's most notable characteristics is its large variety of campus committees. Each of these groups plays a defined role in planning and evaluating student learning and institutional processes, and communicating these issues to the college staff and the public. These committees purposefully include representatives from various constituent groups. Although at first glance, this abundance of committees may appear to confuse or cloud prospects of meaningful dialogue, in fact, the opposite is true. Many committees are organized in such a way to create effective channels of communication among them and, consequently, among the various constituencies their members represent. For example, the Academic Senate has, by policy, members who sit on the Educational Action Plan Committee, the Curriculum Committee, the Institutional Master Plan Committee, and the President's Policy Advisory Council (see the Self-Study document for more information about these groups). Additionally, the Executive Committee of the Mendocino College Federation of Teachers (the full-time faculty bargaining group) and the Academic Senate have established a joint subcommittee (SUECo) to ensure cooperation and clear communication between the two groups regarding their respective roles in representing faculty interests.

Electronic communication channels. Probably the most frequently

used modes for dialogue and communication are electronic and/or computer-based systems. The College is technologically up-to-date with its PC local access network, universal Internet access, email system, voice mail capabilities, Website, and intranet capabilities. The College's computer services and IT staff are knowledgeable, well-trained professionals who respond quickly and effectively to ensure that these crucial modes of communication run smoothly. College-domain email addresses are available to all faculty, staff, and students. Messages and documents may be disseminated to individuals, all-faculty lists (both full- and part-time), an all-classified list, a District-wide list, etc. At present, not all part-time faculty nor all students have signed up for Mendocino.edu addresses, but to optimize this method of communication, "total" participation is the College's goal. Moreover, many faculty now communicate with students via the college email system which is increasing student participation.

The College's website (Mendocino.edu) is continually updated and improved to ensure effective communication both internally and with the public at large. The intranet portion of the College's network is used for internal dialogue and communication between all college employees and departments, committees, and offices. The intranet is a relatively recent development at the College and its use and effectiveness as a communications tool is increasing rapidly.

The College is currently engaged in the formidable task of upgrading its internal integrated information system from the outdated HP 3000 system to a state-of-the-art Datatel system. The capabilities of this new system will significantly enhance the College's ability to gather, analyze, and communicate relevant data and information for use in maximizing institutional effectiveness.

Student Learning Outcomes development. The process of

developing student learning outcomes (SLOs) has provided the opportunity for innumerable dialogues among faculty and administration. A “side effect” of the work being done to create SLOs has necessitated levels of inter- and intra-departmental dialogue (including greatly increased interactions between full-time and part-time faculty) rarely seen before at institutions of higher education. Faculty and administration worked cooperatively to develop the College’s institutional SLOs. Using those as guiding principles, the faculty is now in the process of writing course-specific SLOs with the goal of completing that task by December 2007. In addition, some programs have begun to develop programmatic SLOs and are working on assessment strategies. As SLO issues are ongoing, programs are routinely in various stages of the process and this, then, brings programs together in a wide dialogue through meetings, the intranet, inservice workshops, attendance at SLO conferences, and so on.

Bond Measure W. In 2006, voters approved *Measure W* authorizing \$67.5 million in facility funding for the College. Continuing in the spirit of open and transparent dialogue, input from all college constituencies, including individuals, programs, and relevant committees, has been and continues to be solicited regarding spending needs and priorities.

As evidenced by the above examples, Mendocino College’s leadership values and relies on inclusive dialogue to ensure its effectiveness as a learning institution. Of course, the mechanisms and strategies for creating this dialogue are not perfect; some gaps exist as they do in virtually any large organization no matter how earnest the effort toward comprehensiveness. Areas in which communication among various college groups can be improved are noted in the Self-Study document. Some of these gaps (such as keeping non-Brown Act committee minutes more up-to-date on the intranet) are perhaps more easily addressed than others (such as widening awareness of the Board of Trustees

activities). But, clearly, the current climate at Mendocino College is one of openness to and encouragement of dialogue, in which employees can feel free to engage in and initiate meaningful communication.

ORGANIZATION AND DECISION MAKING

The standards require colleges to have inclusive, informed and intentional efforts to define student learning, to provide programs to support that learning, and to evaluate how well learning is occurring. This requirement means that the institution must have in place the organizational means to identify and make public the learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements. This requirement for adequate staff, resources and organizational structure (communication and decision-making structures) is not new to accreditation standards, but the new expectation is that these be oriented to produce and support student learning. Consequently, they will be evaluated in part by how well they support learning.

Mendocino College is a highly structured institution. All committees serve particular purposes in the decision-making process and feed into each other for advisement, recommendations, and information. The College has been working hard over the past several years to re-orient its structure to become increasingly learner centered. Several new efforts and documents have been developed which aid in that endeavor.

Fueling the organization and decision-making mechanisms at Mendocino College is the Strategic Planning Task Force and the specific learner centered goals established by this group. Leadership committees use the Mission, Vision, Values and Goals established by this task force to evaluate new and continuing programs, staffing requests and other resource allocations. Thus, the process has a learner-centered focus at its core.

Another hub in Mendocino College's organizational structure is

the Curriculum Committee. It is a highly regarded committee on campus with formalized procedures and newly revamped forms and documents. Its membership includes faculty representing disciplines across campus, a part-time faculty member, a student representative, and important advisors, such as the Registrar, Articulation Specialist, and Instructional Deans; the Vice President of Education and Student Services is the vice chair to a faculty chair. The representation on this committee leads to sound decision making, always keeping student learning central, including the ease at which the student can navigate through the degree achieving process, and the outcomes that are achieved along the way.

For the past three years, the Curriculum Committee has had the Student Learning Outcomes Team (SLOT) Chair as a member. This has been key in developing a process by which Student Learning Outcomes are becoming institutionalized. While SLOT has been facilitating workshops campus-wide and developing the Student Learning Outcomes Handbook, the Curriculum Committee has developed a form and procedures for approving SLOs and making them part of the institution's official record.

Standards I and IV of the Self-Study describe Mendocino College's committee structure to illustrate how information, issues, and reporting documents are discussed and assessed. Representation on committees is designed in such a way so that maximum campus-wide input is captured as decisions are made about program changes and resource allocations. For example, two members of the Curriculum Committee are also members of the Education Action Plan (EAP) Committee. EAP Chairs (which includes the Academic Senate President and an Instructional Dean) join Chairs of the Physical Resource Master Planning Committee (PRMPC), the Classified Senate, the two Vice Presidents and the President/Superintendent to form the Institutional Master Planning Committee, where major decisions

are made about resource allocation and planning. The overlap of membership among committees allows for continuity in the flow of information and advisement.

In addition to the documents recently produced in SLOT and the Curriculum Committee, other important progress has been made in the development of Program Management Guidelines and the new program review forms and procedures. The Program Management Guidelines, as described in Standard IV, are another good example of committees working together to make sound decisions. EAP reviews and makes advisements about new programs before the program and courses are brought to the Curriculum Committee. New programs are evaluated with consideration of the Strategic Plan, keeping learning outcomes in mind.

The Program Review Task Force has impacted the organization and decision-making processes by making the program review forms and procedures more meaningful and more manageable by conceiving of program review as a three-year process where extensive reporting occurs once in that three-year cycle. The other two years will require minimal reporting once this change is formalized.

The addition of a Director of Institutional Research since the last accreditation visit has been an integral and critical component of all of the changes and improvements made over the past several years in the decision-making process. Research, including student success, demographics, labor potentials, and student/staff satisfaction, is infused into all of the planning described above. It is presented to all staff at Inservices, to EAP for developing an Education Plan and advising staffing priorities, to individual departments for meaningful reflection on program review, and to Leadership Summits to inform goal setting during each planning cycle. Having an institutional researcher supports the College

in keeping its organization learner centered, where decisions are made based on real impacts on student learning.

As the College moves forward in the Student Learning Outcomes process and embarks on the newly funded Basic Skills Initiative, there will be new opportunities to strengthen Mendocino College as a learner centered institution. As assessments of SLOs are completed, there will be new data to circulate into the organization. These data will most likely be reported through program review and Curriculum Committee, as changes are made to courses, programs and SLOs, and so the flow begins its course through the institution.

Also, as the newly formed Foundation Skills Teaching and Learning Community completes its Basic Skills self-study and plan, there will be new input for the College to consider in how it serves students in its developmental education programs. This will have an impact on the College's learner centered goals, student services and instructional programs. The College has yet to integrate this Basic Skills Initiative part of its makeup, but the structure is in place to allow for such additions.

As this Accreditation Self-Study describes, Mendocino College is structured to value input from all of its constituents and to maximize the information supporting its decision-making processes. The College consists of a highly structured web designed with student learning at its center.

EVALUATION, PLANNING, AND IMPROVEMENT

The standards require ongoing institutional evaluation and improvement to help serve students better. Evaluation focuses on student achievement, student learning, and the effectiveness of processes, policies, and organization. Improvement is achieved through an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation. The planning cycle

begins with evaluation of student needs and college programs and services. This evaluation in turn informs college decisions about where it needs to improve, and the College identifies improvement goals campus-wide. Resources are distributed in order to implement these goals. When resources are insufficient to support improvement goals, the College adjusts its resource decisions to reflect its priorities or seeks other means of supplying resources to meet its goals. Once improvement plans have been fully implemented, evaluation of how well the goals have been met ensues. Thus, the planning cycle is comprised of evaluation, goal setting, resource distribution, implementation, and re-evaluation.

Mendocino College has been evolving in the area of evaluation, planning and improvement over the past several years. In fact, because the College has been going through so many major changes, solid evaluation and planning processes are especially critical to success. Mendocino College is experiencing a large turnover of faculty as many reach their retirement; the implementation of a bond which was passed by voters in Mendocino and Lake counties last year has begun; a new information system is being adopted; and the administration has gone through major personnel changes. The College has been able to adjust as an institution to allow for these transformations not only because there exists a structure to manage them, but also because the campus culture is one which embraces change and improvement.

The current planning process is a result of the work the College underwent during the years 2004-2006 to develop a Strategic Plan. The Strategic Plan Task Force led by the Superintendent/President and the Director of Institutional Research was made up of college staff representing all constituent groups and resulted in the Mission, Vision, Values and Goals which are used to guide work at the College.

An integrated timeline serves as the backbone of the planning process. It provides the cyclical structure into which all planning processes fit. Beginning with the annual review of the Mission/Vision, Values and Goals by the Board of Trustees, it moves through all of the major planning activities, including the annual leadership retreat, budget reviews for faculty and staff, program review, prioritizing of staffing and resource request in leadership committees, staffing decisions, and other resource allocation. This timeline has been modified several times to better meet fiscal deadlines, research imperatives and other college requirements.

One of the key contributions to the development of evaluation and planning has been the addition of an institutional researcher. Creating and filling this position was completed as a result of the last accreditation and has had a major impact on the way the College engages in the planning activities included in its regular cycles. Twice annually, research is presented to all faculty and staff at campus-wide inservices. This research includes enrollment trends, student success rates, labor market trends, and area demographics. Data are provided throughout the year as well. The College uses this information to shape its goals each year.

Historically, Mendocino College has had an extensive and comprehensive program review process, with approximately 85 program reviews written each year. Having an institutional researcher has been key as this process and its documents were revamped, including making it more research- and data-driven. For example, the researcher provides data on student enrollments and success rates within specific academic departments for faculty to incorporate into their program reviews. Also, the researcher is working with Program Review Task Force to continue to make this cycle of reporting more meaningful and manageable.

One shortcoming that has been noted in the planning process

is that the College has not fully integrated budget planning into the other processes. Leadership committees are charged with making program and staffing decisions without much knowledge of potential or limitations in the budget. To that end, the Superintendent/President is working on improving the committee structure to integrate resource allocations more fully into the planning process.

In instruction, the biggest factor in planning and evaluation processes has been the work done on Student Learning Outcomes. As the College finalizes course and program student learning outcomes and begin outcomes assessment, it will be able to incorporate this new source of data into the institutional planning process, especially at the program review level. Working through this process has brought faculty together (full- and part-time) to engage in evaluation of course outlines and the work done inside classrooms.

Another important planning body has recently emerged around the Basic Skills Initiative. The completion of the Basic Skills self-study is leading to discovering strengths and areas for improvement in academic and student services in developmental education. Out of this work, a *Foundation Skills Teaching and Learning Community* has emerged. This work is in its beginning stages, but it is already apparent how this process of evaluation reveals much about the College as a whole and will have an impact on the larger planning process.

As a small college, every member of the institution is important to the evaluation and planning process, and every change seems large. Over the years, Mendocino College developed a campus culture which embraces change and continues to strive for improvement. The College will continue to engage in this cycle of evaluation and planning to best serve its students and community.

STUDENT LEARNING OUTCOMES

In recent years, Student Learning Outcomes (SLOs) have become an important component of modern education at the course, program and institutional level. Mendocino College has been active in this movement with a directed focus on SLOs throughout the institution. Faculty and administration came together to begin the process by first making clear the semantics, bringing clarity to the original vagueness of the outcomes term and the distinction between that and objectives. It became clear to staff that they were not trying to do anything new with SLOs, but instead simply making more explicit what they were currently doing. The change of emphasis to what students are learning rather than what instructors are teaching was the most important distinction. The ultimate goal was to help define Mendocino College as the learner-centered institution it has always strived to be. In Fall 2003 the Student Learning Outcomes Team (SLOT) was formed. Initial work of the committee included having various representatives from faculty and administration go to conferences on the subject of writing SLOs. Bringing useful information back from these meetings, as well as having numerous committee members spend time researching the topic, led to a clear understanding of the direction the College would take.

First, faculty recognized that no one was telling them what to do. Instead, they had the ability to guide how they would define and implement student learning outcomes as appropriate for Mendocino College. The first goal was to create a list of Institutional Student Learning Outcomes (ISLOs). The dialogue was kicked off at what proved to be a very active inservice program in January 2004. Draft ISLOs were written and revised over the next two years, culminating in a list of 10 ISLOs defined for AA/AS students. These ISLOs, representing input from all college groups, were presented to the Board and adopted in May 2006. The institution consciously demonstrated the effectiveness of its efforts to support student learning by developing Student

Learning Outcomes at the institution level, and Student Learning Outcomes became highlighted as one of the institution's strategic directions. The next step was to bring the topic down to the more practical level of focusing on course-level SLOs.

In the 2005/06 academic year, the College devoted faculty inservice time to SLO development at the course level. Spring 2006 saw the first SLOs from some departments formally drafted. By Fall 2006, first SLOs were able to be formally implemented in select courses, and faculty continued to work on writing SLOs for other courses. Spring 2007 inservice allowed faculty volunteers to give overview examples of SLO implementation designs. Since Spring 2007, 20% release time has been given to the chair of the SLO, showing the faculty, Academic Senate and administration's support for the increasing role of coordinating SLO development at the College. Program review in Spring 2007 included an optional portion for departments to summarize their SLO progress. The August 2007 faculty inservice continued the focus on the SLO writing process by encouraging more dialogue between faculty, both full- and part-time. The administration has made stipends available for part-time faculty to get involved. Working departmental luncheons have been successful in bringing the faculty together and enhancing the dialogue. By December 2007, many departments had finished writing most all course-level SLOs, and were beginning to develop ways to gather assessment data. Program-level SLOs will be completed by May 2008.

By Spring 2008, Mendocino College Program Review will require programs to summarize their SLO progress. One of the first programs to work toward developing SLOs has been Student Services. That department has been developing Student Learning Outcomes and ideas regarding how to evaluate the quality of their policies and procedures for providing students access to the institution. In addition, with ISLOs already in place, faculty

working on their course-level SLOs have been able to better define program-level SLOs. The synergistic work at all three levels, course, program and institution, has made the linking of the outcomes more clear. Faculty, both full- and part-time as well as across disciplines, have engaged in discussions of ways to deliver instruction to maximize student learning. Student Learning Outcomes are at the center of Mendocino College's key processes as the institution makes direct and intentional efforts to define student learning and to provide programs to support that learning.

All members of the college community have been invited to participate in the dialogue about institutional quality and improvement, and the effectiveness of its processes, policies, and organization. In addition, all have had opportunities to offer input and exchange about student achievement and student learning. Guided by the SLOT, the first draft of an SLO Handbook for the College was created in Spring 2007. Faculty have been given the chance to offer feedback and input into the document, resulting in a second and much more usable draft handbook completed in Fall 2007. This handbook has been delivered to all full-time faculty in electronic and paper form. It has been delivered to all part-time faculty in electronic form, and is available for their use in paper form from the Office of Instruction. Copies of the handbook are available in both Willits and Lake Centers as well as the main campus in Ukiah. The SLOT also worked closely with the Curriculum Committee to create an SLO form and procedure. SLOs are passed through Curriculum Committee as consent items, and then filed with the course outlines of record. They are also posted online for easy access by all. SLOs are not a formal part of the course outline, but instead are treated as an addendum to the outline of record, so that they are kept fluid and are able to be changed more easily as appropriate. Faculty have been advised to add SLOs to their syllabi.

At Mendocino College, faculty are not “teaching to the SLOs” but rather writing the SLOs to reflect what the students should be learning. The College is committed to its faculty developing student outcomes that reflect an effort to determine an honest appraisal of student performance against faculty standards. Assessing how well students actually meet (or exceed) a prescribed outcome is critical information for faculty. Through assessment, faculty learn detailed and specific evidence of what students are actually learning. The College anticipates that introducing this information into the departmental dialogue will result in richer and more effective learning experiences for students. Assessment also provides the critical documentation necessary to establish that students are, indeed, meeting the outcomes that faculty set for them. Besides the intrinsic usefulness of the SLOs whereby course expectations are made more explicit for students and faculty have a more direct way to work toward improvement of student learning, the College has identified numerous other positive results of working on course level SLOs: Communication between full-time and part-time faculty within each discipline has increased; outlines for all courses are being critically reviewed for accuracy and to see that they are up-to-date; and, through developing course-level SLOs, the SLOs for many programs have been made clearer.

Mendocino College has an ongoing commitment to self-evaluation and improvement to help serve students better. Evaluation focuses on student achievement, student learning, and the effectiveness of processes, policies, and institutional organization. Improvement at the course, program and institutional level is achieved through an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation.

ORGANIZATION FOR THE ACCREDITATION SELF-STUDY

Mendocino College began the focused process for the Accreditation Self-Study in Spring 2006. A group of fourteen college staff attended an ACCJC Self-Study Planning Workshop on February 10, 2006. These staff conferred periodically over the next several months to develop a plan to prepare the self-study. In January 2007 the process got underway when team leads were selected and volunteers to serve on each team were solicited. The Accreditation Self-Study teams were selected to include diverse participation by members of the faculty, staff, administration and students. The Accreditation Liaison Officer was selected to be the editor. In February 2007, the Accreditation Steering Committee met for the first time and received training on the accreditation and self-study process. At this time a website was created to facilitate communication between the teams. During Spring 2007, teams continued to meet, collect, and evaluate data. The teams submitted their draft documents to the ALO in June 2007 to be compiled into a final document. A compiled draft (A) of the self-study was sent out to the college community and Board of Trustees in September 2007 for feedback. A revised draft (B) was presented to the team leads in November 2007 with a follow up meeting of the team leads. The Board of Trustees received the final draft (B) for review in November 2007. At the December 12, 2007, meeting of the Board of Trustees, the final draft was approved. Throughout the process of writing the self-study, the Accreditation Steering Committee worked with all constituencies of the college community to keep them informed and engaged in the process. Presentations and updates were made throughout the process to various groups.

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Catherine Indermill (Full-time, Psychology/Health
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Standard II.C. Committee Chair
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Standard III.A. Committee Chair
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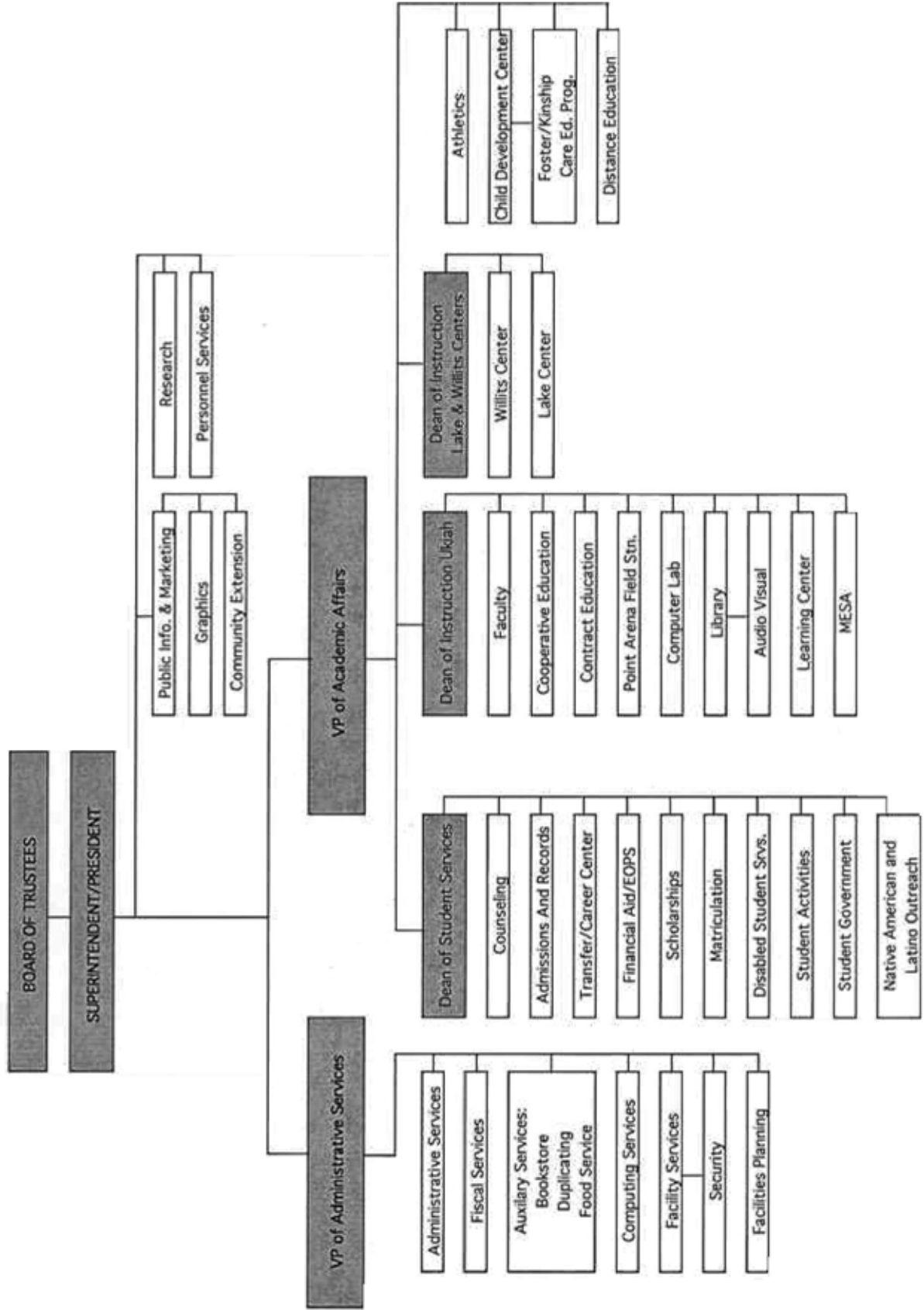
Rose Bell (Executive Assistant)

Accreditation Liaison Officer

Meridith Randall (VP of Education and Student Services)

ORGANIZATION OF THE INSTITUTION

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT Organizational Chart By Department



CERTIFICATION OF ELIGIBILITY

Mendocino College continues to meet all eligibility requirements for accreditation as described below.

1. AUTHORITY

Mendocino College is authorized to operate as an educational institution and to award degrees by the California Community College Chancellor's Office, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and the U.S. Department of Education. Mendocino College was first accredited by WASC in 1973 and accreditation was last affirmed in 2002.

2. MISSION

Mendocino College's mission statement clearly defines the institution's commitment to student learning and is appropriate to a degree-granting institution of higher education and its constituency. The mission statement was last revised in July 2007 and adopted by the Board. It is published in the biennial catalog and in each class schedule as well as on the College website.

3. GOVERNING BOARD

Mendocino College has a seven-member Board of Trustees elected from the communities within its district. The Board is an independent policy-making body that reflects constituent and public interests; in doing its work, it adheres to a conflict of interest policy. The majority of Board members has no employment, family, ownership or other personal financial interest in the college. The Board is ultimately responsible for the quality, integrity and financial stability of the College, and ensures that its mission is being carried out.

4. CHIEF EXECUTIVE OFFICER

The Superintendent/President of Mendocino College is a full-time, dedicated employee appointed by the Board of Trustees and empowered to administer Board policies.

5. ADMINISTRATIVE CAPACITY

Mendocino College has sufficient administrative staff with appropriate preparation and experience to provide the services to support its mission. As of Fall 2007, the College had one

Superintendent/President, two Vice Presidents, and seventeen managers.

6. OPERATIONAL STATUS

Approximately 5,000 students enroll at Mendocino College each semester, many of whom identify associate degrees as their educational goal. Others attend for personal enrichment, transfer, certificate completion or job advancement.

7. DEGREES

Mendocino College offers 30 separate degree programs and 18 certificates. A substantial portion of its classes in any given semester will help students advance toward degree completion. In Fall 2006, 48% of students were enrolled in degree and certificate programs.

8. EDUCATIONAL PROGRAMS

Mendocino College's degree programs are consistent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. Some culminate in identified student outcomes while others continue to define those outcomes. Virtually every degree program is at least two academic years in length.

9. ACADEMIC CREDIT

Mendocino College awards academic credits based on generally accepted practices in institutions of higher education. The College follows California Education Code standards and the Carnegie unit when determining the appropriate amount of credit to grant.

10. STUDENT LEARNING AND ACHIEVEMENT

Mendocino College has developed Student Learning Outcomes for its AA and AS degrees as well as for almost all individual courses. By May 2008, it will have SLOs for all instructional programs and many student service programs. All completed SLOs are posted on the college website and results of SLO assessment will be incorporated into program reviews in Spring 2008.

11. GENERAL EDUCATION

All degree programs at Mendocino College contain a general education component designed to provide a breadth of knowledge to students. The general education philosophy states that

“courses reflect the key concepts and methods” in a variety of disciplines. It requires that students demonstrate competence in mathematics, written expression, reading, cross-cultural studies and health education. General education requirements are listed in the catalog, class schedules, and on the college website.

12. ACADEMIC FREEDOM

Mendocino College has an academic freedom policy that creates an environment where faculty and students may express ideas freely. This policy is available in the Board policy binders located on campus and is on the college website.

13. FACULTY

Mendocino College has 55 full-time faculty who have met minimum qualifications as determined by the California Community College’s Statewide Academic Senate. Faculty duties are outlined in their job descriptions and in the faculty handbook.

14. STUDENT SERVICES

To assist students in achieving their educational goals, the College offers a wide variety of services consistent with its mission and identified student and community needs. These include financial aid, counseling, transfer and career services, tutoring, and health awareness.

15. ADMISSIONS

Mendocino College has admissions procedures consistent with state Education Code requirements that clearly identify the qualifications needed for admission. These requirements and procedures are printed in the catalog and schedules, and are also available on the college website.

16. INFORMATION AND LEARNING RESOURCES

The Mendocino College library services are available to all enrolled students and staff. These services include a physical location on the Ukiah campus with trained librarians on duty to assist students as well as extensive online research databases available on and off campus. All library holdings and services are developed in conjunction with faculty and support the mission of the College and the instructional programs. The first project to be started under Measure W is a 30,000-square-foot Library/ Learning Resource Center in Ukiah which will greatly increase services for students.

17. FINANCIAL RESOURCES

Mendocino College receives the bulk of its financial resources from state allocations based on enrollments, categorical funds and some federal sources, such as Perkins. It has sufficient funding to support its mission and educational programs, and it prudently carries a reserve adequate to address any unforeseen expenses without interrupting services to students. The College is currently working on a three-year fiscal plan and intends to continue efforts to obtain competitive grant funding.

18. FINANCIAL ACCOUNTABILITY

Mendocino College is audited annually by an independent audit firm, which notes any audit exceptions in writing. The Board of Trustees reviews the audit report as well as any exceptions and recommendations. Management responds to any exceptions on a timely basis.

19. INSTITUTIONAL PLANNING AND EVALUATION

Mendocino College has a Strategic Plan and an Integrated Timeline to guide its institutional planning. It continues to refine its well-established program review process and its inclusive decision-making structure to better meet student needs and the college mission. Within the next two years, SLO assessments should be fully integrated into program reviews. Through its Director of Institutional Research, the College regularly evaluates progress toward its goals and disseminates information to the college community via all-college inservices, meetings and the website. It also prepares press releases and research reports for the community at large.

20. PUBLIC INFORMATION

Mendocino College publishes a biennial catalog with an addendum in alternate years. The catalog is available in printed form and on the website. It includes:

General Information

- Official name, address, telephone numbers and website address
- Mission statement
- Course, program and degree offerings
- Academic Calendar and program length
- Academic Freedom policy
- Financial aid
- Learning and student support resources

- Names and degrees of administrators, faculty and classified staff
- Names of trustees

Requirements

- Admissions
- Student fees and other financial obligations
- Degree, certificate, graduation and transfer

Major policies affecting students

- Academic regulations, including academic honesty
- Nondiscrimination
- Grievance and complaint procedures
- Refund of fees

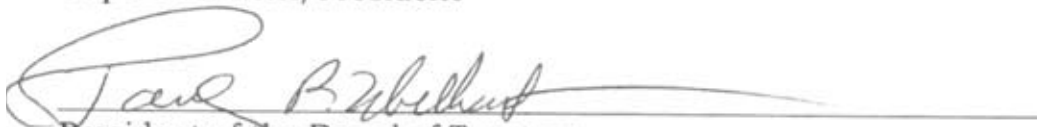
The catalog also identifies locations where students may access other policies.

21. RELATIONS WITH THE ACCREDITING COMMISSION

Mendocino College respects and complies with the eligibility requirements and other standards and policies of the Commission. It completes and submits annual, mid-term and other required reports in a timely and professional manner, and communicates regularly with the Commission about any changes or concerns that are relevant to accreditation.



Superintendent/President



President of the Board of Trustees

RESPONSES TO TEAM RECOMMENDATIONS

In 2002, the College was reaccredited and received seven specific recommendations; three of these were addressed to in a Focused Midterm Report in April 2005. The College's current responses to all seven recommendations are below:

1. The team recommends that the College strengthen the program review process by including evaluation of effectiveness through measurement of outcomes.

To respond to this recommendation (as well as Recommendation #2 below), the Board of Trustees approved a new position, Director of Institutional Research, which had been recommended through the College's shared governance process shortly after the last accreditation visit. The first director, Dr. Craig Hayward, was hired in November 2002 and immediately began assisting the College in integrating data and assessment into its planning and decision-making. He played a large part in the strategic planning process that has resulted in the integrated timeline that the College continues to follow.

One of the Director's annual tasks is gathering and disseminating data for program review purposes. At this time, data are gathered in the fall and sent to program review writers along with the program review forms in December. Program reviews are due to the appropriate supervisors in early March. The program review form asks that respondents report the results of assessment of Student Learning Outcomes. As noted throughout this self-study, while the College has made great progress in the SLO journey, it does not anticipate having outcome assessment for all program reviews for another two years. Data used for program review continue to be the standard student achievement numbers that are gleaned from enrollment reports and other sources.

Unlike many other colleges, Mendocino has long included non-instructional programs in its program review process. Therefore, even units such as the Business Office and Computing Services will eventually be assessing their effectiveness in terms of student learning.

2. The team recommends the college establish, with necessary support, a research office to provide data upon which the college can establish institutional priorities and measure institutional

effectiveness. As part of this process the college will need to provide training for staff in the effective use of these data.

As noted above, the College as a whole, through its shared governance process, committed the resources necessary to have a full-time management position responsible for research. The College's first Director of Institutional Research, Dr. Craig Hayward, remained at the College for four years and created an extensive research website where many documents are housed, including student achievement and demographic reports. He also played a primary role as the Superintendent/President led the College through the strategic planning process that resulted in a revised Mission, Vision, Values and Goals, as well as the integrated timeline in use today. As he helped integrate data into decision making, he held several group and individual sessions on interpretation of the data he provided, especially for faculty. He was included on committees such as the Student Learning Outcomes Team to ensure that research and data were integral to the process.

All staff at the College have become accustomed to the use of data through events such as inservice days, during which the President and other presenters routinely show the results of longitudinal research as a foundation for recommendations and college-wide initiatives. All staff receive data in order to prepare program reviews for their areas. The Board of Trustees often witnesses presentations by the Director of Institutional Research or other college staff which rely on data.

The College hired its second researcher, Dr. Charles Duffy, in May 2007. Dr. Duffy has continued the effort to integrate data into decision making with his presence on key committees, such as the Educational Action Plan Committee. The College anticipates more formal trainings for staff as well as a continued evaluation of the needs of the research office.

3. The team recommends the college improve its academic planning and enrollment management processes in order to determine the most effective use of its limited resources. In doing so, the college needs to determine the proper curricular and scheduling mix to balance instructional quality considerations, student and community needs, and fiscal constraints.

Being the only institution of higher education available to many

community residents, Mendocino College has always felt the pressure to meet a wide variety of needs consistent with its mission. These needs include basic skills, transfer programs, vocational certificates and degrees for district residents seeking better employment, and lifelong learning options for the growing senior population. Despite the pressure to be “all things to all people,” the College understood and took seriously this recommendation to improve planning.

Through the Educational Action Plan Committee (EAP), the College crafted Program Management Guidelines to assist in creating new programs, strengthening “at risk” programs, or eliminating programs that were no longer viable. The guidelines include criteria, timelines for program creation or discontinuance, and procedures for program development. These guidelines have been used to determine, for example, that a soccer program was not the best use of resources at present and that the chemistry department is in urgent need of additional faculty.

A more comprehensive academic planning document is being drafted by EAP to assist the College in determining long-term educational program goals. This need was felt acutely once Measure W, a \$67.5 million Prop 39 bond measure, passed in November 2006: the College had a Facilities Master Plan, but no plan to help determine other bond priorities. The College anticipates completing its academic master plan in Fall 2008.

In addition, the Deans of Instruction routinely examine enrollment trends and evidence of student needs when scheduling. Care is taken not to “overschedule” while still allowing students to finish their programs in a timely manner. The increase in online classes has alleviated some issues such as the necessity of scheduling both day and night sections of a course to accommodate students. There is also an more concentrated effort to schedule “globally” – that is, taking into consideration what is offered at the centers as well as in Ukiah.

4. The team recommends the college identify and make public expected student learning outcomes for both courses and programs and measure achievement of those outcomes. The college should incorporate into its program review and planning processes the results of this assessment of learning.

As detailed throughout this self-study, the College has been

dedicated to the production and assessment of SLOs since 2003. At this time, ten Institutional SLOs have been identified for students earning AA and AS degrees; assessment of these SLOs should follow within the next year. By December 2007, virtually all course-level SLOs will have been created by faculty and approved by the Curriculum Committee. These are then posted on the college website and added to course syllabi. In spring 2008, faculty will begin assessing their SLOs and including results in their program review documents. By May 2008, faculty will have developed program-level SLOs. At the same time, student services units and other departments of the College are working on SLOs.

The College is confident that staff are engaged in the SLO process and that the support of the SLO process by the Student Learning Outcomes Team and the administration will result in a full integration of SLO assessment with planning and decision making over the next few years.

5. The team recommends the college provide consistent funding and greater coordination of service areas to improve library and learning center services, resources and programs.

At the time of the last accreditation team visit, the library had no consistent funding source from year to year. At present, the library has been guaranteed at least 20% of the annual Instructional Equipment and Library Materials budget that the state allocates to the College (generally between \$100,000 and \$200,000). In 2007-8, this resulted in an allocation of \$32,000 to the library for books and equipment; similarly, in 2006-7, the library received approximately \$40,000. This more consistent funding has allowed the library to subscribe to electronic databases, update its book and video collection, and purchase laptops for student use.

Coordinating the library and Learning Resource Center services has become a central tenet in the planning of the Library/Learning Resource Center on the Ukiah campus (scheduled to open in 2011). Both the Head Librarian and the Learning Center Director currently report to the same supervisor, the Dean of Instruction for Ukiah. This arrangement will help coordinate services and ensure that resources are used efficiently.

6. The team recommends the college establish a systematic process to monitor completion of evaluations in accordance with college

policies and procedures in order to ensure timely and consistent evaluations of all classified, management and confidential employees.

The College has a systematic process through the Personnel Office to monitor completion of evaluations. Each year, managers are sent updates notifying them well in advance of evaluations that will need to be completed that academic year. Faculty evaluations were up to date in 2002 and continue to be on time. However, evaluations of administrative staff are not all up to date despite repeated reminders from the President over the last few years. With recent changes in leadership on the administrative side, the College expects to have all evaluations done within the next year.

The College took the initiative last year to offer two workshops on effective evaluations, led by attorney Robert Henry. These workshops were attended by almost all managers, the Academic Senate President, the lead negotiator for the full-time faculty union and several other staff members. Mr. Henry stressed the need for frankness, documentation and regular informal feedback, as well as the overall philosophy of evaluation as supportive, not punitive. In the Fall 2007 staff survey, employees did express wide agreement (80%) that evaluations are conducted in a transparent and constructive manner.

7. In order to improve communication and effectiveness, the team recommends the college assess the number, structure, and function of committees.

The 2002 visiting team clearly believed that the college had too many committees, resulting in inefficient decision-making and communication. It also noted that the large number of committees placed a burden on staff since many people were needed to fill committee seats.

The College made a good faith effort to assess its committee structure and determine whether decisions were made inefficiently or communicated poorly. Most committees now post agendas and minutes on websites, and in some cases, committee chairs send emails communicating important decisions. With the bond passage and other initiatives, such as SLOs and Basic Skills, the number of committees at the College has actually grown. Administrators in particular have had to balance committee

attendance with other work. Faculty are also in demand to serve on committees. However, the College has a strong tradition of shared governance and has chosen to preserve committees to ensure collaborative decision-making and full staff involvement.

In Fall 2007, the President introduced a change to the primary committee structure that creates a more integrated system for planning and budgeting. It also more clearly coordinates with program review information; essentially, information from each major component of the program review document is funneled to the appropriate committee for prioritization and resource allocation. This new structure will be implemented in stages between now and Fall 2008.

STANDARD ONE: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTION

Mendocino College's Mission Statement specifically addresses the need to align college services and programs with the institution's purposes, character and student population. It reads: "Mendocino College provides education to our students and our communities by offering academic programs, transfer preparation, vocational training, lifelong learning opportunities and student support programs that are dedicated to the achievement of student learning outcomes." (1) The specific references to "students" and "communities" provide evidence that the College aligns programs and services with the needs of these groups.

Purposes: The Mendocino College Mission Statement succinctly defines the purpose and scope of all college activities, which are also consistent with the California Education Code. (2) The College is an open admission two-year institution which provides academic programs for students seeking terminal degrees or transfer; occupational training to prepare students for the workforce; ongoing professional development opportunities for incumbent workers; lifelong learning for community members; and support services to assist all students in meeting their educational objectives.

The current Mission Statement has existed since 1978 and was

substantially revised in 2005 and 2007. The 2005 version was revised by a subcommittee of the Strategic Planning Task Force, a group consisting of the Superintendent/President, the Director of Institutional Research, and representatives of each shared governance group. The subcommittee used the mandate of Education Code § 66010.4 as a primary resource as well as data from student and staff surveys. (3) The most current version was revised in 2007 and approved by the Board to add the specific reference to student learning outcomes. (4)

Character: The character of the institution and the Mendocino-Lake CCD as a whole are well-understood by the college staff and by those directly involved in crafting a Mission Statement. Mendocino College serves a district that is largely rural with flat population growth, an increasing Latino population, declining manufacturing and generally low income. Demographic, economic, cultural and historical data are gathered continuously by the Director of Institutional Research and distributed to college decision-makers. (5) Planning is done with the most current information, including analysis of trends identified by sources such as the Legislative Analyst's Office, the Census Bureau, and the Lake and Mendocino County Offices of Economic Development. (6)

Student Population: As noted in the section above, the College pays close attention to demographic information that it gathers from a variety of sources. It also maintains data on student demographics and enrollment trends, which are analyzed when creating or evaluating programs and services. (7) In addition, the College uses student survey data, input from faculty evaluations, and continuous feedback from student and community representatives to analyze the needs of students. (8)

The College uses a mission-driven process for all decision making regarding the establishment, development or termination of a student learning program or service. The primary recommending bodies – the Educational Action Plan Committee (EAP), the Physical Resources Master Plan Committee (PRMPC), and the Administrative Services Master Plan Committee (ASMPC) – begin with program reviews submitted by all disciplines and departments of the College. Each of these committees has representatives from management, faculty and classified staff (along with a student representative when possible). (9) Each program review (currently done annually) reports on the status of the program, assesses progress toward goals previously identified, and establishes measurable goals for the next three years. Program reviews must document the staffing,

equipment, marketing and other budget needs required to meet those goals. In its most recent form, the program review also directs preparers to identify student learning outcomes and the results from assessing those outcomes. (9)

Program review documents form the basis for the recommendations of the EAP, PRMPC and ASMPC committees, which are then forwarded to the next level, the Institutional Master Plan Committee (IMPSC). The IMPSC is comprised of the Superintendent/President, the two Vice Presidents, and representatives from EAP, ASMPC and PRMPC. This group directly advises the Superintendent/President on the allocation of resources. (10)

EVALUATION

Through its program review and Strategic Planning processes, Mendocino College is vigilant about aligning programs and services with its purposes, character and population. All program review requests for resources must make reference to the college's mission as well as any strategic directions and core values. (11) Criteria for establishing programs and services for education and student services were carefully developed by EAP and are contained in documents used extensively by the committee. (12) Twice a year, the entire college staff receives information at inservice about the district population characteristics and trends to help guide decisions. (13) In a staff survey completed in Fall 2007, 83% agreed that the College's actions clearly align with its mission, vision and goals. (14)

Overall, the College and its staff are ever mindful of the district's student population and the mission of the California Community College System and Mendocino College itself. Some of the instructional programs specifically developed to meet community needs include the RN program, Fire Science and Culinary Arts. (15) Student Service programs meeting community needs include Extended Opportunity Programs and Services, CalWORKS, and CARE. (16)

The College also successfully sought two federal grants to serve the growing Latino population: College Assistance Migrant Program, which served more than 200 first-year students during its five-year cycle, and High School Equivalency Program (HEP), which assists migrant workers and their children in obtaining GEDs. HEP was recently refunded for a second five-year period. (17) On an annual basis, the College provides orientations in Spanish and several classes in Spanish as well.

PLAN

- Continue to refine the criteria for developing programs and services so that the Mission Statement is paramount.
- Review program review directions and cycle for maximum effectiveness and alignment with the college mission.

I.A.2. The Mission Statement is approved by the governing board and published.

DESCRIPTION

The Institutional Master Plan Steering Committee (IMPSC), which is comprised of representation from all constituencies, reviews the mission every year (usually in July) and brings it forward to the Board of Trustees for approval. It is then published as Board Policy No. 012. (18) The initial adoption date was December 19, 1978. Since then, the Mission Statement has been revised five times (see Section I.A.3 for more detail). In addition to appearing in Board Policy binders, which are kept in several offices and the college library, the Mission Statement is published in the college catalog, the student handbook and the Strategic Plan for Mendocino College, as well as on the official website (www.mendocino.edu). (19) Recently, it has been included in orientation materials for new full- and part-time faculty. (20)

EVALUATION

An informal survey of students revealed that all were aware that a mission statement existed, but none of those students were familiar with the actual mission statement for Mendocino College. However, more than 50% of the students said they would now research it and familiarize themselves with it. All of the faculty members queried were aware of the Mission Statement.

PLAN

- Research ways to communicate the Mission Statement to students more effectively.

I.A.3. Using the institution's governance and decision making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTION

The Mission Statement for Mendocino College was originally adopted on December 19, 1978 and has been reviewed and revised four times since then (Policy No. 012). Revised mission statements were adopted by the Board of Trustees in 1979, 2001, 2005, 2006, and 2007. (22)

The current process for developing, revising and maintaining the institutional Mission, Vision, Values and Goals began in 2002. Critical to this process is an integrated timeline which lists monthly tasks necessary for all institutional planning. The Integrated Timeline was developed by all constituent groups over a period of many months, and is currently being utilized in its most updated form. It guides all institutional planning in a thoughtful and organized way including the annual review of the Mission, Vision, Values and Goals. The timeline, along with other planning documents, is revised yearly by the Institutional Master Planning Steering Committee (IMPSC), to reflect the needs of the institution. (23)

The following is a chronological list of activities (24) that took place to revise and develop the current institutional Strategic Plan and Mission, Vision, Values and Goals.

- 2002 – The Institutional Master Planning Steering Committee (IMPSC) requested input from all constituent groups and the Board of Trustees on the institutional Mission, Vision, Values and Goals.
- 2004 - The IMPSC formed a task force (Strategic Planning Task Force) to solicit and review all recommendations.
- September 2004 - An informal workshop was held by the Board of Trustees. Board members were shown samples of mission, vision, goals and values from other institutions as well as the preliminary work done by the Strategic Planning Task Force and were given an opportunity to provide input.
- September 2004 - The Strategic Planning Task Force took all information gained from constituent groups and the Board of Trustees and began to develop a condensed, preliminary statement of Mission, Vision, Values and Goals.
- January 2006 - This preliminary list was sent to all constituent groups who were asked to give additional input.
- March 2006 - The Strategic Planning Task Force revised the preliminary document and developed the first draft of the

Strategic Plan and Mission, Vision, Values and Goals.

- March 2006 - The plan was once again sent to constituent groups for input.
- April 2006 - The Strategic Planning Task Force made final revisions to this document
- June 2006 - Final draft of the Strategic Plan was sent to Board of Trustees for approval.
- July 2006 - First Integrated Timeline was adopted.
- September 2006 – Members of all college constituent groups met for the first ever Strategic Planning Retreat. Implementation of the Strategic Plan was the primary focus of this day-long workshop.
- May 2007 - Integrated Timeline '07-'08 was adopted by IMPSC.

The key yearly planning activities addressed by the Integrated Timeline are listed below:

- July - Mission, Vision, Values and Goals are reviewed by the Board of Trustees.
- September - representatives from all constituent groups meet to discuss implementation of the Mission, Vision, Values and Goals and to formulate the Strategic Directions for the year. This is done at the Strategic Planning Retreat.
- December – program review requests go out to all departments/ programs. Included with this document are the strategic directions for the year as well as institutional data.
- March – completed program reviews are submitted by all departments/programs. Staffing requests are forwarded to planning committees.
- April/May – staffing priorities are set by planning groups based on current strategic directions.
- May – Mission, Vision, Values and Goals are reviewed and revised by IMPSC. (25)

EVALUATION

The Integrated Timeline ensures that a yearly evaluation of the institutional Strategic Plan and Mission, Vision, Values, Goals and

Directions will occur. Reviews take place in May at IMPSC, in July at the Board of Trustees meeting, and again by representatives of the constituent groups at the Strategic Planning Retreat in September or October. In the Fall 2007 staff survey, 76% expressed satisfaction with their opportunities to participate in periodic reviews of the Mission Statement. (26)

PLAN

None.

I.A.4. The institution's mission is central to institutional planning and decision making.

DESCRIPTION

The ideals of the institution's mission, including its vision, its core values, and its current goals, are reflected throughout all of the College's planning and decision-making processes. The importance of the mission in planning and decision-making is evidenced through a number of examples:

The Integrated Timeline

Beginning in July 2006, the College began using an integrated timeline to visually represent the planning process for all stakeholders, beginning with the annual review of the Mission, Vision, Values and Goals by the Board of Trustees in July 2006, and continuing through the employee workshops on budget and planning in September 2007. The Goals, which are based on the College Mission, Vision, and Values, change with each planning cycle, and determine the resource focus for the current planning period. (27)

Multi-leveled, Inclusive Institutional Planning Process

The Institutional Planning Process at Mendocino College is inclusive and multi-leveled; it utilizes the knowledge, motivation, and insights of all participants from the college community. This process guides decision making at all levels on an annual and day-to-day basis. This systematic planning approach contains three levels as described below.

Level 1 – Program Review

Program review information, provided by all sectors of the college, focuses on the Mission, Vision, Values and Goals (MVVG) established by the Board of Trustees. Programs which demonstrate compelling evidence that they support the current college goals are expected to receive the largest portion of the institutional resources for that planning cycle. (28)

Level 2 – Institutional Planning Committees

The major institutional planning committees which use program review information are as follows:

Educational Action Plan Committee: This committee is instrumental in developing, revising or eliminating educational and student service programs. It bases its criteria on the MVVG and applies those criteria when considering new programs or modifications in existing programs and services. (29)

Administrative Services Master Planning Committee: This committee was formed as one of the three sub-committees (EAP, ASMPC, and PRMPC) which are responsible to provide recommendations to the IMPSC regarding departments, programs, and services which the committee represents. To do so, it must apply the goals developed through the college-wide planning process. This committee oversees facilities, computing services, security and business operations. All units under its auspices must complete program reviews. (30)

Physical Resources Master Planning Committee: This constituency-based committee states its mission as responding with the physical resources necessary to support programs and services for students. It was formed in 1990 after the previous year's accreditation visit had identified the need. Its mandate is to make facilities planning responsive to educational needs of the district and to provide recommendations to the highest level, the Institutional Master Plan Committee, about utilization of space. (31)

Level 3 - Institutional Master Plan Steering Committee (IMPSC)

The formation of IMPSC provided for the coordination of the various planning groups: EAP, ASMPC, PRMPC. It exists to facilitate the development of the Strategic Plan, coordinate the efforts of the three planning committees, and prioritize recommendations. It receives

recommendations from the planning committees in relation to staffing, space use, program development and other issues, then advises the Superintendent/President. It also communicates to the college community through posted minutes and reports of decisions. All recommendations from the three institutional planning committees are forwarded to the overall planning committee, IMPSC. IMPSC members include representation from the three planning committees as well as the two Vice Presidents and representatives from each constituent group. This group makes recommendations to the Superintendent/President based on planning group analysis and the current MVVG. (32)

In addition to the well-established planning process, the College also relies on planning documents such as the Strategic Plan, Physical Resources Master Plan, and soon-to-be-completed Educational Master Plan. All of these materials were developed with the college mission as a foundation.

EVALUATION

Each of the areas above reviews its plans on a regular basis and refers to the plans when conducting annual reviews and setting yearly goals for the Institutional Planning Process. This process works well for the most part; however, the budget planning process does not currently fit well with the decision-making structure. The Budget Review Committee (which includes faculty and staff) does not participate in budget development. Budgeting is not well integrated into planning, so the College is working on a revision to the planning structure that replaces IMPSC with a Planning and Budgeting Committee. Changes in the budget planning process are anticipated in the 2007-08 academic year. (33)

In the Fall 2007 staff survey, 51% agreed that they are satisfied with their opportunities to participate in decisions about planning, budget and mission, and that all constituencies have an equal role. (34) This result most likely reflects the long-term dissatisfaction with the lack of integration of budgeting with planning and the difficulties with communicating budget issues to the College at large.

PLAN

- Revise committee structure to better integrate budgeting with planning at the top decision-making level and ensure more college-wide involvement.

I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I. B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTION

The College has a variety of campus committees and other structures designed to plan, evaluate student learning and institutional processes, and communicate about these issues to the college staff and public. These include:

- Superintendent/President's Policy Advisory Council (35)
- Institutional Master Plan Steering Committee (36)
- Education Action Plan Committee (37)
- Physical Resource Master Planning Committee (38)
- Curriculum Committee (39)
- Distance Education Planning Committee (40)
- Academic Senate (41)
- Management/Confidential/Supervisory Group (42)
- Classified Senate (43)
- Associated Students of Mendocino College (44)
- Student Learning Outcomes Team (45)

Each of the committees listed above meets regularly, includes cross-campus participation, and discusses issues openly and respectfully. In some cases, such as the Curriculum Committee, formal votes are taken, while in others, consensus is reached.

In addition to the committee structure, a systematic planning process has been developed and implemented to ensure ongoing reflection and dialogue that will enhance institutional effectiveness. Planning documents include Mendocino College's Strategic Plan

(46) and the Mission, Vision, Values and Goals. (47) The College has also developed Institutional Student Learning Outcomes (48), a Student Learning Outcomes Handbook (49) and is currently in the process of completing course level outcomes. A Budget Planning Calendar (50) and an Integrated Timeline (51) are followed. Annual program reviews are conducted for each program on campus; a required signature page ensures that all members of a program or unit have had the opportunity to have input into the appropriate program review. (52)

For the past several years, college inservice days have been an important component of institutional dialogue. Twice a year, the Superintendent/President and Vice Presidents review demographics, student achievement data, and budget information with the entire college community (part-time faculty use paid flex time if they choose to participate). Often the Director of Institutional Research will prepare a presentation. (53) The current Superintendent/President encourages all staff to communicate with her about any questions, and routinely meets with constituent groups to review budget information or address any current issues, such as bond plans.

EVALUATION

Campus-wide, there seems to be an interest in straightforward, open, conscientious, and honest attempts at effective communication. Members of the different constituent groups indicate communication has improved dramatically over the last few years. In the Fall 2007 staff survey, 57% expressed satisfaction with communication at the College, while 66% agreed that the College encouraged open discussion and communication. (54)

Some committees are better than others in disseminating timely and accurate information about their discussions, issues and findings. A number of the planning committees need to improve their campus-wide communications. In November 2007, minutes for two Superintendent/President's Policy Advisory Council meetings were found on the website (February 2007 and April 2007) (55); while these were current, there was no background information nor any agendas. There was no information found on the website about the committee structure, agendas, or minutes for either the Institutional Master Plan Steering Committee or the Physical Resources Master Planning Committee. There was some information about the Education Action Plan Committee, but agendas and minutes were not up-to-date. On 4/23/07 the most

recent agenda was from 1/29/07 and the only minutes that were posted were from 9/5/06. There is a binder containing agendas and minutes that is kept by the Co-Chairs, but this information is not easily accessible by college staff. (56)

The most recent information for the Distance Education Committee is from the 2004-2005 academic year. With the establishment of a new Director of Distance Education, the posting of information is expected to improve. (57)

Information related to the Academic Senate was also out-of-date. The most recent posting was from 2004. Senate agendas (58) are not up-to-date on the web site. On 4/23/07 the only agenda that was posted was from 11/30/06. Senate minutes (59) are not up-to-date. On 4/23/07 the most recent minutes were from 10/26/06. The Academic Senate Committee Handbook (60) that is available on the web site is not up-to-date. On 5/2/07 the most current information was from the 2005-2006 academic year.

The Classified Senate (61) web site is up-to-date and informative. Current committee structure, agendas and minutes were available. (62, 63)

The Curriculum Committee has up-to-date information relating to committee structure, agendas and minutes on the website. It is comprehensive and contains a wide range of support materials. (64)

The planning documents related to Mendocino College's Strategic Plan (65) and the Mission, Vision, Values and Goals (66) are clear, comprehensive, detailed and well thought out. They have proven to be useful tools in effective communication. The College continues to improve the program review (67) process and information submitted. Information related to budget requests and student learning outcomes has been successfully incorporated. This has improved campus-wide planning.

The College has made substantial progress toward incorporating Student Learning Outcomes. A practical, easy to follow Student Learning Outcomes Handbook (68) has been developed and has proven to be a useful tool for faculty to use. The Institutional SLOs (69) are comprehensive, well thought out and were developed via campus-wide involvement. Bookmarks listing the ten Institutional SLOs have been made and are available for students, faculty and staff. (70) Many course level SLOs have been completed and the remaining should be finished during the Fall 2007 semester. (71)

PLAN

- Encourage each of the campus committees to use the college website more effectively as a means for communication.

I. B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTION

The College engaged in a lengthy and thorough planning process in 2004-2006, led by the Superintendent/President and Director of Institutional Research, that resulted in a Strategic Plan with specific goals. (72) Several college staff from all different constituencies participated in the process. (73) These five goals are still in effect and are:

1. *Become a learner-centered institution by focusing on student success.*
2. *Improve student access to college programs and services.*
3. *Enhance the student learning experience by providing educational, cultural and social opportunities beyond the classroom.*
4. *Maximize the efficient use and procurement of financial, human and physical resources.*
5. *Build new and stronger relationships with businesses, educators, agencies and other constituents of our communities. (74)*

At inservice days and at planning retreats, the Superintendent/President reviews these goals and asks college staff to suggest metrics, comment on progress, or give their understanding of the goals. (75) In this way, all college staff are regularly reminded of the goals and encouraged to form individual and unit objectives to help further these goals.

The college goals are posted to the website and reviewed during biennial inservices, which the majority of staff and faculty attend. The achievement of these goals has been incorporated into the program review documents. Outcomes are measured through a variety of means organized and evaluated by the Director of Institutional

Research, such as student satisfaction surveys, enrollment and achievement data, financial reports, and, prospectively, SLO assessment results. (76)

EVALUATION

The college goals are clear, appropriate and accurately reflect the College's mission and Strategic Plan. (77) All are centered on student success and were developed via campus-wide input. Staff are aware of the goals and integrate them into program review documents and other planning. At this point, the College is just entering a phase where it will assign measurable outcomes to each goal, gather data and communicate results. While 84% of employees believe that the college goals accurately reflect what the College is doing, no comprehensive study yet exists to prove that achievement. (78)

To assist in the next phase of planning, the Educational Master Plan is currently being revised and updated by the Educational Action Plan Committee, which will then disseminate it for college-wide input and review. The Facilities Resource Master Plan is a five-year plan which is updated annually in accordance with Chancellor's Office regulations; it will be driven by the Educational Master Plan in the future.

The construction funded by the recent bond measure will be a primary means of reaching some of the college goals. The web page is up-to-date, comprehensive and very informative. It includes links to a Newsletter, projects, the Bond Implementation Planning Committee, the Citizens Bond Oversight Committee, News Releases and Resolutions, and Quarterly Reports. Each of these links also provides useful, complete and timely information. (79)

Various surveys and reports such as Student Satisfaction (80), Research Question: "Why do students enroll in classes and then withdraw?" (81), What Students Say About Mendocino College (82), Satisfaction and Characteristics of Graduating Students (Class of 2002 and 2003) (83) indicate students have achieved academic success while attending the college, are satisfied with the education they have received and have satisfactory transfer rates. As noted, the next phase at the College will involve clarifying how to measure the goals and how to decide whether the College has reached its goals.

Despite the lack of any systematic measurement of goals at this time, the College has evidence that progress has been made toward each of the five goals. The significant progress on Student Learning Outcomes (described in more detail in other parts of this

self-study) demonstrate that the College is serious about being “learner-centered.” “[A]ccess to college programs and services” has been improved through increased allocation of resources to marketing and other outreach efforts (84); evidence of success appears in enrollment reports and higher numbers of EOPS, DSPS and CalWORKS students over the last year. (85) Some additional “educational, social and cultural opportunities” are the Friends of the Library readings several times a semester; the Margaret Mead Film Series each spring; an increased number of field trips to local museums and businesses; and mentorships through the MESA program. (86) To reach Goal Four, the College passed Measure W in November 2006; added a Director of Distance Education and full-time Native American Outreach Specialist last year; and continues to research grant and partnership opportunities. Finally, all employees, led by the Superintendent/President, participate in community organizations like Rotary and Boys and Girls Club, and use every opportunity to build effective relationships with all community groups. (87) The Superintendent/President reports each month to the Board of Trustees on the meetings and presentations she makes in the community. (88)

PLAN

- Determine means of assessing the college goals and develop timeline for measurement and dissemination of results.
- Continue to work on the Educational Master Plan and make it and the Facilities Resources Master Plan more available to the college community.

I. B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTION

Through its well-established and college-wide program review process, the College has implemented a continuous cycle of evaluation, planning, resource allocation, implementation and re-evaluation. Each December, every program and unit at the College receives program review documents, directions and a variety of data from the Director of Institutional Research. For instructional

programs, research data include longitudinal information about enrollments, student success and retention. The program review documents and directions specifically incorporate the College mission and goals, as well as results of SLO assessment. Any budget requests must be included in the program review. (89)

In March, all program review documents are turned in to the Instruction Office, which disseminates them to the appropriate committees for decisions about staffing and other resource allocation. (90) Overall, resource allocation decisions rely upon evidence that a program or unit intends to strengthen the College's ability to realize its goals.

After the three primary planning groups (EAP, ASMPC and PRMPC) read the program reviews in early fall and forward resource allocation recommendations to IMPSC, resources are allocated with reference to the current budget situation. This cycle begins again in late fall and follows the Integrated Timeline, which is itself evaluated and revised (if necessary) after each cycle. (91) Since approximately 85 different program reviews are created each year, the College is planning to move to a three-year process, which would require only streamlined documents in Years 2 and 3.

Both the program review process and the Integrated Timeline establish a cycle of planning and evaluation, as does the SLO process. Through these, the College has begun to evaluate progress toward its overall goals from the "ground up."

EVALUATION

The program review process is so well-integrated into the life of the College that most employees anticipate preparing their analyses and requests. While only slightly more than half believe they have sufficient input into decisions about resource allocation (92), all permanent employees are given the opportunity to participate in program review and all have constituent representation on the primary planning bodies.

The Director of Institutional Research plays a pivotal role in providing data for program review. However, the research website is not up-to-date and the College has not recently held workshops to explain data to faculty and others. (93) The Superintendent/President does make presentations to all college staff about data and the researcher is available to explain data on an individual basis. (94)

As noted earlier, the College does not yet have a fully integrated

planning and budgeting system. It hopes to move to a different decision-making structure which will more clearly link budgeting and planning through a Planning and Budgeting Committee. (95)

PLAN

- Disseminate research data more widely and provide workshops to explain data.
- Move to revised committee structure that better integrates budgeting and planning.

I.B.4. The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

DESCRIPTION

All of the College's primary planning committees are designed to have representatives from each of the different constituent groups. Each of the constituent groups is responsible to identify representatives, or in some cases, representatives are the leaders of those constituent groups. For example, the Superintendent/President's Policy Advisory Council is comprised of the Superintendent/President, the Classified Senate President and Vice President, the Academic Senate President and Vice President, the Associated Students of Mendocino College President and Vice President, and the management group President and Vice President.

Some of the primary planning committees are:

- Superintendent/President's Policy Advisory Council (PPAC) (96)
- Institutional Master Plan Steering Committee (97)
- Education Action Plan Committee (98)
- Physical Resource Master Planning Committee (99)
- Program Review Task Force (100)
- Bond Implementation Planning Committee (101)

PPAC allows for two members from each institutional constituent group to review institutional policies, and take any new policies or changes to existing policies back to their groups (through Academic Senate, Classified Senate, Management/Confidential and Student Government) for input prior to presenting them to the Board of

Trustees for approval. (102)

The Program Review Task Force ensures that program review allows each individual department/program to present requests to make each more effective and continually improve effectiveness to meet the institutional mission, values and goals. It has representation from management, faculty and classified staff. (103)

The Bond Implementation Planning Committee consists of the Superintendent/President, the two Vice Presidents, the three Deans, the Fiscal Director, the Director of Facilities Planning, the Director of Computing Services, the Director of Maintenance and Operations, and representatives from faculty and the classified staff. These last two members are charged with informing their respective groups about bond implementation decisions. (104)

The College spends approximately 82% of its budget on staff, leaving an adequate amount for supplies and services as well as temporary help. (105) Equipment is purchased primarily with state and Perkins funding, and the College has managed to fulfill most urgent requests identified via program review. (106)

EVALUATION

Even though there is a structure in place for campus-wide participation, there isn't always equal representation for some groups. It has been historically difficult to have student representation on committees (some years have been better than others). At times it has not been easy for the Classified Senate to recruit members to serve on committees. It appears that a few of the same faculty members continue to serve, repeatedly, on committees, particularly the planning committees, while others do not participate. The Fall 2007 staff survey does indicate some dissatisfaction with the ability of all staff to participate in decision-making; only 51% agreed that they had "opportunities to participate in key institutional decisions" and only 52% agreed that "[a]ll constituencies have an equitable role" in planning and decision-making. (107)

On the other hand, 70% agreed that they felt "empowered to actively participate in creating and implementing innovation." (108) This discrepancy may tell more about the need to change the present committee structure than dissatisfaction with ability to participate in College decisions, and the College has a plan to revamp the current decision-making structure.

A temporary "committee" (Program Review Task Force) was developed to improve the program review process and information

gathered so it can be more beneficial to the institution in terms of planning, budget allocations and SLOs. Thus far the task force has begun to streamline the program review and budget requests into one document. The task force has suggested that “comprehensive” program reviews should be required at least once every third year and “progress reports” are to be completed annually. (109)

Since resource allocation continues to fall short of needs identified to meet college goals, the College should investigate more sources of funding, such as grants, and identify staff responsible to pursue grants and other funding opportunities.

PLAN

- 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.”
- Continue to encourage students to participate in ASMC and serve on committees.
- Investigate ways to sustain grant-seeking and grant-writing at the College.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTION

Using several different methods, Mendocino College communicates quality assurance matters to appropriate internal and external constituencies.

Through the Institutional Research Office, the College collects information on student enrollment, class size, student success, student retention, student persistence, transfer numbers, and placement test results. The Director of Institutional Research disseminates his reports internally, via email or presentations, and externally in documents such as the 2007 Economic Impact Report. (110) He also conducts other research into student characteristics and demographics when requested. He is a member of the Student Learning Outcomes Team and Program Review Task Force, and will be instrumental in helping staff collect SLO data and include it in program review.

The Director of Public Information and Marketing, who reports directly to the Superintendent/President, prepares numerous press releases for local newspapers and radio stations. While many of these highlight College events, some give information about graduation rates, transfer and other student success data. These releases are archived on the college website. (111)

To assure taxpayers that Measure W bond projects are proceeding as planned, the College maintains a bond website (112), publishes a quarterly report for the Citizens' Bond Oversight Committee that is widely available (113), distributes a newsletter (114), posts signs at various campus locations, and periodically sends press releases to local newspapers. (115)

Recently, the College published the 2007 Economic Impact Report and mailed it to several hundred agencies and community members. This report contained data about the College's impact on the community. (116)

Biennial inservice reports allow for dissemination of current research data to all institutional members. Research reports are also sent via district email as appropriate throughout the year. The Director of Institutional Research maintains a website containing numerous reports and data. (117)

A variety of newsletters are published by various departments, such as the EOPS Horizon (118), CDV Center Highlights (119), Registered Nursing Program Alumni Newsletter (120), MC Counselor Connection (121), Measure W Newsletter (122), and Foundation Newsletter. (123)

Many college instructional and student service programs have advisory boards consisting of faculty, community members and sometimes students that meet on an annual or semi-annual basis to share quality assurance information and use that information to suggest program changes. Some examples are the Nursing Program Advisory Committee, which includes high-level local hospital representatives, and the DRC Advisory Roundtable, which includes many local agencies that serve people with disabilities. (124)

At each Board of Trustees meeting, various groups and individuals report on monthly meetings with the community. (125) The Superintendent/President includes a list of presentations she has made to the public that month; these presentations routinely include research data about student success. (126)

EVALUATION

Internal communication appears to be adequate. At the general session during the biennial inservice days, the Superintendent/President effectively highlights pertinent research data related to quality assurance, budget, personnel changes, campus improvements, etc.

The Director of Institutional Research maintains a web page with a wide range of data available for review. Demographic data is satisfactorily presented during the biennial inservice days.

The Public Relations website is difficult to find and is not accessible via the College's main search engine. One needs to go through the "Faculty and Staff" link to the "Staff Intranet" to locate it. Various news releases were found on the "General Information" link on the main web page, but not on the Public Relations web page.

All of the newsletters are well done, clear and informative. Some are current, as of this evaluation, and some are not. Communicating with part-time faculty continues to be difficult because not all have chosen to have College email addresses.

While the College has not specifically addressed the effectiveness of its quality assurances to the public, the 63% approval rating for the bond in November 2006 provides evidence that the public trusts that the College is fulfilling its mission.

PLAN

- Improve the accessibility of the Public Relations and Research webpages and update their content.
- If departmental newsletters are to be published, make them accessible via the appropriate links on the college website.
- Formulate a plan to assess effectiveness of communications to the public about institutional quality.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTION

The College has worked intensively for several years on a clear and logical planning and allocation process, beginning with the Strategic Plan and Integrated Timeline mentioned earlier in this section.

The timeline has been modified several times to better meet fiscal deadlines, research imperatives and other College requirements. (127)

Since the hiring of the first Director of Institutional Research in November 2002, the College has moved forward in integrating data into program review. Previously, respondents were asked to evaluate their programs and form objectives without any data; now, data are provided to all college employees. Research results are also highlighted at college-wide inservices to kick off the planning cycle for each academic year.

EVALUATION

The College has not satisfactorily integrated resource allocation and planning processes. It appears that planning committees do not have adequate or clear financial data to assist in decision making. The former Budget Planning Committee has been dissolved and will be subsumed into the Institutional Master Planning Committee to form an integrated, high-level budget and planning committee.

The focus of this year's Planning Retreat and follow-up was identifying measurable outcomes for the College's five strategic goals. (128) Over the next year or two, the College will devote energy to measuring its success in these areas in order to identify areas needing improvement. Ultimately, resource allocations will be made to enhance programs that lead to fulfillment of the College's mission, vision and goals.

PLAN

- Fully integrate the allocation of resources with planning procedures.
- Begin to collect data relative to college progress in meeting its identified goals.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTION

The College has historically assessed its evaluation mechanisms on a continuous basis, with the primary question being whether services to students have improved. The underpinning of the

program review process is for instructional programs, student support services, library and other learning support services, and all College units that support these functions to assess themselves in light of student achievement and, soon, Student Learning Outcomes. Once SLOs are identified, the College will begin the lengthy task of assessing programs and services based on the results of the SLO cycle.

In addition to program review, the Research Office provides information throughout the year on student success, retention, transfer and other measures directly related to students. (129) The recent analysis of baseline data in Basic Skills classes is informing the plan being developed by the Foundation Skills team so that areas of weakness can be addressed and more students will progress into college-level classes. (130)

Within committees such as the Educational Action Plan Committee, evaluation of the effectiveness of programs depends on criteria that are reviewed annually. (131) The Bond Implementation Plan Committee also relies upon program effectiveness criteria that are subject to periodic review. (132)

EVALUATION

The College has begun the full integration of assessment and evaluation with program improvement. Until the SLO cycle has completed one iteration, assessment will not be fully implemented. In addition, the new Director of Institutional Research is still in the process of identifying the most useful data for program evaluation and decision making. However, changes in the program review documents anticipate and allow for assessment geared more formally toward program improvement. (133)

PLAN

- Within College committees, continue regular evaluation of assessment mechanisms and criteria for program success.
- Complete SLO identification, assessment and response cycle.

SOURCES FOR STANDARD ONE

- 1 Mendocino College Mission Statement
- 2 California Education Code sections relating to mission
- 3 Student and staff surveys / Education Code 66010.4
- 4 2007 Revised Mission Statement
- 5 Examples of research reports
- 6 Legislative Analyst's Office, Census Bureau, Lake &
Mendo County Offices of Economic Development reports
- 7 Student demographics and enrollment trends
- 8 Examples of student surveys, faculty evaluations,
feedback from students and community
- 9 EAP, PRMPC, and ASMPC list of members
- 10 IMPSC members and purpose
- 11 Program Review form
- 12 EAP Criteria for establishing programs and services
- 13 Inservice agendas
- 14 Fall 2007 staff survey question #1
- 15 RN, Fire Science, and Culinary Arts Program proposals
- 16 EOPS, CalWorks, CARE descriptions
- 17 CAMP and HEP applications
- 18 Board Policy No. 012
- 19 Mission Statement in College Catalog, Student
Handbook, Strategic Plan for Mendocino College
- 20 Orientation materials for new FT & PT Faculty
- 21 No citation
- 22 Revised mission statements from 1979, 2001, 2005,
2006, and 2007
- 23 Integrated Timeline
- 24 List of activities to revise and develop the current
Institutional Strategic Plan
- 25 Integrated Timeline
- 26 Fall 2007 staff survey question #8
- 27 Integrated Timeline
- 28 Program Review forms
- 29 EAP description
- 30 ASMPC description
- 31 PRMPC description
- 32 IMPSC description
- 33 New committee structure
- 34 Fall 2007 staff survey question #9
- 35 PPAC description
- 36 IMPSC description
- 37 EAP description

38	PRMPC description
39	Curriculum Committee description
40	Distance Education Planning Committee description
41	Academic Senate description
42	M/C/S Group description
43	Classified Senate description
44	ASMC description
45	SLOT description
46	Mendocino College's Strategic Plan
47	Mission, Vision, Values and Goals
48	Institutional Student Learning Outcomes
49	Student Learning Outcomes Handbook
50	Budget Planning Calendar
51	Integrated Timeline
52	Program Review - signature page
53	Inservice presentation by Director of Institutional Research (demographics, student achievement data, budget info)
54	Fall 2007 staff survey questions #7 and #12
55	PPAC minutes on web
56	EAP binder with agenda and minutes
57	Distance Education Planning Committee URL
58	Academic Senate agendas
59	Academic Senate minutes
60	Academic Senate Committee Handbook
61	Classified Senate website
62	Classified Senate agendas
63	Classified Senate minutes
64	Curriculum Committee website
65	Mendocino College's Strategic Plan
66	Mission, Vision, Values, and Goals
67	Program Review process
68	SLO Handbook
69	Institutional SLOs
70	Institutional SLOs bookmark
71	Course Level SLOs URL
72	Mendocino College's Strategic Plan
73	College Staff participation in the Strategic Plan
74	College goals
75	Agendas of inservice & retreat
76	Examples of student satisfaction surveys, enrollment & achievement data, etc
77	College goals
78	Fall 2007 staff survey question #1

79	Measure W Website
80	Student satisfaction report
81	Retention report
82	“What students say” report
83	Student satisfaction report from graduates of 2002-2003
84	Examples of marketing and outreach
85	Enrollment reports for EOPS, DSPS, and CalWORKS
86	Flyers for Friends of the Library, Margaret Mead Film Series, Field Trips, MESA Mentorships
87	Community involvement by staff (list)
88	President’s report to the Board
89	Program Review documents - budget requests
90	Program review distribution list
91	Integrated Timeline
92	Fall 2007 staff survey question #9
93	Institutional Research Website
94	President’s presentations on institutional research
95	New committee structure
96	PPAC description
97	IMPSC description
98	EAP description
99	PRMPC description
100	Program Review Task Force description
101	BIPC description
102	PPAC procedures
103	Program Review membership
104	BIPC membership
105	FY 2007 Budget
106	FY 2007 Budget
107	Fall 2007 staff survey questions #9 and #10
108	Fall 2007 staff survey question #11
109	Program Review Task Force recommendations
110	2007 Economic Impact Report
111	Press releases archived on website
112	Bond website
113	CBOC Quarterly report
114	Bond newsletter
115	Bond press releases
116	2007 Economic Impact Report
117	Institutional Research Website
118	EOPS Horizon
119	CDV Center Highlights
120	RN Program Alumni Newsletter
121	MC Counselor

- 122 Measure W Newsletter
- 123 Foundation Newsletter
- 124 Nursing Program Advisory Committee & DRC Advisory Roundtable membership
- 125 Example of Board of Trustees minutes/agenda
- 126 President's reports to Board of Trustees
- 127 Integrated Timeline
- 128 October 2007 Planning Retreat Agenda
- 129 Research Office data - student success, retention, transfer & other student related
- 130 Baseline data on basic skills
- 131 EAP criteria
- 132 BIPC criteria
- 133 Program review forms

STANDARD TWO: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTION

The mission of Mendocino College is to offer high quality courses and programs in transfer, vocational, and lifelong learning programs, as well as student support services, all of which are dedicated to the achievement of student learning outcomes. (1)

The College offers 30 Associate Degrees and 18 Certificates of Achievement. All were developed by faculty, approved by the Curriculum Committee with appropriate course outlines, and when appropriate, community or labor market surveys were conducted. The Curriculum Committee follows well-established procedures for course approval that appear in the Curriculum Handbook. This handbook is reviewed and revised annually. (2)

The composition of the Curriculum Committee is a faculty Chair,

the Vice President of Education and Student Services as Vice Chair, five full-time faculty approved by the Academic Senate, one part-time faculty approved by the Mendocino Part-Time Faculty Association, and one student. The committee also includes the three Deans, the Director of Admissions and Records, and the Articulation Specialist as non-voting members. Its primary duties are “studying and reviewing recommendations in the general area of curriculum proposals and procedures,” including courses, programs, and grading policies, among other areas. One of its duties is to approve alternate means of delivery for courses based on the recommendations of the Distance Education Planning Committee. (3)

The College has an extensive website which includes the handbook and the various forms needed to create, revise, or delete a course or program. (4)

EVALUATION

The Curriculum Committee functions effectively with full participation of its members. Forms and processes are continuously evaluated and revised, and new committee members receive an orientation from the Chair. Courses and programs are reviewed and discussed thoroughly in relation to the College mission and the standards of quality the institution strives to maintain.

PLAN

None.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTION

In order to accomplish its mission - providing transfer education, career/technical education, general education and basic skills education while promoting economic development and preparing students to receive associate degrees and certificates of achievement - Mendocino College uses a variety of assessment

tools and research methods to identify the educational needs of its students and to assess their educational progress.

The Director of Institutional Research prepares reports on the external community as well as the characteristics of students coming to the College. These reports are widely disseminated to college staff and address demographics, student characteristics, local employer needs, fast-growing professions, and other relevant information. (5) The College relies on this information when proposing new programs or assessing current programs through program review. For example, the Educational Action Plan Committee recently approved the development of a Real Estate certificate/degree based on a projection of job growth and other local information. (6)

On an individual basis, the College makes available skill level assessments and counseling for each student whose goal is to transfer or to obtain a degree or certificate. Assessment tests are given for mathematics (7), English and reading (8) to ensure proper placement in courses, and an educational plan (9) is constructed for students who work through counselors and are planning to transfer or obtain a degree or certificate. This educational plan includes information concerning students' educational goals and interests, and also enables counselors and advisors to connect students with needed services such as financial aid, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), High School Equivalency Program (HEP) and Math Engineering Science Achievement (MESA). Each student's progress is monitored, and the counseling staff contacts students who receive an unsatisfactory progress report. Also, students placed on academic progress probation are notified and advised to meet with a counselor. Those who are on academic probation/dismissal are required to complete an academic contract. (10)

The enrollment/Admissions Form identifies a student's educational goal, identifies members of special populations and lists any special services students may require. (11)

A number of programs have been made available to assist the area's special populations. HEP and MESA are particularly focused on the large and growing Hispanic population in the area, and the Native American Outreach program has recently increased the staffing from a part-time to a full-time position.

Upon completion of their programs or degrees, students complete a follow-up survey. These surveys provide information concerning individual continuing educational plans and goals, employment and overall experience at Mendocino College. (12)

When Mendocino College considers adding new vocational programs, a labor market survey is conducted. (13) Local employers are contacted to validate the need for the program, and each Career/Technical Education program has an advisory committee that includes individuals from the industry or profession. Each advisory committee meets at least annually to evaluate the program and provide guidance. (14) Proposals for new programs are then sent to the North Far North Regional Consortium for approval in order to prevent duplication of programs. (15)

EVALUATION

Mendocino College is constantly working to evaluate and assess student achievement and learning and makes extensive use of the College's researcher in those efforts. It develops and revises instructional programs regularly to meet student and employer needs; for a small college, it offers a wide range of instructional programs. Its placement tests are validated both externally and internally. Special programs such as EOPS, DSPS, CAMP and MESA continually assess their students' performance compared to other students. The College offers support programs for Latino students, Native American students and other identified groups in the community. Planning is underway to provide supplemental support for Foundation Skills students. When SLOs are completed for instructional and student support programs, more systematic assessment of student learning will begin.

PLAN

None.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTION

Mendocino College serves a 3200-square-mile district that lacks efficient methods for many students to drive to the main campus, or sometimes even the centers in Willits and Lakeport.

Approximately 5% of students are from even farther away, such as Ft. Bragg or Middletown. In addition, many students have full-time jobs, families and other obligations that prevent them from attending classes that meet on a regular weekly basis. Finally, an increasing number of students – perhaps due to generational differences – demand pedagogical formats more engaging than the typical lecture-test method.

To address the needs of students in remote locations, the College offers a wide range of courses in both off-campus centers, focusing on transferable general education. Classes are also held in a variety of rented locations in Laytonville, Round Valley, Anderson Valley and Kelseyville. (16) This year, the College also made a commitment to expanding its online classes by hiring the first Director of Distance Education, who reports to the Vice President of Education and Student Services. As one of the original colleges in the state to use the ETUDES course-management system, Mendocino College started its online program strongly, but efforts to expand the offerings suffered from lack of leadership. The College anticipates rapid growth in its online program over the next few years. At the same time, the Director will ensure compliance with best practices and improved quality of online courses. The College has traditionally offered videocourses and travel courses as well; however, in Fall 2007, a dramatic drop-off in videocourse enrollments indicated that students prefer online options. (17)

The College has supported efforts by individual faculty to learn new methods of teaching to meet student needs, most often through funding attendance at state conferences and workshops. Probationary faculty are also encouraged to observe more experienced faculty to gain insight into methods of teaching district students. One instructor developed a series of online pedagogical courses designed to assist new college faculty as well as K-12 educators, with modules such as Cooperative Learning and Responding to Student Diversity. (18) The College has offered stipends to part-time faculty to encourage enrollment in these courses. To meet the requirements of a growing Latino population in the district, the College has offered a number of bilingual sections of basic skills courses, such as MTH 11: Basic Mathematics and MTH 54: Mathematical Applications and occasionally bilingual child development courses.

EVALUATION

With the new Director of Distance Education, the College expects to improve an already functioning course approval system for online classes. For several years, the Distance Education Planning Committee has conducted a first review of online courses prior to Curriculum Committee approval, and faculty proposing courses have been required to address questions about course rigor and student contact. (19) The Director has been charged with developing policies and guidelines for new course development to better ensure course integrity. The College expects a phase-out of video courses – some of which lack appropriate rigor – over the next few years.

Through the Dean of Instruction for the off-campus centers, the College continues to learn about needs for “ground” classes in other parts of the district and makes efforts to meet those needs. However, lack of qualified faculty often prevents the college from addressing all requests in areas such as Round Valley. Full-time faculty are less willing than in the past to drive to remote locations to teach.

The Academic Senate has prioritized professional development, with the support of the administration, but lack of inservice days and some disarray in the flex process for full-time faculty have stymied organized efforts. More guidance and support to faculty would result in improved teaching methods to meet student needs. The statewide Basic Skills movement offers an opportunity for groups of faculty to work together on pedagogy and several full- and part-time faculty have embraced the initiative enthusiastically.

PLAN

- Through the Director of Distance Education, assess online course quality and create policies and guidelines to ensure effectiveness of online courses.
- Systematically assess need for courses in outlying areas as well as bilingual courses.
- Work toward a comprehensive professional development plan for faculty with pedagogy as a focus.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student

achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTION

The writing of almost all course-level SLOs will be completed by December 2007; program-level SLOs are scheduled for completion in May 2008. In accordance with the Program and Course Approval Handbook of the California Community Colleges (20), the curriculum process at Mendocino College requires faculty who are proposing new courses to clearly state within the submitted Outline of Record the course outcomes and objectives for Curriculum Committee review. Outlines also must include description of assignments and assessment methods. These basic guidelines are consistent across all course types, including the non-degree-applicable credit course (Curriculum Forms 100 and 101), the degree-applicable credit course (Curriculum Forms 200 and 201), the non-credit course proposal (Curriculum Form 500), and the special topics outline information (Curriculum Form 800). Faculty who modify existing courses are expected to review outcomes, objectives and assessments, and update them when appropriate (using Curriculum Form 300). (21)

New programs (curriculum form 450) and modification of existing programs (curriculum form 400) must clearly show the course requirements for degrees and certificates. (22) These requirements are published in the college catalog and are available in print and online.

Mendocino College adopted ten Institutional Student Learning Outcomes for AA/AS degree students in May 2006. (23) Institutional student learning outcomes should clarify the expected outcomes for the different populations of students at Mendocino College, in particular the AA/AS degree students, the vocational/certificate students, the transfer students and the lifelong learners.

EVALUATION

All course proposal, outline and modification forms have been reviewed and modified for clarity and consistency by the Curriculum Committee. In particular, care has been given to ensure that the parts that relate to outcomes are clearly matched with the course as proposed. Much of the attention of the Curriculum Committee is focused on making sure the new

course or proposed modification of an existing course clearly identifies outcomes and explains issues such as repeatability and variable units. For example, statements are required to answer how the proposed repeatability relates to a student's achieving of individual course outcomes, and why the variable units allow for the course to better meet student learning outcomes. In addition, close attention is given to the content review as related to the learning outcomes of proposed courses. Faculty proposing new courses must clearly justify any recommended preparation, prerequisites or corequisites. As existing courses are modified, faculty are expected to review each of these components of their courses for appropriateness.

A new curriculum form has been designed to explicitly detail Student Learning Outcomes associated with each new course or updated/modified course. (24) When this new form is formally integrated into the curriculum process, it will be submitted as information to curriculum committee, and then become part of the file for the given course. Additionally, the electronic copy of the form will be uploaded to the college website for faculty, staff, administration and student access. The plan is to cycle all courses through faculty review process every five years which will bring updated course outlines and student learning outcomes to curriculum committee attention and keep course content accurate within course outlines.

Program-level student learning outcomes are being defined. As faculty have worked on individual course-level outcomes, a program-level perspective has begun to emerge. Various courses within programs have some commonality of outcomes, which in turn relate directly to outcomes for students of the degree, certificate or transfer programs. Programs should clearly identify what category (degree, certificate or transfer bound) student population they are targeting.

Programs, when newly introduced or when modified, are judged for clarity and consistency related to specific degree or certificate requirements as presented on curriculum forms.

Ten institution level Student Learning Outcomes, specific for students achieving an AA or AS degree, have been defined and published after considerable faculty, staff and administration input. An appropriate assessment plan has not yet been developed.

PLAN

- Complete program and institution level Student Learning Outcomes, as well as appropriate assessment plans.
- Once SLOs at each of these levels have been implemented, gather assessment results and use them for improvement of student learning.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

DESCRIPTION

Mendocino College offers collegiate, developmental, and pre-collegiate courses and programs, all approved by the Curriculum Committee. It also has continuing and community education. All of these offerings, if for credit, must also receive Curriculum Committee approval. The College has a few credit courses that involve study abroad and no programs for international students. All instructional programs and the community education program submit yearly program reviews in which they evaluate their needs and develop objectives.

EVALUATION

The program review and curriculum processes ensure the quality and improvement of instructional courses and programs offered for credit. The College has phased out any contract education due to lack of community interest and is in the process of phasing out community education (ComEx) classes for the same reason.

PLAN

None.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTION

All programs added to the college inventory must first be approved by the Educational Action Plan Committee following the Program Management Guidelines. Anyone may propose a program, but he or she must have the sponsorship of a full-time faculty member. A team is assigned to evaluate each proposal and bring back recommendations to EAP. (25) If approved, the program moves forward to the Curriculum Committee, Institutional Master Planning Committee and ultimately to the Board of Trustees.

Designing, identifying learning outcomes for, and approving courses are all covered in the Curriculum Committee Organization and Procedures Handbook, which is a document revised regularly. When changes arise that faculty should be alerted to, the committee contacts them and, when appropriate, seeks input. The Curriculum Committee Chair is a faculty member, while the Vice President of Education and Student Services is Vice Chair and provides clerical support through her staff. (26) Procedures for administering, delivering, and evaluating courses are covered in the “Instruction” section of the Faculty Handbook, which is updated annually. (27) Programs are also evaluated annually through program review.

The faculty plays a central role in development and improvement of courses and programs through:

- Faculty representation on Curriculum Committee. (For more information on Curriculum Committee’s structure and procedures, see the Curriculum Committee Handbook.)
- Reviewing and discussing proposed changes to course and degree requirements (e.g., information competency, AA/AS degree requirements, etc.), often under Academic Senate auspices.
- Faculty representation on the Educational Action Plan Committee.

EVALUATION

- *Courses:* All courses, including short term and distance education offerings, are reviewed through the standard curriculum process and evaluated according to established procedures. Distance education courses, in addition to the

usual process, are also evaluated by the Distance Education Planning Committee.

- *Faculty role:* In the Fall 2007 staff survey, 76% of respondents agreed that faculty have a substantial voice in matters relating to educational programs (with only 5% disagreeing) and 59% agreed that the College relies primarily on the faculty and Academic Senate for recommendations about student learning programs and services (with only 7% disagreeing). (28) All faculty members have access to current guidelines for course design and evaluation through the Faculty and Curriculum Handbooks. Forms and guidelines are also increasingly available on the intranet. The Curriculum Committee continually revises the course proposal and modification forms for increased clarity and ease of use, thus streamlining the process of developing new courses and altering existing ones.
- *Student Learning Outcomes:* Faculty are now aware of the pending deadlines for establishing and assessing SLOs. Under the guidance of the SLO Team, departments are in the process of developing these for each course/program and collaborating on the best way to assess them.

PLAN

- Continue developing specific Student Learning Outcomes for all courses/programs and guide faculty in assessing these.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTION

Faculty have taken the lead role in identifying competency levels and measurable student learning outcomes for courses and programs. With the support and assistance of a faculty-led SLO Team, a faculty member with release time to assist in developing SLOs, and an SLO Handbook and website (29), full-time faculty

have been making progress in identifying SLOs for each of their courses – often with the full involvement of part-time faculty in the discipline.

For career and technical programs, advisory committees meet at least once a year to review curriculum, identify competencies needed in the industry or profession, and offer general advice to faculty. The competencies identified often form the basis for course and program SLOs.

EVALUATION

At present, faculty continue to evaluate students based on objectives and competencies identified in official course outlines. Once all course-level SLOs are completed in Fall 2007 or thereabouts, the assessment of student learning using SLOs will begin. Program-level SLOs are scheduled to be completed by May 2008. Like many colleges, Mendocino College has made more progress in the career and technical disciplines, where faculty have been assessing students based on competencies for years.

PLAN

- Continue to follow SLO timeline and identify faculty leads for disciplines without full-time faculty.
- Incorporate SLO assessment into the program review process and use results to improve programs.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTION

Mendocino College hires both full- and part-time faculty with care taken to ensure competency in their disciplines as well as teaching expertise. In most cases, candidates are required to provide a teaching demonstration before actual students before being offered positions. Once hired, all faculty are evaluated following the processes detailed in Standard III.

Degree and certificate programs are designed to meet the college mission and must be approved through established college

processes. Courses are examined by Curriculum Committee members, who evaluate the appropriate level of the course based on the breadth, depth and rigor.

All disciplines with degree programs submit an annual Four Semester Sequence which the Instruction Office consults when scheduling classes. This document, when followed, ensures that students can complete a program without unnecessary delays due to a course not being offered. (30)

EVALUATION

Student surveys have long indicated great satisfaction with the quality of instruction at the College, as have individual faculty evaluations. In the Fall 2007 staff survey, only 8% disagreed that faculty are current in their field of expertise. (31) Similarly, the 2002-2006 graduating student surveys showed that satisfaction with faculty ranked at 3.7 on a 4.0 scale consistently. (32) The faculty hiring process is rigorous and the evaluation process for probationary faculty was reviewed recently to strengthen the professional development portion. However, the College lacks adequate onsite or comprehensive professional development opportunities.

The College follows the Four Semester Sequences whenever possible, although in some cases, classes with an enrollment below 10 must be cancelled or delayed for fiscal reasons. The Deans of Instruction and the Academic Senate recently agreed on class cancellation guidelines to alleviate some of these issues. (33)

PLAN

- Develop a comprehensive faculty professional development plan.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTION

Mendocino College instructors incorporate a variety of delivery modes and teaching methodologies in their work with their students. The primary delivery mode is in-person classroom instruction. In these courses, instructors rely on a variety of

participant structures from whole class lecture and discussion to collaborative learning structures such as group work and pair work. These on-ground courses are often web-enhanced, with instructors posting relevant classroom materials on web pages that are easily accessible to students.

The College recognizes that learners come to the campus with a variety of learning styles and instructional needs. To accommodate these students, both math and English faculty have worked to create lab environments in which students can receive additional support for their classroom work. The Business Office Technology discipline has created an open-entry/open-exit lab for their courses, which has, in turn, created more flexibility for working students who may have difficulty attending class. Many lecture courses also contain regularly scheduled lab components and field trips, which provide students with hands-on application of material they have been studying in class.

Mendocino College is also committed to providing quality distance education for its students. This commitment was reinforced this year by the hiring of the first full-time Director of Distance Education for the campus. The growing online program, in addition to the hybrid, video and travel courses, is now under the oversight of this director. The District has chosen ETUDES as the primary course management system, and the Director of Distance Education will soon finish certification to be an ETUDES trainer. This provides an outstanding opportunity for faculty who wish to teach online to be mentored and supported by a master teacher with years of online experience.

In addition to on-ground and online instruction, Mendocino College offers other learning environments for students through both the Learning Center and the Computer Labs. In the Learning Center, students sign up for one-on-one tutorials and work with a peer tutor in the subject area they are studying. In the Computer Labs, students have access to the internet and to word processing programs. Instructors on campus strongly encourage students to make use of these resources to further enhance their learning at Mendocino College.

EVALUATION

Mendocino College is dedicated to offering a variety of delivery modes and to incorporating a variety of teaching methodologies in instruction in order to serve all students. From on-ground to online, instructors apply the latest in technology and learner-

centered approaches to meet student needs.

Instructors also engage in a process of self-reflective teaching. Through the use of the self-evaluation study from the Basic Skills Initiative, the campus has identified Section C “Staff Development” as an important area of focus. As such, planning is taking place with an eye towards inviting key speakers to campus to focus on key areas such as creating learning communities. (34)

Additionally, the District, working with the Director of Distance Education, will continue to support faculty interest in learning ETUDES and in becoming online instructors. It will also continue to support instructors who would like to teach hybrid or web-enhanced courses.

PLAN

- Continue to plan and implement meaningful staff development opportunities, particularly in the area of learning communities.
- Continue to provide faculty with an opportunity to learn new technology, particularly ETUDES training.

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTION

Mendocino College engages in many activities aimed at reviewing and evaluating courses and programs. Specifically:

- All courses are initially reviewed and approved by the Curriculum Committee, and thereafter at least every six years.
- All programs complete a program review process annually.
- Campus-wide student surveys are conducted on an ongoing basis as needed. (35)
- For programs requiring state certification such as Fire Science, the State Fire Marshal approves classes and instructors as well as issuing certificates of completion. The Fire Science degree program is approved by the Chancellor’s office with review by the State Fire Marshal. Similarly, the

Paramedic program is accredited by the Committee on Allied Health Education Programs, a for-profit accrediting agency contracting with the state.

- Campus-wide self-study, analysis and plans are created every six years as part of the accreditation process.
- The Director of Institutional Research regularly evaluates and disseminates the results of student achievement categories such as success and retention. (36)

EVALUATION

The Curriculum Committee is proactive in streamlining its forms, alerting faculty to changes in procedure, and encouraging faculty members in various departments to update course outlines/program requirements as needed.

Program review is an important opportunity for faculty to assess their progress in achieving various goals; it also gives departments a chance to identify future objectives and request the resources needed to make those visions a reality.

PLAN

- SLOs will be completed and incorporated into program reviews.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTION

Mendocino College recognizes student learning outcomes as living, active documents that inform institutional practices. The Student Learning Outcomes Team (SLOT) at Mendocino College actively supports the SLO assessment cycle. It has created a resource handbook for faculty, staff and administrators which discusses essential topics related to assessment such as various approaches taken, the importance of reliability and validity as well as suggestions for various instruments, including the use of rubrics to measure success. This handbook is a valuable source

for faculty as the College moves into the assessment phase of the SLO cycle. (37)

Beginning in Fall 2007, any courses that have SLOs will be assessed by faculty. Assessment data will be summarized in the Spring 2008 program review document and disseminated campus-wide in March 2008. The campus will continue to work with the institutional researcher in the reporting of the assessment data, and professional development workshops will be offered in support of faculty completion of the assessment portion of the cycle. (38)

The campus plans to complete program-level SLOs by May 2008. Assessment at the program level will take place in Fall 2008, with assessment data summarized for the 2009 program review document. As assessment data is received, reported and analyzed, both at the course level and the program level, SLOT will provide support to faculty in the evaluation and revision of SLOs.

EVALUATION

Mendocino College values the opportunity that the SLO assessment cycle provides to the campus for creating institutional excellence. The College is actively engaged in the process of finishing up course-level SLOs, assessing current course-level SLOs for reporting in the 2008 program review, and creating and assessing program-level SLOs to report in program reviews in 2009. The College considers these documents to be living and evolving, and a powerful tool for informing institutional practices.

PLAN

- Evaluate any SLO assessment information from course-level reporting in 2008 program review.
- Assess program-level SLOs in fall 2008 for reporting in 2009 program review.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTION

The nursing department utilizes departmental course and

program examinations that are through Assessment Technologies Incorporated (ATI) and are aimed at NCLEX-RN test preparedness. These examinations are standardized and utilized by many nursing programs in the State of California in assessing their student learning. In addition, the CISCO program examination is used for the electronics program.

EVALUATION

With ATI examinations, the Mendocino College nursing students are evaluated in comparison to other nursing programs in the State of California, and nationally. Mendocino College students have consistently ranked above the mean in these tests.

The College offers a series of CISCO classes that culminate with a standardized exam. CISCO is a nationally recognized electronics program. There have been no anomalies in testing results for College students.

PLAN

None.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTION

All courses approved by the Curriculum Committee include student learning objectives/outcomes, evaluation processes, and award of credit. These course outlines are available at the Instruction Office, on the student record computer software and in part time faculty contract materials. Instructors are required to hand out syllabi that are consistent with the course outline which includes student learning outcomes and methods of evaluation on the first day of the class meeting. (39)

All courses are evaluated and approved by the Curriculum Committee according to Title V standards before being taught at any location. The requirements for credit—48-54 hours of 1 unit of lab or 16-18 hours for 1 unit of lecture—are based on Title V of the California Code of Regulations, section 55002, and the California Community Colleges Chancellor's Office's "Program

and Course Approval Handbook,” which bases its requirements for credit on the Title V regulations. Requirements for credit are included in the course outlines (units, hours, total hours, etc.).

New course proposals or modifications to courses are compared with existing California Community College, California State University and University of California courses for articulation purposes. The Articulation Officer has developed written agreements in numerous transfer majors. (40)

Student Learning Outcomes for all existing courses are formalized as items for the Curriculum Committee to approve. Course-level SLOs are archived after approval along with the course outline of record and are also available online. (41)

EVALUATION

The Curriculum Committee rigorously enforces the credit requirement as well as grading policies when it reviews course outlines. It also insists on articulating transferable courses with senior institutions. The Articulation Officer, as a permanent member of the Curriculum Committee, maintains continuous contact with universities and keeps the Curriculum Committee updated on articulation matters and issues of equivalency in higher education.

There is no current evaluation process to measure, by faculty or students, how well courses are meeting the goal of awarding credit based on the stated learning outcomes. When SLOs have become institutionalized, they will become part of the assessment process for awarding of credit.

PLAN

- Develop a process to measure the College’s effectiveness in matching credit awarded and student achievement of the course’s stated learning outcomes.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

DESCRIPTION

The requirements for degrees and certificates are listed in the Mendocino College Catalog. (42) The general education requirements

follow California *Code of Regulations, Title 5* requirements for the awarding of degrees. The catalog major requirements reflect the individual course outline development within the program and approval process through the Curriculum Committee. To aid in the development of new courses or modifications to existing courses, access to forms, tools, vocabulary and information on development or modification of courses is on the College's intranet and is available to all faculty and staff.

EVALUATION

When students petition for a degree or certificate, they must have an exit interview with a counselor. The counselor attaches a worksheet to the petition indicating the completed requirements. The petition is then filed in the Office of Admissions and Records for a final technical check by an evaluator, under the direction of the Director of Admissions and Records, to assure that students have completed the necessary coursework for a degree or certificate as stated in the catalog, but these individuals do not determine if learning outcomes are met. (43)

Learning outcomes are identified in the course outlines for each course within a major or program, but each discipline/department now needs to identify learning outcomes at the program level as well as assessment strategies for determining if students have achieved those outcomes.

General Education courses used for the awarding of degrees may be linked with the Institutional Student Learning Outcomes, but no assessment of those courses has yet been developed.

PLAN

- 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.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

DESCRIPTION

The College describes its general education philosophy in each catalog, which is available on the college website. (44) Courses proposed to meet college GE requirements are evaluation by the Curriculum Committee members using established criteria for each GE area. (45)

EVALUATION

General Education criteria are clear and consistently applied. With the creation of Student Learning Outcomes for AA and AS degrees, general education will become more focused toward those outcomes and more measurable.

PLAN

None.

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

DESCRIPTION

All degree programs require a minimum of 18 semester units of General Education from four specific categories: natural science, social and behavioral sciences, humanities, and language and rationality. The General Education requirements are published with the degree requirements in the college catalog. (46)

The college catalog clearly states the philosophy and rationale with regard to both degree requirements and general education. Criteria for approval of general education classes are found in the Curriculum Committee handbook. The Curriculum Committee evaluates all general education courses to determine if they meet the mission of the college and the philosophy of general education.

The GE requirements described in the college catalog provide a broad exposure to all general education elements. These general education requirements were developed independently, but are reflective of the University of California and California State University general education requirements.

EVALUATION

Each of the College's associate degree programs requires completion of a general education curriculum. General education requirements are spelled out clearly in the college catalog.

Each general education course is assigned to one of four areas: a) Natural Sciences, b) Social Sciences, c) Humanities, or d) Language and Rationality. Students are required to complete a minimum of 3-6 units of each of the four areas. In determining a course to be a general education requirement, the Curriculum Committee applies criteria derived from three sources: 1) the state Chancellor's Office (Title V), 2) the California State University, and 3) the University of California. These criteria are clearly communicated to faculty by the Curriculum Committee in the Curriculum Handbook. (47) Because the Curriculum Committee evaluates and approves all courses that meet the general education requirements, successful completion of a course ensures competence in that area.

Student Learning Outcomes for all courses are being developed, including the general education courses offered at Mendocino College. Faculty in the respective discipline for each GE course are taking the lead role in developing appropriate SLOs that address the general education aspect of these courses. Developing the course-level SLOs has helped to build a program-level perspective regarding SLOs, in particular with regard to the general education component and how all courses feed into the already defined Institutional SLOs for AA/AS degrees.

PLAN

- Student Learning Outcomes for all general education courses need to be fully implemented with assessment plans.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

DESCRIPTION

All associate degree programs include General Education requirements which prescribe the development of skills in

the areas of: oral and written communication, information competency and computer literacy, scientific and quantitative reasoning, critical analysis/critical thinking. General Education courses are designed to further skills development, promote lifelong learning, and introduce the content and methodology of the major areas of knowledge: Natural Sciences, Social Sciences, Humanities, and Language and Rationality. Descriptions of the general education requirements for the Associate Degree can be found in the general catalog.

Students planning to transfer to four-year universities typically complete such general education patterns as the California State University (CSU) General Education requirements or the Intersegmental General Education Transfer Curriculum (IGETC), which cover the aforementioned skill areas.

EVALUATION

Ten Institutional Student Learning Outcomes (ISLOs) were developed by a team of faculty and formally adopted in 2006. These institutional SLOs address the A.3.b. skills, and lead faculty in all program areas are required to integrate the College's SLOs into specific course outcomes and to begin assessing these course-level outcomes by 2008. The College's SLOs are printed in the general catalog. The SLOs were also printed on bookmarks that were made available to students, staff, and faculty. (48)

PLAN

None.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

DESCRIPTION

In regard to "respect for cultural diversity," this portion of the standard is met through the completion of the Institutional Cross Cultural requirement for the Associate Degree, which has been in effect for more than 15 years. (49) The importance of A.3.c to the College is also reflected in the college's Core Values: "respect,

integrity, and diversity.” (50)

The institutional SLOs and general education requirements for the Associate Degree or transfer cover the remaining elements in this standard.

EVALUATION

As stated above in A.3.b., ten SLOs were developed by a team of faculty and adopted in 2006 at Mendocino College. SLOs #1, 2, 5, and 9 address the A.3.c. skills, and lead faculty in all program areas are required to integrate the College’s SLOs into the course outcomes and to begin assessing these outcomes by 2008.

PLAN

- 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.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTION

The college catalog clearly delineates all degrees and certificates offered at the institution through its Directory of Programs. (51) A minimum of 18 units is required in a major, with some vocational degrees requiring 32-39 units. Each degree and certificate is published with requirements, career and vocational prospects, and any special information that is pertinent to that specific program. The catalog is published every two years, with annual addenda, providing students with up-to-date and accurate information regarding program descriptions, content objectives, and career preparation and competencies. All degree programs combine general education and core discipline requirements, which provide students with a broad-based educational experience. General education requirements for the degree are in accordance with the transfer requirements and objectives for the University of California and the California State University systems.

EVALUATION

Proposed new degree and certificate programs and revisions to existing ones are subject to rigorous review by the Curriculum

Committee to ensure not only that they support the mission, but that they are coherently designed, appropriately sequenced and substantive in content. Vocational degrees and certificates are subject to additional levels of review, including input from advisory committees, surveys and focus groups to determine the need for a program.

The college catalog, class schedules and website are the primary mechanisms through which the College makes information pertaining to its degree and certificate programs available to the public. Program brochures and direct mailings to specific target populations are secondary means by which program information is made public. To ensure accuracy and consistency, all communications of this nature are reviewed by the College's Public Relations Officer prior to release.

While two degrees – Liberal Arts and General Education – do not specifically require an 18-unit area of emphasis according to catalog descriptions, in practice, the College has consistently required that counselors work with students to identify an area of emphasis before granting a degree. The College is awaiting further guidance from the Chancellor's Office about any needed changes to these two degrees.

PLAN

- Develop and publish course- and program-level SLOs for faculty, counselor, administration, and student access.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTION

Mendocino College currently has 14 vocational areas of study. There are 18 certificate options which prepare students for employment opportunities. There are also 30 degree options, some of which can be earned in conjunction with certificate programs. The categories for vocational and occupational programs include Administration of Justice, Agriculture-Horticulture, Alcohol and Other Drug Studies, Automotive Technology, Business, Business Office Technology, Child Development, Computer and Information Systems, Fire Science, Health Sciences, Nursing, and

Culinary Arts. Each prepares students with job specific skills and education.

The program approval process for vocational programs at Mendocino College includes a separate application process above that of the general approval process for the College in which labor market information is examined by a regional group of vocational deans. (52) Each vocational and occupational program has active advisory committees which help oversee the quality and direction of the programs and courses. Curricula for vocational programs are often revised based on employer needs and advisory committee advice.

Vocational programs prepare students to meet all necessary external certification requirements, such as the NCLEX-RN which is the standardized licensing exam to become a Registered Nurse, and the National Registry of EMT/Paramedic exams. Oversight committees are in place as required. The California Board of Registered Nursing has approved and is the oversight agency for the nursing program on campus. The California State Emergency Medical Services Authority (EMSA) is the oversight agency for the paramedic program. The Automotive Technology program has one degree and three certificate options (Automotive Technician, Automotive Chassis Specialist, Automotive Tune-up and Electronic Specialist). Students are encouraged to seek voluntary certification with the National Institute for Automotive Service Excellence (ASE).

EVALUATION

The California Chancellor's Office compiles required reports on core indicators for vocational programs, including: skill attainment, completion, placement, and retention. Some vocational programs at the College are stronger than others in these areas, and Perkins funding has been directed to strengthening weaker programs. (53) Many programs have added required internship classes in recent years to ensure better preparation for the workforce.

Nursing graduates take the NCLEX-RN and pass rates are tracked through the CA Board of Registered Nursing. The posted current pass rate for the Mendocino College Nursing Program is 89%. The pass rate for the EMT/Paramedic program is over 90%. These are the two programs on campus that require testing for licensure prior to a student beginning their job.

Each department on campus continues to strengthen its student

learning outcomes and there are specific indicators for success for all vocational and occupational programs. Some are at the course level, and others are at the program level. Nursing course evaluations are kept on file in the nursing program office and are reviewed by nursing faculty and the Board of Nursing consultant. The nursing program must be evaluated by the CA Board of Registered Nursing on an ongoing basis.

PLAN

None.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

DESCRIPTION

The College provides clear and accurate information to students and prospective students about educational courses and programs and transfer policies. Most of this information is published annually in a catalog or addendum, both of which are available through the college website. Each course in the catalog includes information about content, pre-requisites and any other information a student may need to know prior to enrolling. Educational programs include a description of purpose, course requirements and in the case of occupational programs, information about possible career options. Course schedules, published in the fall and spring, are mailed to more than 40,000 households in the district and contain abbreviated course information, a listing of degrees and certificates, and general policies. A smaller summer schedule contains only basic information about enrolling and course titles. (54)

EVALUATION

Along with the documents mentioned above, the College relies upon counselors, teaching faculty and other student services

staff to assist students in understanding course and program information. The College has eight full-time counselors, including an athletic counselor, a transfer counselor and an EOPS counselor. These faculty spend considerable amounts of time meeting with students to review program and transfer requirements, and helping them meet their educational goals. For new students, orientations are held in both English and Spanish and include extensive information about program requirements and transfer. (55) From 2002 to 2006, student satisfaction with counseling services showed a marked improvement. (56)

Instructional faculty prepare syllabi based on approved course outlines that are reviewed by the appropriate Dean of Instruction and that are included in that faculty member's evaluation. Syllabi contain information about course expectations, grading policies, and expected outcomes. (57) Faculty are aware that SLOs must be included in future syllabi when they have been developed and approved by the Curriculum Committee.

PLAN

None.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTION

Mendocino College accepts credit from accredited United States degree-granting and non-degree-granting institutions that are listed in the Accredited Institutions Postsecondary Education Directory published for the Commission of Recognition of Postsecondary Accreditation by the American Council on Education. In addition, articulated agreements are developed for individual courses, within majors/programs, with the public universities in California (CSU and UC) and many independent colleges within California. (58)

The transfer of credit policy is published in the Mendocino

College catalog under “Advanced Standing” and “Evaluation of Non-Traditional Learning.” (59) Course to course evaluation, by Admissions and Records Evaluators, is completed using generally accepted practices adopted from AACRAO Transfer Practices. In addition, Mendocino College courses are listed in ASSIST at www.assist.org, a statewide student transfer database, and course numbers are linked to comparable statewide higher education courses through the California Articulation Number System (CAN) database. ASSIST also is the venue to certify General Education courses that are then passed along to other colleges and universities on the IGETC or CSU GE patterns. Faculty are consulted to provide expertise that may be needed to grant appropriate credit to other college coursework in the major.

Students matriculating from high schools can receive credit for high school courses if an articulation agreement exists. If not, students often have the option of taking an examination administered by faculty in the discipline in order to receive credit; these are most commonly given in foreign language. High school students also have many options to enroll in college courses while still in high school.

The official evaluation of transfer work is the institution’s practice that certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Such credit is then used for degree and certificate completion requirements.

EVALUATION

There is no specific catalog statement as to how the transfer of credit is certified or applied to a student’s academic program. Counselors use the ASSIST site during student appointments and the transfer center provides a link to ASSIST for students to access the articulated courses. All course outlines are continually reviewed and updated to maintain currency and transferability. As a permanent member of the Curriculum Committee, the Articulation Officer advises faculty about transferability and serves as liaison between Mendocino College and other colleges and universities. The robust number of Articulation Agreements seems to show a healthy dialogue between Mendocino College and transfer institutions. However, the Articulation Officer position is currently vacant and the College is reassessing whether a classified position is preferable to having a counselor take on articulation duties.

There are limited opportunities to grant credit to non-traditional learning such as DAN TES and other credit by examination experiences. In addition, AP Exams are not under regular review for content and credit awarded.

PLAN

- Revise the catalog, schedule, and web to provide information to students on the practice of granting credit for transfer work and/or experience.
- Explore the development of other non-traditional learning experiences that can grant college credit to eligible students.
- Institutionalize review of AP exams and publish accepted AP scores on the website for student accessibility.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTION

Because Mendocino College is small, with several departments headed by only one full-time faculty member; because it is the only college option for many people and therefore wants to offer as many programs as possible; and because there was concern about program elimination without adequate input in the past, the elimination of programs is generally avoided and happens rarely. EAP has created a Program Management Handbook that governs the elimination of programs and the appropriate steps that need to happen, for the protection of faculty as well as students. (60)

Program requirements have changed frequently as faculty make efforts to respond to student and often industry demands. All program changes must be approved by the Curriculum Committee, which includes a full-time counselor, and generally, changes are not effective until one or two semesters in the future to allow students and staff to be informed. Program changes are posted to the website with effective dates clearly indicated. (61) Students retain the ability to complete program requirements identified in the catalog in effect when they originally enrolled.

EVALUATION

Curriculum Committee members and the faculty generally seem pleased with the new guidelines for eliminating programs, although they have not yet been tested in any significant way. Program modifications have created some confusion that can be alleviated with better dissemination to counselors and students. On a fairly regular basis, faculty or the deans have allowed appropriate course substitutions to allow students to complete programs in a timely manner. (62)

PLAN

- Investigate improved methods of notifying all relevant staff of program modifications.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTION

The college catalog is published biennially, with an addendum in alternate years, and the full class schedule is published semiannually. Each area of the catalog and schedule is written or reviewed by the person in charge of that area. Every area of the catalog and the schedule is reviewed and updated with each new edition by many people, including the Articulation Officer, counselors, Curriculum Committee, area directors, Director of Public Information & Marketing, Deans of Instruction, and Vice President of Education and Student Services. The Curriculum Committee, each area director, and the Instruction Office review course and policy information. The text of the web versions of the catalog and schedule duplicates the print version; however, an additional online Class Schedule is updated daily.

The Director of Public Information & Marketing, along with the Web Advisory Committee with broad campus representation, strives to ensure that information on the College's website is clear, accurate, consistent and easy to navigate. Staff members in each department have the ability to edit information directly. The college website is accessible for disabled persons in

compliance with Section 508 of the 1998 Rehabilitation Act.

Recruitment literature and public information releases and documents are reviewed for accuracy and clarity by the staff of the departments involved, the Director of Public Information & Marketing, and the Vice President of Education and Student Services. Any information disseminated by individual disciplines or departments must be reviewed by the Director of Public Information and Marketing.

EVALUATION

The College and its employees continually strive to present accurate information to the public and to correct any inaccuracies as soon as they are discovered. The College Catalog and Class Schedule are the most important documents of the institution; the website is heavily used as well. With each issue and posting, much attention is paid to the accuracy of information and the distribution to reach appropriate constituencies.

PLAN

None.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTION

This standard is addressed in the Mendocino-Lake Community College District Board Policy No. 326 titled "Academic Freedom." (63) Few issues of academic freedom have arisen since the last accreditation visit. When students bring complaints to administrators that center on the perception that faculty are inappropriately promulgating personal views, a meeting with

the faculty member will occur promptly to clarify what should happen in the classroom.

EVALUATION

Copies of the Mendocino-Lake Community College District Board Policy governing academic freedom are available in the Superintendent/President's Office, Instruction Office, Business Office, Student Services and the library. In the Fall 2007 staff survey, 82% agreed that the College actively supports the principle of academic freedom (with only 3% disagreeing). (64) Both the administration and the faculty are vigilant to protect academic freedom while addressing any isolated incidents where personal views may be inappropriately expressed in a classroom. While students in some cases express discomfort with an individual instructor's viewpoint, it is rare that any instructor has not clarified which information is objective and which is personal conviction.

PLAN

- Add Academic Freedom Policy to full-time and part-time faculty handbooks.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

DESCRIPTION

The institution's expectations regarding student academic honesty and the consequences for dishonesty are printed in the general catalog, under the title "Academic Honesty Guidelines." (65) More specific information on academic honesty is available in the Academic Honesty Guidelines 533.2 from the Office of the Dean of Student Services. (66)

Penalties for plagiarism, cheating, etc., can include reassignment of the paper, project or exam; assignment of a failing grade; or recommendation to the Superintendent/President for dismissal from the course or college.

The Deans of Instruction highly recommend that faculty include specific statements regarding penalties for academic dishonesty

in their syllabus or first-day handout; these subjects are usually discussed during the first class session. The catalog is made available to all new students and these policies are covered in orientation and student success classes.

EVALUATION

Mendocino College makes clear its policies and consequences for dishonesty in its general catalog and as explained by counselors and instructors. Many teachers do include the policy in their syllabi.

Plagiarism has become a serious problem on college campuses with the increase in online courses and internet use. While there are free search engines or services that can identify potential plagiarism for faculty, the process is very time consuming and far from comprehensive.

PLAN

- Identify more effective ways to prevent plagiarism through student notification or other means.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

DESCRIPTION

As a publicly-funded California community college, Mendocino College does not seek to instill specific beliefs or worldviews. It does, however, have codes of conduct for students and staff.

This standard is addressed in the Mendocino-Lake Community College District Board Policy No. 533.1 titled "Student Conduct Guidelines" and is referenced in the 2006-08 Mendocino College Catalog and the schedule under "Standards of Conduct." (67) Expectations for staff conduct are found in their respective handbooks and/or contracts.

EVALUATION

Copies of the Mendocino-Lake Community College District Board Policy are available in the Superintendent/President's Office, Instruction Office, Business Office, Student Services and the library. Employees are given the most recent versions of their contracts and/or handbooks annually.

PLAN

None.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

DESCRIPTION

Not applicable.

II.B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTION

The mission of Mendocino College is to serve the educational needs of its students and the community by providing academic programs, transfer preparation, vocational training, lifelong learning opportunities and student support. (68) The main campus is located in Ukiah with centers in Willits and Lakeport, plus a variety of class offerings in Boonville, Laytonville, Kelseyville and other population centers. The demographics of the College district reveal a generally low income level and a growing number of Latino residents. Many students are the first in their families to attend college, and many need assistance in basic skills before succeeding at college-level coursework. It is the mission of the College to provide assistance to all these students.

Mendocino College accepts all high school graduates, students with high school diploma equivalents, students who are 18 years of age or older, and kindergarten through 12th grade students with their school and parental approval. This is in keeping with the mission to “serve the educational needs of our students and community.”

The process for admission is outlined in both the general catalog and the schedule of classes. (69) A schedule of classes is mailed to all District residents in Lake and Mendocino counties and is made available at the local high schools, libraries, and other easily accessible sites. Class schedules are also mailed to target populations -- for example, 11th and 12th graders in Lake and Mendocino counties.

The admissions process provides service during the day, early evening, and three Saturdays during the beginning of each semester for registration purposes at three campus locations in Ukiah, Willits, and Lakeport. Priority registration is available to students who qualify for Disability Resource Center (DRC) and Extended Opportunities Programs and Services (EOPS). Priority registration is also provided for students completing orientation sessions.

Student service programs have participated in the SLO process and are continuing to work on identifying student learning outcomes for the different areas. Assessment should begin next year. For many years, student service programs have been participating in the program review process and assessing their effectiveness using conventional data, such as student success and retention. (70)

EVALUATION

The College has provided access to a wide variety of District residents and continues to identify new outreach needs and methods. As underserved groups are identified, college staff develop strategies to reach them and encourage attendance at the College. For example, an ad hoc Enrollment Management Team consisting of the Vice President of Education and Student Service, the three Deans, the Director of Institutional Research, the Director of Distance Education, the Director of Admissions and Records, and the Director of Public Information & Marketing recently determined that direct mailings to high school students had been effective as well as radio ads on Spanish-language stations.

Once students enter the College, they have access to a full array of support programs, including EOPS, DSPS, tutoring, transfer assistance and financial aid.

PLAN

None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

DESCRIPTION

Mendocino College publishes a full catalog every two years with an addendum in alternate years. (71,72) Both are available in hardcopy as well as through the college website. New students are

given catalogs at orientation and others can buy them at the college bookstore. The Vice President of Education and Student Services is responsible to coordinate the annual review of catalog information by managers and others responsible for the various sections.

The 2006-2008 Catalog contains the following information on the pages indicated:

a. General Information

• Official Name	Back cover
• Addresses	p. 143 – 144
• Telephone Numbers	p. 16
• Website Address	Back & front cover
• Educational Mission	p. 2
• Course Offerings	p. 57 – 132
• Program Offerings	p. 33
• Degree Offerings	p. 35 – 48
• Certificates	p. 49 – 56
• Academic Calendar	p. 2
• Program Length (units)	p. 35 – 46
• Academic Freedom	*
• Financial Aid	p. 21
• Learning Resources	p. 22
• Names and Degrees of Administrators & Faculty	p.132-135
• Names of Governing Board Members	p. 26

* The Academic Freedom Statement is not included in the catalog but is located in the binders noted in (d) below.

b. Requirements

• Admissions	p. 3
• Student Fees	p. 4 – 5
• Degree	p. 28-29
• Certificate	p. 29
• Graduation	p. 28-29
• Transfer	p. 29-32

c. Major Policies Affecting Students

- Academic Regulations p. 13-16
- Nondiscrimination p. 13-14
- Acceptance of Transfer Credits p. 12
- Grievance & Complaint p. 14
- Sexual Harassment *
- Refund of Fees p. 5

d. Locations or publications where other policies may be found

- Other policies are found in the “Academic Regulations and Policies” binder located in the Student Services Office and the “Board Policies” binders located in the Superintendent/President’s Office, the Instruction Office, the Business Office, the Child Development Center, the Library, the Public Relations Office, the Academic Senate, the Classified Senate, the Lake Center, and the Willits Center. Financial Aid policies are in FA Consumer Handbook.

* The Sexual Harassment Policy is located in the binders noted in (d) above.

EVALUATION

The catalog and addenda are widely distributed and readily available to all students and staff. The Catalog contains all information required under this standard except the sexual harassment and academic freedom policies.

PLAN

- More widely disseminate academic freedom and other relevant policies such as sexual harassment not currently in the catalog or schedule.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

DESCRIPTION

Mendocino College provides comprehensive support services to all students. The Research Office conducts ongoing evaluation of student characteristics to guide the development of support programs. For example, the Director of Institutional Research recently compiled data about Basic Skills needs to inform the College's Foundation Skills Plan. (73)

The College promotes equitable access through a variety of programs:

- Advising by counselors and faculty members
- Athletic team competition
- Bookstore operations at three locations
- California Work Opportunities and Responsibility to Kids Program (CalWORKS)
- Campus tours
- Career Center, offering information on career choices and job placement
- Child Development Center on the Ukiah campus
- Computer, Reading, Math, and Writing labs
- Cooperative Agencies Resources for Education (CARE)
- Disabled Resource Center (DRC)
- District-wide academic, career, and personal counseling services
- Extended Opportunity Programs and Services (EOPS)
- Financial aid
- Foster youth success liaison
- Health education services
- High School Equivalency Program (HEP)
- Learning Center (TLC) at the Ukiah and Lake locations
- Library
- Mathematics, Engineering, and Science Achievement (MESA) program
- Native American Outreach Program
- Orientations, including orientations in Spanish
- Phi Theta Kappa
- Mental Health Counselors Services
- Re-Entry Program
- Scholarship program
- Student Athlete Study Table
- Student government through the Associated Students of Mendocino College (ASMC)

- Various student clubs and organizations which are coordinated through the ASMC
- Veterans' Education Benefit Program
- Work experience education

Services are provided at the Willits and Lakeport Centers as much as possible by onsite visits by college employees for those special group services.

The College's website provides extensive information to students. The college catalog and class schedule are available on the website. Students may apply for admission by obtaining the application from the website and mailing or submitting in person or by applying online. A variety of forms, including enrollment forms, transcripts and online tutoring requests, are also available online.

Extensive online services are not currently available to students, although the District is pursuing a new student record system which will include a web portal to provide more online self services.

All students have access to the Internet in the college library and Learning Center on the Ukiah Campus, as well as in the computer labs at all three locations.

Registration services are provided by phone (including a toll-free number for students in the 707 service area) or in-person at Ukiah, Willits, and Lakeport. Counseling and advising are also available by phone.

Equitable access is provided for online materials by request through the Disability Resource Center. The Ukiah campus has a High Tech Center Specialist who provides training in the use of adaptive computer technology to allow students with orthopedic, visual, learning, or other disabilities to access computer equipment that is otherwise inaccessible due to the level of the disability. In addition, information and classroom materials are provided in the format that accommodates the individual student's need. These may include Braille textbooks, large-print text, screen enlargement and other peripherals to allow students to reach their educational goals.

Student Services collaborates with the Instruction Office in the functions involved in the Learning Center (TLC) for tutoring and basic skills; the college library, which includes a main reading room and periodicals room along with equipment available for

use in the library; and Cooperative Work Experience Education (CWEE).

Mendocino College has regular activities intended to unite instruction and student services with the learning progress of students. Students are encouraged to use faculty advisors, as well as counselors, as valuable resources to obtain information regarding career and advanced educational opportunities. Orientation workshops for new and/or returning students include obtaining information on college services, enrollment procedures and academic success. (74) Support programs encourage students to interact with faculty.

Student Services certificated staff are regularly involved with the Classified Senate, and are involved in the shared governance process, which helps keep services to students timely and relevant in terms of school and state policy. As resources allow, expanded services are being implemented at both the Lake and Willits Center.

Scholarships are awarded annually to Mendocino College students recognized for academic achievement, financial need, field of study, community service, campus activities, and outside interests. In addition, the College offers an intercollegiate sports program for men and women.

College support for student participation in planning and evaluating student services is evidenced by student representation on the following committees: Academic Review Committee, Curriculum Committee, Educational Action Plan Committee, Matriculation Committee, Physical Resources Master Plan Committee, Superintendent/President's Policy Advisory Council, Re-Entry Committee, Safety Committee, and Scholarship Committee.

EVALUATION

The College provides adequate support for its students and strives to increase support within its means. Several units, such as EOPS, DSPS, Financial Aid and MESA, have seen large increases in students, recently and staff stretch human and other resources to serve them. Due to increased funding under the Basic Skills Initiative, the College anticipates increasing tutoring and counseling services for that group of students. The Learning Resource Center continues to assess its services and has plans to offer more labs (such as a language lab) once the new Library/Learning Resource Center is built. The College is dedicated to the idea that the Learning Resource Center is as important as the library, and building plans

reflect this commitment. (75)

At this time, the College does not offer a full range of online services to distance education students. For example, online advising is not available and while students can apply online, they must register for classes in person or by telephone. With the implementation of Datatel over the next two years, more online services will become available.

PLAN

- Develop more comprehensive support services for online students.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

DESCRIPTION

Mendocino College models civic responsibility and provides students with a variety of opportunities to participate in civic activities. In addition, one of its goals is to “[e]nhance the student learning experience by providing educational, cultural and social opportunities beyond the classroom.” (76) To this end, the following activities take place:

1. Mendocino College MESA students take an active role in the community. Some tutor at local schools and others periodically host events at the college.
2. MiniCorps and Mendocino College have an effective collaboration. Students in the MiniCorps program tutor in local elementary and high schools.
3. College students are involved in student government, tutoring in the Learning Center, student activities, and institutional governance (students are members of several governing committees).
4. Athletes and coaches provide popular summer sports camps and clinics for local children as well as a Women’s Sports Expo for junior high students every January.
5. MC Family is a campus group of students and staff which assists local charities, especially the Ukiah Boys and Girls Club.
6. Faculty often take their classes to on-campus events such as forums, theater productions and Community Extension

- events.
7. Many of the College's CalWORKs students volunteer with non-profit charities in the community as part of their work requirement. The CalWORKs Program is in the process of developing an off-campus work study program. Students in this program will be placed in government offices and non-profits.
 8. Students, faculty and staff participated in the First Annual Relay race for local charities.
 9. Many of Mendocino College students are involved in and work with the local Latino nonprofit community office, Nuestra Casa, helping immigrant families.
 10. Students are also involved extensively with Earth Day and other local environmental and social justice activities in the community.
 11. Native American Motivation Day and Hispanic Retreat Day are planned by students and staff for local Native American and Latino high school students. Students come on campus to receive an introduction to the college and learn about their cultures.

Mendocino College faculty and the office of Community Extension have developed programs which provide a variety of opportunities for students, faculty, staff and community to experience intellectual, aesthetic, and personal development. Some of these programs are funded by the Mendocino College Foundation and include:

1. Associated Students of Mendocino College (ASMC) hosted or co-hosted several events to inform students of the political process, including voter registration, U.S. Constitution Forum, and visits to campus by Representative Mike Thompson.
2. The college library developed a joint effort with the Ukiah Friends of the Library, which resulted in grant funding for an Author Series hosted by Mendocino College.
3. Mendocino College Community Extension hosts a wide variety of musical and theatrical productions, which are open to the public.

EVALUATION

Mendocino College supports a co-curricular environment that fosters intellectual, ethical and personal development for all of

its students and encourages personal and civic responsibility. Through faculty leadership, students are involved in many community and co-curricular activities as listed above. As an institution, Mendocino College provides opportunities for students to participate in civic activities. All students completing AA and AS degrees are expected to be responsible for their actions and work effectively as a member of a “global community.” (77)

Students are a vital part of the College’s shared governance and many committees, such as Curriculum Committee and the Education Action Plan Committee, have seats for students. However, these are sometimes unfilled in any given academic year. In the same way, the student government group, when active, plans events and builds leadership, but in some years, participation is low and activities are few.

PLAN

- Pursue ways to recognize students’ civic achievements and involvement.
- Develop strategies for increased involvement of students in campus and student government.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTION

The College has eight full-time counselors supervised by the Dean of Student Services. They meet once or twice a month to review concerns and ideas that affect service to students. They often invite other student services personnel, such as the Director of Admissions and Records, to receive information or give input about student needs. On a rotating basis, instructional faculty attend these meetings to keep counselors up-to-date on program requirements and changes. A counselor attends all Curriculum Committee meetings for the purpose of providing input and reporting to other counselors.

Student Services provides, maintains, and evaluates academic advising and counseling programs through Counseling, EOPS, DRC, Veterans, Financial Aid, CALWORKs, CARE, MESA, HEP, MINI CORPS, and other programs. All new counselors are required to complete an extensive training process and are encouraged to

attend yearly professional development workshops or conferences on transferring, careers, and other useful topics. A counselor's handbook is provided to new employees. (78) All counselors are routinely evaluated by students and their peers. (79) All new employees who provide some level of program specific advising attend workshops or conferences for the various categorical programs.

EVALUATION

Counselors are well-trained in their job duties and integrated with instructional faculty and the rest of the College. Counselors participate in many college committees and attend statewide professional development conferences to stay current in their fields. On an annual basis, Counseling prepares a program review with contributions from all counselors and support staff. With a limited number of counselors for 5,000 students, it would be helpful for instructional faculty to be able to assist students with some advising questions.

PLAN

- Provide some measure of training for faculty on advising in their particular disciplines.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTION

Mendocino College has defined student learning outcomes for its graduates who obtain AA and AS degrees. Two of these SLOs specify that a graduate from this institution will be able to “analyze, understand, and evaluate diverse ideas, beliefs, and behaviors” and “understand yourself and others as members of our diverse global community.” (80) Toward achieving these goals, each graduate is required to complete three units within the area of cross-cultural studies. Courses that are defined as meeting the criteria of “cross-cultural studies” include selections in anthropology, history, art, English, philosophy, sociology and speech.

Mendocino College's non-discrimination policy details unlawful discrimination as defined as discrimination on the basis of

race, color, religion, sex (including sexual harassment), marital status, national origin, age, physical or mental disability, sexual orientation, or Vietnam Veteran status. It also includes retaliation against an individual for filing a discrimination complaint, an individual participating in the investigation of a discrimination complaint, or any witnesses. (81)

Mendocino College provides a wide array of programs, practices and services which support and enhance a student’s understanding of diversity. The table below lists services which demonstrate the accessibility of college diversity resources to students. These services address a multitude of diversity themes, ranging from employment opportunities, student advocacy groups, academic support, special departmental offerings and campus events.

PROGRAM	FUNDING SOURCE	SERVICES
Mendocino Private Industry Council	Community and State	Job Skills and trainings, employment opportunities
California Mini-Corps	State	Teaching Experience and employment (Migrant Students)
MC Extended Opportunities Programs and Services	State	Tutorials, EOPS Grants, Extended counseling services
California MEAP SSU	State	Counseling Experience and Employment (Migrant Students)
Mathematics, Engineering, Science Achievement	State	Mathematic, Science and Business Majors – Refinement of Mathematics Skills (Extended Counseling, Financial and Cultural Services)
MC Financial Aid Office	Federal & State	Federal and State Grants, Financial counseling
MC High School Equivalency Program	Federal	GED Completion, employment opportunities (Migrant Students and families)
North Coast Opportunities	Community and State	Child Care Services and employment opportunities
CHDC	State	Job readiness workshops, trainings, assessments, employment opportunities

College programs undergo self-assessments and program reviews to ensure quality program design and implementation.

Community and college agencies participate in advisory forums to explore issues and concerns in regards to program and service effectiveness, as well as measurable outcomes. Various campus events and specialized workshops aid in enhancing student understanding and appreciation of diversity.

Organizations and services available on campus include Cooperative Agencies Resources for Education (CARE), Extended Opportunity Programs and Services (EOPS), CalWORKs, specialized services to Native American Students and Latino Students, Mathematics, Engineering, Science Achievement (MESA), and the Disability Resource Center for qualified individuals with disabilities.

CARE is a program designed for families having at least one child under 14 years of age with the household receiving AFDC (Aid to families with Dependent Children), TANF (Temporary Assistance to Needy Families) or Cal WORKs (California Work Opportunities and Responsibility to Kids Program).

Services to Native American students and Latino students include outreach in the community, counseling services, financial aid services, and creation of the Native American Advisory Committee for the purpose of generating input on how to better serve the Native American student population.

MESA works to increase the number of economically disadvantaged community college students who transfer to four-year institutions and earn degrees in mathematics, engineering, computer science, and science. Services provided to assist students include tutoring, workshops, field trips to four-year colleges, leadership workshops, assistance applying for scholarships, a reference library and computers with internet access.

The Disability Resource Center ensures equal access to education for qualified students with a verified disability. Services include disability counseling; registration assistance; accommodations; interpretive services for deaf students; assessment services; and support classes in reading, writing, spelling, math, and mainstream support.

EVALUATION

Mendocino College enrolls students from diverse economic, social and ethnic backgrounds. Student services and the College as a whole recognize, celebrate and support this diversity through institutionalized support programs, annual events such as Native

American Motivation Day, and special programs. To support the Native American population, the College recently expanded the classified position charged with this duty from half to full-time. It has also ranked a bilingual counselor position high in the latest staffing process.

The fastest-growing special population in the District is the Latino community. The College provides a variety of materials in Spanish, holds a Spanish-language orientation, and conducts outreach in Spanish through Spanish-language newspapers and radio stations. (82) Until recently (when it was defunded), it supported first-year Latino students with a College Assistance Migrant Program and continues to assist migrant workers and their families in obtaining GEDs through the High School Equivalency Program.

PLAN

None.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTION

The college institutional researcher, math and English assessment sub-committees, and the Matriculation Committee, as a whole, continually examine assessment instruments. All of the assessment instruments in use at this time are on the Chancellor's Approved List and are considered to be free from bias based on information from the test publishers. Local reliability and validity studies are published regularly for all assessment tests. Tests are reviewed and modified or changed as needed, based on the results of the research reports.

The assessment instruments used for placement at Mendocino College are as follows:

1. The Accuplacer, computerized placement test, (reading comprehension, sentence skills, and arithmetic).
2. The Mathematics Diagnostic Testing Project (MDTP) tests in algebra readiness, algebra, intermediate algebra, trigonometry, and pre-calculus.
3. Levels of English Proficiency (LOEP).

The College attempts to accommodate students with special needs in all intake processes. Accommodations may include special furniture for people in wheelchairs, readers for blind students, interpreters for deaf students, bilingual counselors, and extended time for learning disabled students to complete placement tests.

The federally-approved ability to benefit test given at Mendocino College is the Accuplacer computerized placement test, the same test used for placement in college classes. However, the Combined English Language Skills Assessment (CELSA) is acceptable as an alternative ability to benefit test for ESL students. Federal law mandates the passing scores used to determine a student's ability-to-benefit from instruction. Students who do not qualify for financial aid through the ability-to-benefit process may still enroll in classes through the regular placement process.

The assessment office is housed in the Learning Center, providing walk-in assessments most working days of the College. The results of the computer-based testing are immediately available to students.

EVALUATION

The following is a list of assessment-related research and related activities, supplied by the Director of Institutional Research.

Test Validation:

- Fall 2004: Accuplacer computerized placement test (Math) validation
- Spring 2005: Accuplacer computerized placement test, (reading comprehension and sentence skills) validation (83)
- Fall 2006: Changed math cut scores Mathematics Diagnostic Testing Project (MDTP) due to recommendation and study

The Director of Institutional Research and the Learning Center Director have been involved in additional trainings and have attended assessment conferences as well.

PLAN

None.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all

files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

DESCRIPTION

The College follows its policies and procedures regarding confidentiality and release of information. The College observes the provisions of the Family Education Rights and Privacy Act. In addition, Board Policy 506 and Administrative Regulation 506.1 address the provisions for the release of student records. (84) The policy for release of student records is clearly published in the college catalog and on the college website. (85)

Daily computer backup, long-term microfiche storage, multiple data storage locations, document imaging with duplicate record processing all contribute to the security and integrity of the college student record keeping system. Student files (hardcopies) are kept in secure locations, accessible only by college employees.

In 2002, the College purchased a document imaging system to provide effective and efficient access of transcript and transfer credit information to appropriate college departments and personnel while eliminating hardcopy document storage issues.

Class rosters and all printed copies of student schedules have the student identification number suppressed to further protect against unauthorized access to the student's personal identifying information. Assigning of student identification numbers to all existing student records is completing its first phase.

EVALUATION

Student records at the College are stored securely, both physically and electronically. Students are adequately informed about release of their records.

PLAN

None.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTION

There are numerous examples of evaluations that influence the conduct of the student services division. The College produces numerous annual research documents including graduate follow-ups, enrollment statistics, full and part-time patterns, grade analysis reports, completion reports, etc. These reports assist in the decision-making processes regarding student success efforts. (86) In addition:

- Categorical programs (EOPS, CARE, CalWORKs, DRC) determine whether they are meeting program guidelines and use student data to determine program effectiveness.
- The early alert program reviews student contact data annually to determine range of services and responsiveness to the program. (87)
- The Learning Center conducts need assessments and counts of the use of its resources from its students. (88)
- The Career Center maintains student flow data to assess demand for specific services and to determine areas for improved delivery. (89)
- Counseling services are evaluated on a regular basis through counselor effectiveness surveys and recommended changes are incorporated into planning. (90)
- Assessment services are evaluated regularly and all instruments are validated with local data to determine reliability and validity of placement.
- Enrollment data for courses offered through student services programs are evaluated on a regular basis for addition or deletion of courses and topics.

EVALUATION

Along with the regular efforts described above, periodic reports are generated through initiatives such as the Basic Skills Self Assessment 2007.

Research data gleaned from other institutions that related to the institutional impact of buying a new integrated information system and its implementation plan has smoothed the process considerably. In addition, a student survey regarding moving the priority dates for registration was used to determine possible impact (91) and a survey for marketing (92) was used to better hone the communication of available classes for the community.

PLAN

- Continue to integrate data into evaluation of student services, including SLO assessment.

II.C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

DESCRIPTION

Library

The Mendocino College Library has undergone a number of changes since the last accreditation visit. Most notably, it has become focused on delivery of services outside its physical walls and normal operating hours in order to meet the needs of students at the Lake and Willits Centers, and to assist students who are part of the growing distance education program. However, it is still dedicated to updating and keeping relevant the physical collections it houses on the Ukiah campus in order to meet student learning needs across the District. The passage of Measure W in November 2006 means that the campus will be building a new Library/Learning Resource Center on the Ukiah campus in approximately five to six years. Planning is underway with a library consultant and architects, and the Final Project Proposal was submitted by July 1, 2007 to the Chancellor's office. (93)

As of March 2007, the library collections consisted of 35,833 holdings of books, reference materials, videos, DVDs, audio books, laptop

computers, eBooks, and special collections in the online catalog. (94) Currently, the library subscribes to eighty-eight magazines and eight newspapers. In addition to these materials, the library has fifteen research databases and two eBook collections. Between the two eBook collections alone, students have access to 43,000 online books. Additionally, reserve books and other materials are available at the circulation desk for students to use in the library to support their course work. The Head Librarian is responsible for developing and weeding the collections, and has made an effort to ensure that faculty, students and staff have input into collection development. Besides an email request available from the library web page, students, faculty and staff can fill out a written form at the library circulation desk. (95) In 2004, the Mendocino College Library created a community-user library card and formed the Friends of the Mendocino College Library group. It has helped purchase additional library materials, promoted the library in the community, provided opportunities for public input, and offered author readings on the campus.

The Mendocino College Library is open Monday-Thursday from 8:00 AM – 8:30 PM, and Friday from 7:30 AM – 4:30 PM. Because of budget constraints, the library opens for only a few Saturdays each semester at finals time. Summer hours are from 9:00 AM – 2:00 PM for the six-week summer session.

The library staff offers reference assistance by qualified librarians during all open hours, plus reference questions are answered by phone and by email. Students have access to video/DVD viewing stations, wireless laptops, desktop computers, audio books, and CD ROMs. There is seating available for seventy-four students. Students have access to two photocopiers, a scanner, two laser printers, wheelchair accessible desks, and a station to assist disabled students with a computer that has Jaws software and an image-enlarging viewer. Students and faculty also have the ability of interlibrary loan through OCLC, which gives them access to other college and university libraries.

The Mendocino College Library also houses the Media Services Specialist and the Instructional Technology Specialist. These two positions support student learning with the necessary access to media materials and support for online students. Currently, twenty-three classrooms on the Ukiah campus have LCD projectors, combination Video/DVD decks, computers with network connections and sound. Video cameras, laptop computers, slide projectors, two LCD projectors, and digital cameras are available for check-out.

The Instructional Technology Specialist provides access to student email accounts, access to ETUDES software, and support for all library/learning center computers.

Learning Center

The Ukiah Learning Center is located in the Lowery Library Building, occupying Room 770 and adjacent offices. College centers in Willits and Lake have smaller Learning Labs that offer tutoring assistance.

The Learning Center provides tutoring for students in many disciplines. Most recently the tutoring program has encouraged more group learning and has provided academic excellence workshops (group learning that follows a particular class led by an advanced tutor) in chemistry, algebra and freshman-level English. One-on-one tutoring is provided to students enrolled in the EOPS and CalWorks programs as well as others enrolled in EDU 500. Often, part-time instructors hold office hours in the Learning Center and are able to offer additional help to students.

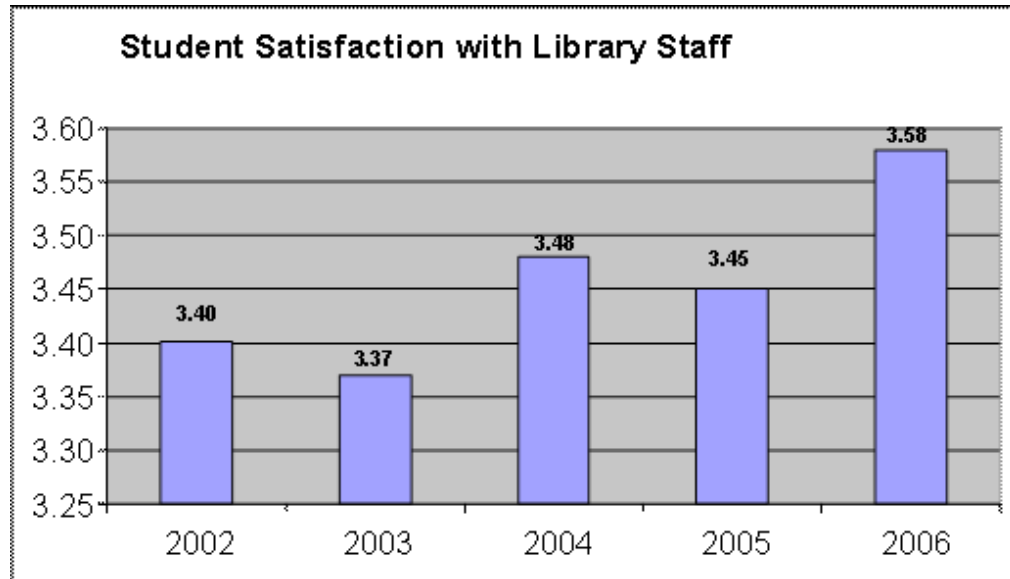
The Learning Center provides computers for student use, space for tutoring and study groups, access to typewriters, and a place for individual study. The Learning Center houses learning resource materials such as videotapes, DVDs, audio tapes and current text books and support materials for distance education courses using videotapes. The Learning Center staff, consisting of one full-time classified position and some temporary workers, helps students with computer access and instruction in the use of materials and audiovisual equipment.

The Ukiah Learning Center is open to use by Mendocino College students, staff and faculty. It is also used by some of the Sonoma State University students (who participate in the SSU program co-located on the Ukiah campus) and faculty.

EVALUATION

Library

A series of student satisfaction surveys has been conducted for the College from 2002-2006 during the spring semesters. The surveys show that since the arrival of the Head Librarian in August 2003, the changes in library policies and services have proven to be more user-friendly, indicated by better student satisfaction with library services. (See bar graph below.)



While the Head Librarian has not surveyed staff formally regarding satisfaction with library services, evaluations of the Head Librarian where faculty and staff were randomly surveyed showed satisfaction with the Head Librarian's management of library services. (96)

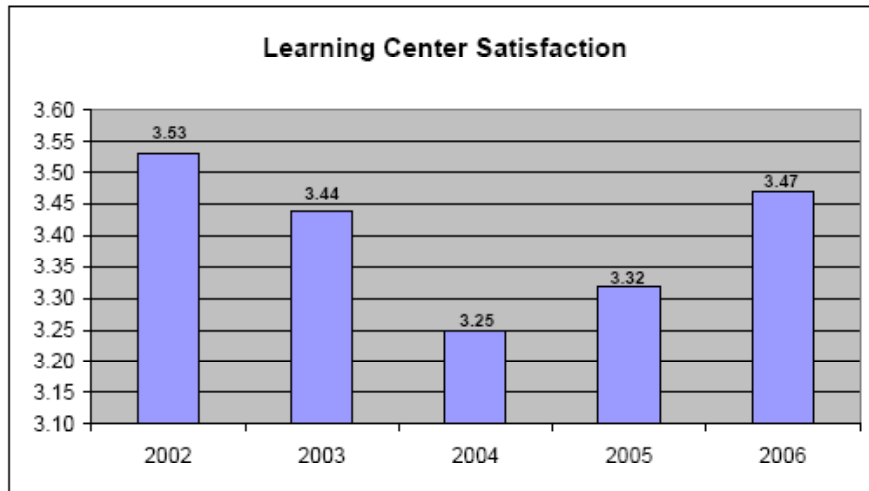
The library has offered library orientations on the Ukiah campus and at the Lake and Willits centers. The library staff has averaged seventy-six orientations to library services a year, increasing from 39 in 2002 to 86 in 2007. These are usually an introduction to the online catalog, research databases, and other library support services including bibliographic instruction. Additionally, the Instructional Technology Specialist and the Head Librarian have averaged ten orientations to ETUDES software for support of online learners in the distance education program.

The library staff provides support for collection development, basic information competency that is embedded in courses, and staff workshops for part-time faculty during flex activities.

While much progress has been made to offer more library services to students, and to provide services to students off-campus, as well as on the main campus, a better system of evaluating the needs for certain library services should be established. In addition, new ways of delivering content for orientations and support of information competency should be explored

Learning Center

A series of student satisfaction surveys was conducted by the former researcher for the college from 2002-2006 during the spring semester. The survey shows an increase in satisfaction from the 2003-2006 school years. (See bar graph below).



The Learning Center has shown an increase in its student usage over the last three years. The Learning Center offers orientations to its services to students enrolled in guidance classes. These orientations include an introduction to the services offered in the Learning Center, including tutorial services and learning resource materials available.

PLAN

Library

- The Head Librarian will work on a new survey for faculty, students and staff that better defines their library/media needs.
- Library staff will develop new online delivery of tutorials for library services.
- Library staff will work toward developing and implementing a half-unit, basic information competency course.
- Library staff will begin scheduling regular workshops beyond library orientations and one-on-one instruction.

The Learning Center

- Offer online tutoring to accommodate distance education students.
- Encourage more group tutoring, especially in problem-based courses.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTION

Library

The Head Librarian solicits input from faculty on a regular basis through email to get suggestions for new materials. In addition, there is a link on the library web page, and there are forms on a clipboard at the circulation desk for faculty, students, or staff to make requests. (97) The Library Specialist expedites the processing of these materials for timely turnaround time on the requests. The Library Assistant holds requested materials at the circulation desk to expedite check-out of newly acquired materials that were specific requests of faculty, students or staff.

In Fall 2006, the Head Librarian invited faculty to a weeding party to get further involvement in the weeding process. Nine full-time faculty from different curriculum areas participated. As a result, those instructors helped guide some of the new spring acquisitions to update those collections, making them more relevant for their students. Besides this activity, the Head Librarian and three part-time librarians regularly read reviews in *Booklist*, *Library Journal*, *Choices* (online), and numerous newspaper and other journal reviews. They follow the basic selection policies established for the library to support the curriculum and student learning.

Continued support from the state level has allowed the library to offer fifteen online research databases that cover magazines, journals, newspapers, reference books, and some video. Two eBook collections, NetLibrary and ebrary, have been acquired to support distance learners and the campus centers. They provide access to 43,000 eBooks on a 24/7 basis. Administrative support for library services has increased over the past four years, allowing the library

to begin much needed updating of many materials, as the library now receives a set minimum percentage of the library materials and instructional equipment money. With the use of vendors who have given deeper discounts for library materials, such as Ingram's (often 40% off retail price), the library has been able to increase its purchasing power over the past four years to \$99,640.11 with Ingram's alone.

As a result of the Mendocino College Foundation's support for a separate wireless server for the campus network, the library became the central hotspot for wireless service on the campus, acquiring wireless laptop computers in 2004. Additional budget support in the 2006-2007 academic year has led to the purchase of five additional laptops for the library program for student check-out, raising the total to eleven.

The Media Specialist attends an annual conference to learn about the latest media materials to support instruction and student learning. As a result, he recommends the purchase of new technologies in Media Services to enhance student learning. He also holds occasional demos with vendors. Finally, Media Services has continued to work with faculty and the administration to make certain that as many rooms as possible are equipped with the necessary equipment to support learning as budgets allow.

Learning Center

The Learning Center Director selects educational materials for the Ukiah Learning Center with input from faculty, students, the Head Librarian and the Learning Center Assistant. Students are able to check out current text books, DVDs and audio visual equipment that support course offerings and distance education. The Learning Center keeps a complete list of video and audio tapes for all distance education courses offered.

The Lake and Willits Center students currently have access to Learning Labs. These centers offer make-up test proctoring, distance education viewing stations, tapes and CDs, internet access, computer and printing access, a selection of reference books on reserve, and a student tutoring and study area.

The Learning Center is currently in the process of replacing old VHS tapes and upgrading the audio visual systems.

EVALUATION

Library

As a direct result of faculty participation in the selection and weeding of the collection, the library better supports the needs of students in meeting research and writing requirements for their courses. The addition of eBooks to the virtual collections gives broader depth to the library's online collections. They have been considered by faculty as a possible way to supplement texts, which would help students with costs savings while still having access to academic materials to support their learning. The wireless hotspot has provided flexibility for students when the regular desktop computers are reserved for class orientations or other types of instruction. It also allows students who have their own equipment to have access to a computer network.

One area that seems to be a gap in the process for library collection development has to do with new courses that go through the Curriculum Committee. Closer connection to courses in development should be implemented. While the library has made efforts to communicate regularly with faculty regarding weeding and collection development, it will work with the administration, the Flex Committee, and the Curriculum Committee to ensure that instructors have opportunities and incentives to work on collection development that go beyond the emails and the weeding party opportunities.

While there are budget limitations, Media Services has made progress on equipping three to four classrooms a year with computers and ceiling-mounted LCD projectors, making it less necessary to have equipment scheduled and moved so often.

Learning Center

None.

PLAN

Library

- Review newly approved courses against the library collections as courses are approved.
- Create a timeline for weeding and collection development.

- Create a regular calendar for submitting materials requests beyond email requests.

Learning Center

- Provide wireless internet service
- Provide a more complete library of current text books.
- Provide a form that faculty may use in requesting materials for use in the Learning Center and for removing old items.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTION

Library

Currently, the majority of information competency skill development is embedded in courses. However, the Head Librarian did develop a one-unit course, Library 200, which has run successfully one time. (98) In addition, all reference librarians and library staff provide one-on-one assistance for student in information skills on an as needed basis. The library's website has links to website evaluation tools, bibliographic tools, and other information competency tools. Handouts that explain search engines, bibliographic materials, our online catalog, and other library resources are available near the circulation desk. Brochures outlining the library resources were developed and sent to both the Lake and Willits Centers. (99)

Within the next year, the Head Librarian is scheduled to take the subject of information competency back to Academic Senate where it was previously presented in 2004.

Learning Center

Currently a two-unit course entitled Tutoring Methods is offered and required for all new tutors. (100) This course is meant to be taken by all first-time tutors during their first semester of tutoring. This course covers tutoring techniques including planning tutoring sessions, effective communication skills and techniques for working with disabled and diverse student populations. This course is available at the Main Ukiah campus as well as the Willits and Lake Centers.

The Learning Center Assistant and Learning Center Director often provide computer support to students and provide help to students accessing online courses.

EVALUATION

Library

The library has added a course in information competency since the last accreditation visit. However, more needs to be done by the library to advertise the course so that it will fill and be offered each semester. In addition, a shorter, half-unit course should be developed for students who do not want to commit a whole semester to information competency, but who do not know how to effectively satisfy their information needs. Likewise, some brief workshops scheduled on a regular basis should be considered as a way to reach out to students who need some specific help with finding information. Information competency is also one of the ten Institutional Learning Outcomes for Mendocino College: “Students will be able to access, interpret, evaluate and synthesize information using multiple resources, including current information technology.” (101)

The current library facility lacks sufficient space for running regular workshops and classes in information competency because there is no classroom space. The current set-up is a screen attached to an electrical conduit pole which supplies power to eight desktop computers. When giving instruction to classes of twenty to thirty students or more, students must watch the presentations, but they do not get an opportunity to actually put the instruction into practice.

Learning Center

The Learning Center will develop a more formal method to introduce services provided. Currently, a pamphlet exists that describes all the services offered by the Learning Center; however, this should be expanded to a more complete description of services. (102)

Also, an ongoing group tutorial session should be offered for first time users of online courses.

PLAN

Library

- Develop a half-unit information competency course to present

to the curriculum committee for course approval.

- Develop a workshop for basic information competency that can be embedded in courses or done as a tutorial.
- Work with the Basic Skills Initiative to incorporate information competency as one of the basic skills all students should have.

Learning Center

- Provide an ongoing group tutorial session for first-time users of online courses.
- Provide more in-depth printed and online information containing Learning Center Services.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTION

Library

The Mendocino College Library is open 59 hours a week, Monday through Thursday from 8:00 AM – 8:30 PM and Fridays from 7:30 AM – 4:30 PM. It is also open on a couple of Saturdays each semester. All students have access to the catalog, research databases, and eBooks online twenty-four hours a day, seven days a week. All of the electronic resources are available remotely for students, faculty, and staff. Students at the Lake and Willits Centers can request materials to be shipped and returned by campus courier. Additionally, the Library Specialist facilitates interlibrary loans for students, faculty and staff through OCLC (Online Computer Library Center).

Learning Center

The Ukiah Learning Center is open Monday through Thursday from 8:00 AM – 8:30PM and Fridays from 8:00 AM – 3:30 PM.

The Ukiah Learning Center is staffed by:

- 0.5 Learning Center Director (12 months) who is a member of Management/Confidential.

- 1.5 FTE classified staff, including the full-time Learning Center Assistant and part-time temporary evening assistant. There are also various student assistants and approximately 30 tutors per semester.

The Willits Center Learning Lab is open 9:00am – 6:00pm.

The Lake Center Learning Lab is open Monday – Thursday 8:00am – 8:00pm and Friday 8:00am – 3:00pm.

EVALUATION

Library

Students have access to the library's online catalog, research databases, and eBook collections from the library's website twenty-four hours a day, providing them with an array of good resources to support their learning. The addition of eBooks since 2004 has made it easier for students in remote areas to have access to book-length materials. Research databases show extensive use.

Learning Center

The Fall 2007 staff survey indicated that 62% believe the Learning Center is open an adequate number of hours to serve student needs. (103) The Learning Center needs to examine the possibility of staying open for extended hours during exam times to provide extra access to study areas and tutorial support.

PLAN

Library

- Create a satisfaction survey for delivery of library/media services and programs for students at the Ukiah campus, the Lake and Willits Centers and distance education students.

Learning Center

- Provide online tutoring so that tutoring access is available for extended hours.
- Provide a student survey to determine whether or not the Learning Center should be open for extended hours.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTION

Library

The Mendocino College Library physical plant is maintained by Facility Services for its basic custodial services and other physical maintenance. Network issues are maintained by Computing Services, photocopiers are maintained through a district contract with a vendor, and other library equipment such as security gates, microfiche printers, software, and other equipment through individual vendors who provide those services on a contract basis with the library. The Instructional Technology Specialist is responsible for maintaining the library automation, student email accounts, library print accounts, and all the library and learning center computers.

Learning Center

The Ukiah Learning Center physical site relies on Facility Services for its basic maintenance. Computers and network systems are maintained by computer services and the Instructional Technology Specialist.

EVALUATION

Library

The library was re-roofed in summer 2003. This fixed leaks that occurred in the library building during typical winter storms. While it is given custodial service, some of the larger issues of maintenance still need to be addressed. As noted in past program reviews, the carpeting is worn, furniture covered in fabric has not been cleaned since the library opened, the ceiling was not repaired from previous leaks, some floor tiles in the back Technical Services are broken and need replacing, and window seals need to be re-sealed so that insects can't get into the library. (104) All other areas of maintenance for computer networks (wired and wireless) are in good condition, and all other maintenance contracts are sufficient to meet the library's current needs. The Instructional Technology Specialist has kept all servers and equipment under his control maintained.

Learning Center

The Ukiah Learning Center staff needs to look into the feasibility of providing a security system to protect learning materials. Although a rare occurrence, text books and other equipment occasionally disappear from the Learning Center.

PLAN

Library

- The library staff will work with Facilities Services to prioritize the current needs for the shortcomings in the physical plant.

Learning Center

- The Learning Center Staff will research the feasibility of providing a security system to protect learning materials.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTION

Library

Currently the library uses the Community College Library Consortium as its chief conduit for supplying research databases and the NetLibrary eBook collection. It has contracts for the academic year with most of the renewals each fall and a few in the spring. It also works with ebrary to supply a 32,000 eBook collection to college users. Additionally, the College uses OCLC (Online Computer Library Center) for cataloging data and interlibrary loan services. Annual renewal notices contain the terms of each contract.

Learning Center

The Learning Center staff offers test proctoring for some outside agencies, but no formal written agreements are in effect. However, a formal agreement does exist between area high schools and Mendocino College regarding computerized placement testing. (105) The computerized testing takes place on area high school campuses.

EVALUATION

Library

Since the arrival of the new Head Librarian, data reports showing usage of the contracted services for databases and eBooks have been examined, sometimes resulting in a change of service. For example, Facts.com was replaced with *CQ Researcher* when statistics showed that the newspaper database had far larger numbers of users than Facts.com. Additionally, the *Literature Resource Center* was dropped when the number of actual searches annually was only 60 for an academic year and yet the database cost over \$6,000 annually. Other databases actually did some of the same kind of searches. Most recently, ebrary became part of the contracted services. In its first year of use, it has had 1419 users, 1246 documents viewed and 14,858 pages viewed. (106) More recently, the Nursing Department identified the need for a better database for the Nursing Program instead of the current Nursing databases available from the Gale Group. They will work with the Head Librarian to identify an appropriate replacement database during the Fall 2007 renewal process. OCLC continues to deliver timely interlibrary loan services and supplies MARC records for the library's online catalog.

Learning Center

The Learning Center does provide adequate formal agreements for off site testing. A formal agreement may need to be created for the use of the Learning Center by Sonoma State University students and faculty.

PLAN

Library

- Coordinate with the Nursing Department faculty to evaluate

and obtain a better Nursing Program database to support student learning in that program.

Learning Center

- Create a formal agreement for use of the Learning Center by Sonoma State University students and faculty.

II.C. 2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTION

Library

At this time, the College has run student satisfaction surveys regarding the library's services from 2002-2006. (107) Additionally, evaluation of the Head Librarian over the past four years has provided feedback from instructors and students regarding the library's support and services. Currently, the campus is working on developing student learning outcomes for student services. The library staff will be part of that process for developing student learning outcomes.

Learning Center

The College has collected data concerning student satisfaction with the Learning Center from 2002-2006. As stated above, the campus is working on developing student learning outcomes for student services. The Learning Center will develop its own student learning outcomes.

EVALUATION

Library

The library uses a student satisfaction survey as its main means of gauging how well it is perceived in supplying services to students.

Additionally, the Head Librarian has used feedback from his yearly evaluations to also shape how library services should be delivered and enhanced. Although the Head Librarian is very active with the Student Learning Outcomes Team committee, he needs to involve the Library Department (including the three part-time reference librarians) in developing measurable student learning outcomes for library services.

Learning Center

A more comprehensive survey needs to be provided concerning student needs in the Learning Center and the effectiveness of tutorials. These surveys will most likely be developed in conjunction with student learning outcomes.

PLAN

Library

- Develop student learning outcomes to measure the effectiveness of library services and their contributions to student learning.

Learning Center

- Produce a comprehensive survey addressing student needs in the Learning Center and the effectiveness of tutorials.
- Develop SLOs for the Learning Center.

Sources for Standard Two

1	Mission Statement
2	Curriculum Handbook
3	Curriculum Handbook, pages 4-5
4	URL for Curriculum website
5	Examples of research reports
6	Real Estate proposal
7	MDTP
8	English placement test
9	Education Plan form
10	Academic Contract for Probation
11	Admission forms
12	Graduating students' survey
13	Examples of labor market surveys
14	Examples of Advisory Committee minutes
15	NFNRC forms
16	Current class schedule
17	Fall 2007 Distance Education enrollment
18	Course outlines for EDU series
19	Distance Education approval form
20	CCC Program and Course Approval Handbook
21	Course approval forms
22	Program approval forms
23	GE SLOs
24	SLO form
25	Program Management Guidelines
26	Curriculum Committee Organization and Procedures Handbook
27	Faculty Handbook
28	Fall 2007 staff survey questions #6 and #47
29	SLO Handbook
30	Examples of Four Semester Sequence
31	Fall 2007 staff survey question #28
32	2002-2006 Student Satisfaction Survey
33	Class Cancellation Guidelines
34	Basic Skills Self-Assessment
35	Examples of student surveys
36	Examples of research on student achievement
37	SLO Handbook
38	SLO timeline
39	Examples of syllabi with SLOs
40	Examples of articulation agreements
41	URL for SLOs

42	Degree and certificate requirements
43	Degree completion sheet
44	GE philosophy
45	GE criteria
46	GE requirements in catalog
47	Curriculum Handbook
48	SLO bookmarks
49	Cross-cultural requirements
50	Core Values
51	Directory of programs
52	NFNRC forms
53	VTEA plan
54	Summer schedule
55	Orientation information
56	2002-2006 Student Satisfaction Surveys
57	Syllabi examples
58	Four-year articulation examples
59	Transfer for credit policy in catalog
60	Program Management Guidelines
61	URL for program requirements
62	Program substitution form
63	Academic Freedom policy
64	Fall 2007 staff survey question #36
65	Catalog reference to academic honesty
66	Academic honesty guidelines
67	Student Conduct policy
68	Mission Statement
69	Admission process
70	Student Services program review
71	Catalog
72	Addendum
73	Basic Skills baseline research
74	Orientation materials
75	LLRC plans
76	College Goals
77	ISLOs
78	Counselor's handbook
79	Counselor evaluation process
80	ISLOs
81	Nondiscrimination Policy
82	Examples of Spanish materials
83	Placement test validation results
84	Board Policy No. 506 and Admin Reg 506.1
85	Policy for release of student records

86	MIS and Research reports
87	Early Alert data
88	Learning Center data
89	Career Center data
90	Counselor evaluations
91	Priority registration survey
92	Marketing survey
93	LLRC proposal
94	Library inventory
95	Library request form
96	Head Librarian evaluations
97	Library emails and request forms
98	LIB 200 course outline
99	Library handouts and brochures
100	EDU 110 course outline
101	ISLOs
102	Learning Center pamphlets
103	Fall 2007 staff survey question #34
104	Past library program reviews
105	Agreement with High Schools regarding placement testing
106	Library use statistics
107	2002-2006 Student Satisfaction Surveys

STANDARD THREE: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employed personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals and discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTION

The hiring process at the College is clear and objective. Job announcements are comprehensive and accurately describe the position's duties and qualifications. (1) They are widely distributed to the public via the college website, the California Community College Registry, various newspapers and publications, as well as

a variety of colleges and agencies which refer applicants. Selection committees review and approve all job announcements for faculty and management positions prior to initiating the application process. State mandated minimum qualifications are stated. (2) Supervisors review job announcements for Classified positions. For faculty positions, an applicant is requested to submit an application, a letter, a resume, transcripts, letters of reference, and a response to specific issues are requested by the selection committee. (3) Those with foreign degrees must submit equivalent certification from an appropriate agency. Faculty, as well as management, supervisory, confidential, and classified staff, volunteer to serve on all selection committees. (4)

EVALUATION

In determining which applicants are to be interviewed, selection committee members evaluate how well each applicant matches the information included in the job announcement which includes Minimum Qualifications, knowledge related to the subject matter, effective teaching experience, and other abilities which support success in meeting institutional objectives and contributing to the college mission. Selection procedures are strictly followed and periodically revised to ensure that the process facilitates the selection of qualified personnel. (5) Degrees held by faculty and administrators are listed in the college catalog. (6)

PLAN

- Continue to periodically evaluate the selection procedure to support the employment of qualified personnel.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTION

Classified Staff:

Classified employees are evaluated twice during the probationary period and every two years thereafter. The evaluation process states

that its purpose “is to provide the supervisor and employee with an opportunity to formally discuss job performance...to ultimately increase the employee’s value to himself or herself and to the college.” (7)

Using a three-scale rating system, a supervisor rates the employee’s job performance in 12 categories, ranging from “Knowledge” to “Employee/Student/Public Contacts,” then meets with the employee to discuss the ratings, plus past progress and future objectives. The evaluator’s supervisor reviews the completed evaluation report. (8)

Full-Time Faculty:

Probationary faculty are evaluated every year for the first four years, and tenured faculty members are evaluated once every three years. Instructors, Counselors, Program Directors and faculty with reassigned time, and the Head Librarian have separate evaluation processes which are included in the Full-Time Faculty Handbook.

The stated purpose of the evaluation process is “to encourage faculty development through a regular formal comment process.” An evaluation team for non-tenured faculty consists of the faculty member being evaluated, one peer and one administrator. Tenured faculty being evaluated may opt for two peers rather than one peer and one administrator. The team holds a planning conference to review the process, set up the classroom visits, and arrange for the gathering of the syllabus and course materials. (9)

Evaluators each visit one class and administer the student surveys. (10) For certain courses, the survey is also made available to students in Spanish. (11) To evaluate an online class, the evaluator is given access to the course’s website. S/he examines it and contacts the students by e-mail for their survey input.

The team then meets to review the materials collected, an evaluation summary completed by the evaluators, a self-assessment, and the compiled student surveys. The evaluatee signs the summary and has the opportunity to attach his/her written comments to it. (12)

Part-Time Faculty

Part-time faculty are evaluated the first semester of employment and a minimum of once every six semesters thereafter. Evaluations are conducted by the Dean or a full-time instructor in the same discipline as the evaluatee. Evaluation forms for part-time

instructors and counselors are identical to those used for full-time faculty. A part-time instructor's classroom presentation, tests and assignments, self-assessment, and student surveys are all reviewed for applicability and teaching ability. A copy of the completed evaluation is sent to the part-time instructor, and, if requested by any of the parties involved, a follow-up conference may be held. (13)

Management, Supervisory, and Confidential

Management, Supervisory, and Confidential employees are evaluated the first year of employment, the third year of employment, and every third year thereafter. The evaluation process provides an opportunity to recognize and acknowledge strengths and achievements and to identify areas for professional improvement and growth as observed by the immediate supervisor who has the responsibility of evaluating the employee. The supervisor distributes an evaluation survey to all permanent employees supervised by the evaluatee. With mutual agreement of the employee and the supervisor, surveys can also be sent to other district employees. After reviewing the completed surveys, the supervisor completes an evaluation report. The supervisor and employee meet to review the self-evaluation and the evaluation report and develop objectives for the next evaluation period, including any areas where professional growth may be needed. (14)

Superintendent/President:

The President and Vice-President of the Board of Trustees conduct an evaluation of the Superintendent/President by June 1st every other year. They meet to 1) discuss a self-evaluation, 2) review progress in completing previously established goals and objectives, 3) mutually establish goals and objectives for the next rating period, and 4) develop a list of individuals to be surveyed, including representatives from each employee group and the Board of Trustees. The Board President reviews the list of participants with the Academic Senate, Classified, and Management leadership to determine if any names should be added. The Board President and Vice-President distribute, collect, and review evaluation surveys. They then prepare a written evaluation which is shared with the Superintendent/President during Executive Session of the next regular meeting of the Trustees. The evaluation process includes specific elements which focus on effectiveness and improvement.

It is ample in its scope of areas of investigation and employee participation. The self-assessment and post-evaluation conference further support effectiveness and areas of professional growth. (15)

Board of Trustees

A self-evaluation of the Board is conducted every other year in even years. Each Trustee completes an Assessment Document, including the Student Trustee. Staff who regularly participate in Board meetings may submit narrative comments regarding the Board's performance. The Superintendent/President compiles all information and presents a report at the open session in November. (16)

EVALUATION

During 2006-07, the District and bargaining/meet and confer groups focused on strengthening all evaluation processes. This included evaluation training provided during the Fall Semester by the District's legal counsel. (17) The evaluation process for the Superintendent/President and the Board of Trustees were also recently updated. In the Fall 2007 staff survey, 80% agreed that their job performance "is evaluated regularly using known policies and procedures and is conducted in a constructive manner." (18)

Classified

The Classified evaluation procedure and forms were revised during 2006-07 negotiations. While the "Outstanding" and "Exceeds Standards" rating options were eliminated, supervisors still have the opportunity in the narrative section to address any commendations. Ratings of "Improvement Needed" or "Unacceptable" must be addressed and objectives must be specifically developed to strengthen such areas. (19)

Full-Time Faculty

Recent revisions to the evaluation summary were agreed to in the collective bargaining process including changing the category "Classroom Environment" to "Learning Environment," to provide for other learning delivery systems such as online courses. (20) The number of categories in the student evaluation form was reduced from 23 to 15, with the addition of an optional open

comment section. The wording was revised to make the categories more understandable and relevant to students. Additionally, three questions about the students themselves were dropped. (21)

The full-time faculty recently affiliated with AFT and are in the process of negotiating their first contract with the District. As part of that project, all evaluation processes will be reviewed and updated as needed.

Part-Time Faculty

The same revisions in the evaluation process for full-time instructors noted above were agreed to through the collective bargaining process for part-time instructors to keep evaluation standards and practices for faculty consistent.

Management, Supervisory and Confidential

Supervisory employees were recently added to this employee group, which required that the evaluation process and forms be revised to incorporate Supervisory employees. In the spirit of strengthening all evaluation processes, the District took the opportunity to propose some changes to the process and forms which are currently under consideration and discussion.

Superintendent/President

When the current Superintendent/President was employed two years ago, the evaluation procedure for Superintendent/President was updated at that time.

Board of Trustees

Board Policy 008, Trustee Self-Evaluation, and Administrative Regulation 008.1, Trustee Self-Evaluation Process, were updated in Fall 2006. (22)

PLAN

Full-Time Faculty

- 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 customized to reflect the uniqueness of online learning.

- The peer and student evaluation forms for counselors, program directors and faculty with release time, and the Head Librarian, need to be made more concise and appropriate, in line with recent changes made to comparable forms used for instructors.

Management, Supervisory and Confidential

- Complete the revisions to the evaluation process that are currently under review.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTION

Evaluations for faculty and others directly responsible for student progress toward achieving stated student learning outcomes do not include a specific rating for effectiveness in producing stated learning outcomes. However, the component called “Professional Responsibilities” provides an opportunity to evaluate instructors based on student learning outcome effectiveness.

EVALUATION

While not specifically addressed as a component of faculty evaluations, effectiveness in producing student learning outcomes is implied in the existing form. Also, faculty are directed to report on the results of student learning outcomes assessment in their program review forms. (23)

PLAN

- The College plans to have a summary of SLO assessment incorporated into program review documents.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

DESCRIPTION

The District does not have a specific written code of professional ethics for its personnel.

EVALUATION

Presently, the only written code of professional ethics extant is Policy No. 009, Board of Trustees Code of Ethics, last revised in April 2000. In it, eleven principles are listed. (24) A further policy, No. 012, Mission, Vision, and Values, last revised in July 2007, applies to all college personnel and includes such core values as respect, integrity, diversity and responsiveness, but does not in itself constitute a code of professional ethics. (25)

PLAN

- 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.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

DESCRIPTION

All faculty, both contract and adjunct, meet minimum qualifications or the equivalent for their subject area pursuant to the District equivalency policy. Of the 55.5 full-time faculty, 9 have doctoral degrees, 43 have masters degrees, and 4 have bachelors degrees. Vocational instructors also have specialized training and occupational experience in addition to academic preparation.

For 2006-07, the College employed 55.5 full-time faculty, 281 part-time faculty, 85 classified staff, and 16 administrators. All employees meet the qualifications for their positions.

For Fall 2006, qualified, full-time faculty taught 45.4 percent of the faculty contact hours at Mendocino College (Education Code 84750 and 87482.7). (26) Full-time faculty primarily teach on the main campus; adjunct faculty teach at the Ukiah campus, as well as the Willits and Lake Centers and outlying areas.

EVALUATION

Because the institutional planning process incorporates human resource planning, the sufficiency of faculty, staff and administrators is considered and assessed on an annual basis. The number of full-time faculty is above the number required by the state in its annual Faculty Obligation Number. (27) However, overall, only 54% of employees agree that the College has an adequate number of support staff. (28)

The college selection process assesses the qualifications of applicants. Upon employment, individuals possess qualifications relevant to the position.

Under the District's equivalency policy for faculty, Policy 305, an individual can be certified "equivalent" to teach a course within a discipline. (29) During the Spring 2007 semester, 25 of 281 part-time faculty (8.9%), and 1 of 55.5 full-time faculty (1.8%) taught under this provision. Personnel Services has been working with the Chancellor's Office on the application of state-mandated minimum qualifications to determine alternative ways to meet minimum qualifications to reduce the application of this provision. (30)

PLAN

- Continue to research the application of minimum qualifications for faculty and work with the Academic Senate to refine the application of equivalency.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTION

Personnel policies and procedures are located in collective bargaining/meet and confer agreements, Board Policy, and Administrative Regulations. They are developed or revised through the collective bargaining, meet and confer, and shared governance processes as applicable.

EVALUATION

To administer personnel policies and procedures equitably and consistently, applicable Board Policies, collective bargaining/meet

and confer agreements, and employee handbooks are consulted and followed. When an issue is in question, the Director of Personnel Services is consulted. The Director obtains clarification from legal counsel as needed. As policies and procedures are identified that may require revision, they are taken through the collective bargaining/meet and confer processes.

Copies of the collective bargaining/meet and confer agreements and employee handbooks are provided to faculty and staff upon employment. They are typically updated annually and redistributed to faculty and staff via the staff intranet. Paper copies are also available upon request from Personnel Services. (31)

The full-time faculty recently affiliated with a union and portions of the Full-Time Faculty Handbook are being converted into a collective bargaining agreement. This project may be completed by June 2008.

PLAN

- As college technology permits, personnel policies and procedures will be made more readily accessible through the college website.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTION

Personnel records are located in locked file cabinets in Personnel Services and are only accessible by the employee, a supervisor, or a higher-level supervisor through the Personnel Services staff. Employees provide Personnel Services with documentation upon completion of additional training or supplemental work to keep their personnel files current.

EVALUATION

Records are maintained by Personnel Services staff in accordance with the Education Code and collective bargaining/meet and confer agreements. Archived personnel files are kept in a locked storage area for approximately one year and then stored electronically.

PLAN

None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices and services that support its diverse personnel.

DESCRIPTION

Mendocino College demonstrates its understanding of and concern for issues of equity and diversity in its policies and practices.

Board Policy 809 prohibits unlawful discrimination in the workplace and in all programs and activities of the District. Administrative Regulation 809.2 provides for a process to resolve such issues if they arise. (32) The college catalog includes a statement in support of this policy. (33)

Hiring policies and practices address equal opportunities. The College states its position on equal opportunity on all job announcements. The Director of Personnel Services meets with each selection committee to train committee members on selection procedures, including equal opportunity considerations. The College makes available accommodations for applicants, interviewees, and employees upon request. (34)

In support of the college mission and vision statements, the identified Core Values, as featured in the college catalog, include:

- *“Diversity” – We respect the dignity of each individual; we value the creativity and insight that emerge from individual differences; and we recognize the importance of diversity in achieving our goals. (35)*

This commitment is also documented in the Student Equity Plan, which was updated and submitted to the Chancellor of California Community Colleges in 2005. (36) The college’s Equal Employment Opportunity Plan, however, is currently outdated. (37)

EVALUATION

The College supports and encourages diversity through its policies and hiring practices. On the Fall 2007 staff survey, 78% of staff agreed that the College demonstrates understanding of and concern for issues of equity and diversity. (38) In support of its diverse personnel, Academic Freedom is guaranteed by Policy No. 326. (39)

Resources and opportunities for professional development are provided for faculty and staff such as travel funds for conferences, sabbatical leave, flex hours, tuition reimbursement and on campus workshops.

As required by state law, the college provides supervisory training on the Prevention of Sexual Harassment in the Workplace.

PLAN

- Update the Equal Employment Opportunity Plan pursuant to the guidelines set forth by the Chancellor's Office.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

DESCRIPTION

The District is an equal opportunity employer that provides an educational and work environment in which equal access is supported and unlawful discrimination is prohibited. The college record in employment equity and diversity is reported and tracked by Personnel Services through the selection processes and the Management Information System.

EVALUATION

From September 2005 to September 2007, the diversity of Mendocino College probationary and permanent faculty and staff increased from 11.7% to 13.75%. As a small college, typically there is limited turnover in staffing. However, with the College's original faculty and staff beginning to retire and with the recent addition of several new positions, there are more opportunities to fill vacancies and possibly increase employee diversity.

PLAN

None.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

DESCRIPTION

In support of the college mission and vision statements, the identified Core Values include:

- “Integrity” – *We maintain public trust by being honest, fair and equitable and by honoring our commitments to our students, staff and community.” (40)*

Faculty, staff, administration and students have formal advocacy through various employee organizations. Full-time faculty are represented by AFT, Classified staff by SEIU, part-time faculty by CTA, and management/supervisory/confidential staff by a meet and confer committee. Students are represented by the Associated Students of Mendocino College.

The practice of shared governance (as detailed in Standard One) also provides a high level of respect for the opinions and ideas of faculty, staff, administration, and students in developing and implementing policy on campus.

EVALUATION

In the Fall 2007 staff survey, 66% of staff agreed that all personnel are treated equitably and with respect. (41) District policies, collective bargaining contracts, meet and confer agreements, employee handbooks, and the college catalog provide for the fair and equitable treatment of faculty, staff, administrators, and students. These documents include grievance and complaint processes through which issues can be resolved in a systematic manner whenever needed. Shared governance provides the opportunity to consider various interests and perspectives in decision making.

PLAN

None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTION

The institution provides a variety of professional development opportunities to its personnel in support of professional skills and the institutional mission. Such opportunities include travel to conferences, seminars, and workshops; flex hours for full-time and part-time faculty; on campus workshops; tuition reimbursement for classified and management/supervisory/confidential staff; and professional development (sabbatical) leave. All employees are asked to identify professional development needs through the program review process. (42)

Training is also provided within special funded programs, such as DSPS, HEP, EOPS, CARE, CalWORKS, and Nursing.

In addition, the Foundation supports faculty development by providing funds each year for faculty to attend the Great Teachers' Seminar and for the MacMillan Faculty Chair.

Employee groups have the opportunity to identify group or district training needs on an as needed basis, such as supervisory skills or emergency preparedness.

EVALUATION

In 2006-07, the College provided approximately \$137,000 for staff development and training opportunities to attend conferences, seminars and workshops. Also, approximately \$40,000 was spent on flex-time activities for part-time faculty. Typically one or two full-time faculty members take a semester or year-long sabbatical leave annually; these are chosen by a Professional Development Leave Committee following published criteria. (43)

Full-time faculty members submit an annual plan to the Flex Committee explaining how they will use their 42 individually designed flex hours for professional development purposes. The committee, comprised of faculty members, reviews and approves the flex plans submitted. The committee also reviews a year-end report from each faculty member which summarizes the benefits gained from their flex hours. (44)

Part-time faculty receive "voluntary" flex hours in their contracts (one hour for each 16 hours worked). Those who choose to participate, file a plan with their supervising Dean describing how the hours will be used for professional development. (45)

In recent years, training on student learning outcomes has been provided to full-time and part-time faculty members during the mandated inservice programs which take place at the beginning

of each semester. Other topics such as classroom management, retention strategies, and prevention of sexual harassment have also been provided. (46)

In support of the institutional mission and professional development, the College updated its employee evaluation processes in 2006, in consultation with employee groups, and provided training on conducting evaluations.

PLAN

- The Flex Committee should consider producing an annual report which summarizes and evaluates the professional development of full-time faculty.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvements.

DESCRIPTION

The Professional Development Committee, a constituency-based group, conducts periodic surveys to identify current professional development needs. (47) College programs have the opportunity to identify funding needs for professional development within their program review documents. Supervisors, individuals, and employee groups also bring forward identified training needs through their shared governance venues.

EVALUATION

While a considerable amount of professional development activity takes place at the College, an overall system for assessing and reporting professional development activities in support of future improvements does not exist. Only 53% of staff agree that professional development opportunities reflect work-related needs and interests. (48) While the funding spent is adequate, it is not sufficiently tied to college goals and needs.

PLAN

- 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.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis of improvement.

DESCRIPTION

Human resource planning is incorporated into the institutional integrated planning timeline. Human resource planning begins with completion of the program review document wherein the specific staffing needs for a department or program are identified.

Human resource needs are then annually assessed and prioritized at each of the three institutional planning levels: 1) Education Action Plan/Administrative Services Master Plan Committees, 2) the Institutional Master Plan Steering Committee, and 3) the Superintendent/President. These planning bodies also assess vacancies as they occur, to determine if any staffing changes are needed prior to filling a vacancy. When vacancies occur or new staffing is approved, the appropriate manager fills out a staffing request form, which specifies the need for personnel and ties that need to college goals. (49)

EVALUATION

The human resource planning process advises and helps direct the institution to ensure the effective use of human resources. While there continues to be some sentiment among staff that human resources are inadequate, the College has actually increased faculty, classified and management positions over the last few years to address identified needs, such as oversight of distance education and support for Native American students.

PLAN

None.

III.B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTION

The College provides instruction and affiliated support services and programs at three primary sites: the Ukiah main campus, the Lake Center and the Willits Center. In addition, there are specialized facilities for instruction and student services.

Ukiah Campus:

Located on a 127-acre permanent campus site approximately three miles north of downtown Ukiah, this site was purchased by the District in 1977 and its development began in 1983. Portable buildings, previously located on the Ukiah Fairgrounds, were relocated onto the main campus during the summer of 1985. In the fall of 1985, the Lowery Library was completed and college operations were moved to the permanent location. The construction of the administration/ classroom building, horticulture center, vocational/technical building, and the childcare/classroom facility were all completed and occupied between 1985 and 1989. In 1989, construction of the physical education/athletic facilities and the Center for the Visual and Performing Arts was begun; these buildings were completed in the early to mid-1990s with occupancy occurring shortly thereafter. A new science building was completed in 2004.

On November 7, 2006, voters passed Measure W authorizing \$67.5 million in facility bond funds for the college district. Measure W passed with 63% voter approval, substantially greater than the 55% required for passage under Proposition 39. The bond is funded through a property assessment up to \$25 per \$100,000 in assessed

property value.

Measure W encompasses thirty construction and renovation projects. Planning for a new Library/Learning Resource Center, and a new maintenance and warehouse facility has begun, as well as new permanent campus centers in Lakeport and Willits. (50) The college bookstore and bookstore office are currently located in portable buildings as are the Nursing Program, the Culinary Arts Management program, Associated Students of Mendocino College (ASMC) office, the Public Safety office and the “Eagles Nest” cafeteria. Several grant-funded programs (e.g., MESA and California MiniCorps) are housed in portable buildings as well. The portables will be displaced with the construction of the new Library/Learning Resource Center.

All facilities at the main campus are designed under the guidelines of Titles 21 and 24, and comply with the energy standards within these Government Code sections.

All buildings on the Ukiah Campus site are air-conditioned except for the horticulture potting shed and gymnasium. All the buildings except the portable buildings are equipped with fire sprinklers.

There are two underground fuel tanks at the Ukiah Campus that have been designed and maintained according to the latest health code standards.

College Centers:

The Willits and Lake Centers are housed in leased facilities in Willits and Lakeport. These facilities provide administrative centers, student service offices, and classrooms for large service areas of the District in both Lake and Mendocino counties. Services offered in these locations include on-site counseling and outreach visits by financial aid and EOPS staff from the Ukiah campus. Additional community facilities are utilized for instruction in these widely-dispersed geographic service areas, and some local high school facilities are used during the evenings.

The Lake Center includes a Learning Lab which incorporates many support and instructional services such as tutor training, tutoring, study areas, library referral services, and distance education facilities. The lab has also increased accessibility to these services for disabled students. Library services are supported by Internet access to the main campus library. Other onsite services at the Lake Center include: DSPS counseling by appointment; assessment with

adaptive equipment (as needed); and ASMC activities/functions.

Since the last accreditation visit, Willits Center staff have completed a cooperative facility development in Willits. The Redwood Empire Railroad History Project at the Mendocino County Museum in Willits has provided three new and technologically up-to-date classrooms on East Commercial Street not far from the leased Willits Center on the corner of East Commercial and Marin streets in downtown Willits. The College has exclusive leased access to two of the three new classrooms and rents the third classroom as needed each semester. One of the three new rooms now serves as the Willits Center computer lab and, like the computer lab at the Lake Center, it has been updated with new technology on a consistent basis each year.

Specialized and “Other Rented” Instructional Facilities:

The Point Arena Field Station on the Pacific coast southwest of Ukiah is utilized primarily as a field lab for specific science classes such as marine biology, geology and meteorology. This facility was given to the College by the federal government approximately 25 years ago and was an old LORAN facility.

Sonoma State University, Ukiah Extension:

On August 11, 1999 Sonoma State University (SSU) and Mendocino College celebrated a partnership (i.e., completion of a shared facility) between the two campuses. The SSU Ukiah Extension programs are housed in a 3,000-square-foot building on the Mendocino College campus. The building comprises two large classrooms, two office areas and restrooms. The facility is currently used in the daytime by Mendocino College and the afternoons, evenings and weekends by SSU’s Ukiah Extension programs in education and liberal studies.

College Land:

The Mendocino College Foundation, Inc. received a donation of 1,824 acres in January 1995. Since that time the Foundation has sold 1,086 acres and has retained 738 acres in five legal parcels.

EVALUATION

In the Fall 2007 staff survey, 64.6% perceived the physical resources to be adequate for the support of education programs

(on the main campus in Ukiah) (51) and approximately 66.7% of the respondents believe “the College effectively uses its facilities and equipment in support of its goals.” (52) Two areas of concern are noted below:

- Only 40.6% of the respondents agree that “staffing needs are adequately evaluated in the planning and development of new facilities, programs or services.” (53)
- Approximately 50% of the respondents believe “the College has adequate upgrade, replacement and maintenance plans for facilities and equipment.” (54)

PLAN

- Improve staff input during the planning and development stages of new facilities, particularly in regard to staffing needs created by new facilities.
- Create more adequate upgrade, replacement and maintenance plans.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTION

A full-time maintenance staff which includes custodial, general maintenance, grounds-keeping and security personnel is employed by the District to assure a safe, secure, and healthy learning and working environment. The two off-campus Centers are maintained by the college staff. Part-time custodial staff provides janitorial services at the Lake Center; Willits janitorial services are provided by contract with a local custodial business. An annual safety inspection of all facilities is conducted by an independent consultant. Other risk management procedures, such as requiring certificates of insurance from facility users and liability waivers where applicable, are required by the District facility use policy. (55)

A comprehensive emergency preparedness plan is currently undergoing review and includes a “critical incident component.” (56) Each of the permanent facilities includes emergency back-up lighting for evacuation in accordance with Government and Fire Code requirements. Fire alarm systems are in place at the main campus, and are tested regularly with the assistance of an

independent contractor.

All new facilities on the main campus have undergone review by personnel from the Handicap section of the Office of the State Architect. Height appropriate tables are provided in the Admissions & Records area to accommodate students with physical disabilities.

All new buildings have been designed free of asbestos containing materials. Although some buildings at the Point Arena Field Station have a minor amount of asbestos, they have not been used for any purpose by the District nor are there any plans for activities in these structures until this material has been removed.

EVALUATION

Maintenance of buildings and grounds on the Ukiah Campus, Willits Center and Lake Center are viewed as being adequate by the individuals participating in the Fall 2007 staff survey.

After a series of complaints and a faculty resolution (57), custodial services on the Ukiah Campus have been improved with the oversight of a supervising custodian.

The 2007 Campus Crime and Security Survey details seven reportable incidences at the Ukiah campus, no incidents at Lake and Willits campuses. (58)

Minor ADA compliance issues need attention, but campuses are generally accessible for physically disabled individuals.

Provisions for smoking outside of the campus/center buildings are an established norm. Suggestions for making each campus “smoke-free” are currently being discussed at various levels.

With assistance from the Ukiah Unified School District Transition Program, campus-wide recycling services have been achieved at the Ukiah campus.

PLAN

- A computerized tracking system for service requests should be instituted with an automatic acknowledgement of repair requests and flexibility in prioritizing requests.
- 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.
- Provide first aid materials and emergency response training.

- Address remaining ADA issues as bond-related projects are completed.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

DESCRIPTION

Various pieces of instructional and non-instructional equipment have been purchased by the District since its inception in 1973. Lists of anticipated annual equipment purchases are developed in accordance with the program review process by the respective program/department faculty and/or staff, and passed on for review and funding prioritization by multiple budget planning and implementation committees. The District Safety Committee as well as the District Workers Compensation Insurance and Property and Liability carriers conduct periodic site reviews and formulate recommendations which impact to varying degrees decisions concerning equipment selection and purchase.

The District has been fortunate in recent years in securing funding (through the “Capital Outlay Program for Higher Education”) to replace selected pieces of antiquated equipment. Additionally, capital outlay monies have been used for the purchase of new, unique pieces of equipment to meet the demands of new and rapidly expanding programs.

Although the Centers are a low priority in the State Capital Outlay system, they have each undergone extensive remodeling. Further, the classrooms, computer labs, offices and support staff areas in each Center are furnished and equipped comparably to those on the main campus.

EVALUATION

The majority of the Fall 2007 staff survey respondents (65%) indicated that the instructional equipment and facilities are adequate to support learning programs and services. (59)

PLAN

None.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

Long-range capital plans are encompassed in the five-year plan required by the state. Each year the College reviews, amends and adopts a “Five Year Plan for Construction.” (60) This plan is developed with input from each of the three Master Planning committees, which are the Educational Action Plan Committee (EAP); Administrative Service Master Plan Committee (ASMP); and the Physical Resources Master Plan Committee (PRMPC). When facility needs are identified through the institutional program review process, they are referred by the Institutional Master Plan Steering Committee (IMPSC) to PRMPC. PRMPC reviews the facility needs and makes a recommendation back to IMPSC. Following IMPSC review, these recommendations are forwarded by the Superintendent/President’s office to the Board of Trustees for consideration. The plan is adopted by the Governing Board annually. (61)

In relation to bond-funded projects, the Citizens’ Bond Oversight Committee was formed in December 2006 by appointment of the Board of Trustees. This committee, as required by law, is comprised of members representing specific interests, including business, senior citizens, taxpayer organizations, students, and at-large members. It is charged with overseeing the expenditure of bond proceeds and ensuring that the proceeds are expended only for the purposes set forth in Measure W. (62)

Internally, the Bond Implementation Planning Committee was formed in November 2006 following passage of Measure W. It consists of 14 college staff with representation by constituent employee groups: classified, faculty, and management. This committee offers advice to the Superintendent/President concerning the overall planning for the implementation of bond projects. Project committees have been formed for most projects and consist of members with a particular interest or knowledge set specific to the project. (63)

Funding for the projects included in the Five Year Plan is dependent upon state guidelines of capacity/load ratios in instructional

(classroom and laboratory) spaces. Alterations to the District plan are made to allow the District to develop its facilities in a manner which will enable building each facility as soon as the State Typical Components will allow. Consideration of the process within the State and Chancellor's Office planning systems are prime factors in this process. Assessment of the ability of the District to qualify a particular project within the State system may move a project higher on the priority list than the District might otherwise place it. For the most recent submission (2009-2013), the District has reviewed and analyzed several projects in order to determine the project priority list for this year.

Staff involvement in the planning process includes all staff that are associated with a particular facility. The planning process always includes the Vice President of Administrative Services, the Dean or Director that is responsible for the disciplines, the Director of Maintenance and Operations and the Superintendent/President. The Board of Trustees is involved in the final approval of the District Five Year Plan and prioritization of the associated projects. During the planning process, the Board formally approves the schematic designs, design development phase and the final plans for any project. The Board is also the awarding body for the actual contract for both construction and equipment purchases which are over the specified dollar limit (\$69,000 for equipment, materials and services; \$15,000 for construction) set by Board Policy and identified in Public Contract Code section 20651.

Students have input into the refinement of the Physical Resources Master Plan through membership on PRMPC, ASMPC and EAP.

EVALUATION

Sixty-seven percent of the Fall 2007 staff survey respondents indicated that they believed that the College has an adequate long-range master plan for physical expansion. (64) The passage of Measure W created a recognition that an Educational Master Plan would be advisable in conjunction with the Five Year Plan for Construction and the bond plans, so the College has begun work on that document.

PLAN

None.

III.C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTION

Mendocino College prioritizes student success and utilizes all resources to this end. The technology resources and support provided are specifically intended to facilitate the success of all constituents.

Overall, technology resources throughout the district enhance the operation and effectiveness of the institution. For staff, offices are well equipped with current computers and software that allow them to complete their many tasks in an efficient manner. All staff have access to the internet for gathering and disseminating information; easy to use software, email, web pages, and online course platforms are provided for communication with colleagues and with students. For students, there are computers available in the library and in the many labs throughout the district and the centers located in Willits and Lakeport. Students may use these computers to complete assignments, communicate with faculty and peers, and to augment in-class instruction by accessing online material. For both faculty and students, classrooms are beginning to be updated with computers that are web accessible, and make classes more efficient, current, and interesting.

Computers, laptops, student email accounts, and a wireless connection are available in the Ukiah library and Quad for student use.

The Computing Services Department and library provide the following staff for support to students, faculty and staff:

*3.0 FTE Computer Technicians – 1 for the centers (Lake/Willits)

*1.0 FTE Lab Technician/Administrator (Ukiah Campus)

*1.0 FTE Instructional Technology Specialist

- *1.0 FTE Audio Visual/Media Technician
- *1.0 FTE Director of Computing Services
- *3.0 FTE Programmers/Systems Analysts
- *1.0 FTE Telecommunications Specialist

The College has a Technology Committee that focuses on instructional technology needs. The committee establishes a refresh rate for lab and faculty computers as well as advises on software updates. The Computing Services department monitors the inventory for administrative computing and makes recommendations for new technology initiatives or hardware/software upgrades. (65)

Online distance learning classes became available during the Fall 2001 semester. The College has continued to expand course offerings in the traditional classroom manner and online. Training is provided for both full-time and part-time instructors to use the ETUDES program offered through Foothill College. At the start of the 2007-2008 academic year, the new position of Director of Distance Education was established and staffed to ensure support for faculty and students in the distance education classes.

Other technology initiatives at the District are converting classrooms to “smart classrooms” as well as encouraging faculty to use laptops. The Measure W bond includes funds for technology in the classroom which will help the District finish converting classrooms. (66)

EVALUATION

Assistance is readily available for most technologies. In the Fall 2007 staff survey, 91% of respondents agreed that the IT staff provide help or training in a timely manner. (67)

Computing Services provides help with any problems that staff might encounter. Lab technicians are available during regular working hours to assist students with lab computers. The rollout of wireless technology beyond the library has revealed new technology support issues that need to be addressed.

A Disability Resource Center is available for assistance with accessing campus technologies, but it is centrally located in Ukiah and its services can be limited. All labs do have an ADA compliant workstation available for use and the Technology Committee reviews the status of technology and ADA compliance issues. For example, it was decided last year to standardize on larger monitors for all computers for faculty and staff in case ADA software was necessary.

Faculty have begun to use more off-site online course instructional materials. These sites require occasional updates to software and it has been a challenge for support staff to keep up to date on the changes. It is anticipated that the new Director of Distance Education can help to standardize materials so that staff and students have consistent access.

Overall, 73% of staff agree that the technical resources provided to them are adequate for their work duties. (68)

PLAN

- The Technology Committee will work with the Disability Resource Center to ensure that appropriate ADA access is achieved.
- Technology support, possibly including student help desk workers, for wireless and laptop users needs to be considered before these services continue to expand.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTION

Whenever changes are made to technologies around the College, training is always initially provided to staff and faculty on how to properly use it. The launch of the Outlook Express program in Spring 2006 is one example. College employees were informed of the coming changes and multiple training times were arranged. Attendance was good, the necessary information was distributed, and relatively few problems were encountered in accessing and using the new email system. However, people need time to absorb the basic usage of technologies, and find problems/areas of interest. While Computing Services gives one-on-one support, refresher classes would provide staff with more in-depth training on how to utilize the tools.

The District offers several courses in the Business Office Technology and Computer Science departments that train students in the use of software such as Excel and PowerPoint. (69) The library conducts orientations in the use of its databases throughout the semester, and offers trainings in ETUDES at the start of every semester.

EVALUATION

The District just purchased Datatel for its new student records, HR and Finance systems. Extensive training is essential to the success of the implementation of this new system. Towards this end, a training facility has been established. The training facility will also be available for more indepth training on Microsoft software. The new library building will also house training and technology experimentation space for faculty and staff. Overall, training has been an essential component of any implementation of new technology in the District.

PLAN

- Computing Services should establish more in-depth trainings after the initial offerings utilizing the new training facility.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTION

To ensure support of the college mission and adequate planning, the College formed a standing Technology Committee with representation from Computing Services, faculty and administration. The Technology Committee plans for the future with a three-to-four-year rotation of computers for the labs, instructors, and the Centers. Using the most recent program review data, this group meets several times a year to discuss the needs of the different instructional disciplines and their support facilities. This group makes recommendations which provide a road map for the resource managers to spend funds effectively and efficiently. (70)

Approximately 179 computers were replaced during the 2006-2007 academic year.

Approximately 23 classrooms have LCD projectors, DVD/VHS players, computers with network capabilities, and speakers. Nine of these classrooms also have SMART Symposiums. Fifteen additional classrooms have televisions on portable carts, overhead projectors, and DVD/VHS players.

EVALUATION

There were severe problems in having adequate technology in the years prior to the forming Technology Committee. The current model has made a huge difference in the College's ability to stay current

and support programs and services. In the Fall 2007 staff survey, 73% indicated satisfaction with the maintenance and upgrade of technology. (71)

Measure W funds allowed the District to do an extensive upgrade of its network to ensure expansion of network services, such as wireless, and also to support the new Datatel system. The network upgrade is essential for keeping current on security issues as well as providing the robust infrastructure for future technology demands. The District upgraded its telephone system three years ago with an eye towards VOIP technology; the new network will allow the District to roll out VOIP as new buildings are established on the Ukiah campus. Both the Centers currently use VOIP technology.

Mendocino College used an extensive process for evaluating which integrated information system would be best for the District. A Project Charter is being developed and will be available in January 2008. (72)

PLAN

- The 15 additional classrooms plus any created by bond projects will continue to be upgraded over the next three to five years.
- 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.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTION

The distribution of technology resources about the College is broad enough to ensure that almost all students and staff have adequate access for their needs. Computers are available in the computer labs on the Ukiah campus and at both the Willits and Lake Centers. All three sites have classrooms equipped with computers and overhead projectors. Many other classrooms have a computer with a projector and internet access. The Ukiah campus has a computer hardware lab (Room 3060) and a Learning Disabilities lab equipped for the special needs of those students. In addition, there are computers available in the Learning Center and the library for student use. There are computers available in the MESA center for students involved in that program. Most full-time staff have their

own computers. Most of those computers are connected to the main network providing Internet access, email, access to the HP, printers and the MCOE computer when applicable.

The College has an established process for acquiring and distributing technology resources. According to the Integrated Timeline, the Deans and VPs review and prioritize requests for all equipment, technology and library materials based on strategic directions during the months of July – September. In September and October, the Deans and VPs communicate back to requesters regarding equipment, library materials, technology and requested maintenance. (73)

EVALUATION

The Technology Committee solicits input from faculty and staff and formulates technology planning to support the needs of all programs. In response to the Fall 2007 staff survey, only 12% disagreed that the technology planning process is connected to teaching and learning outcomes (although 32% did not know). (74) In addition, 65% agreed that technology adequately supports learning programs and services. (75) One focus of the Technology Committee each year is refreshing instructional labs; a secondary focus has been replacement of faculty computers. These foci have enabled programs and services to operate efficiently for students.

PLAN

- Continue to monitor advances in technology and adapt to these changes as necessary.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

DESCRIPTION

Technology planning is integrated into institutional planning through program review and through the efforts of the Technology Committee. The Technology Committee and/or Computing Services have done periodic surveys to assess the use of resources, and to determine what is needed and where it should be placed to meet those needs most effectively. An example of this is the current project of replacing the main frame the College has been using for 25 years. This has required the College to make a massive shift

to new hardware and software. The critical need for an integrated software system was the primary impetus for the College to advance Measure W in 2006.

EVALUATION

The Computing Services Department has included the users of the system in all stages of the long process to convert to Datatel, determining the needs the new system must meet and assessing the potential candidates. The College has not systematically assessed the effectiveness of technology resources at this point.

PLAN

- Continue to survey users of the systems to ensure that all technology continues to be effective in the future.

III.D. FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

DESCRIPTION

The September final budget presented to the Board of Trustees this year (in October 2007, due to state-level issues) showed a total budget of \$24,922,322 with a reserve of more than two million.
(76)

Mendocino College has implemented a planning and budget process to integrate its budget development to support the College's mission and goals. The Strategic Plan sets institutional goals using

environmental data and input from all other campus planning documents. (77)

The College's planning process begins with instructional and non-instructional program reviews. These reviews set program goals and identify needed resources. This information is then forwarded to appropriate planning committees who use it along with other data and campus input to make institutional plans with measurable goals and objectives. The planning summaries of these documents are then used by the Strategic Planning committee, along with environmental data, to set institutional strategic goals, which in turn influence the budget development process. (78)

Decisions regarding financial resource allocation are derived from the collaboration of all constituent groups. Information such as the Governor's budget proposal, enrollment projections, trends in revenues and expenditures, health benefits, reserves, etc., are evaluated together with the information from the annual program reviews in developing the budget. The various constituencies provide their input to the Institutional Master Planning Steering Committee (IMPSC), which in turn makes recommendations to the President.

EVALUATION

Generally, the processes currently in place for budget development and allocation are comprehensive, inclusive, and integrated with the planning process of the College.

The integration of the College's planning and budgeting processes is currently being reviewed due to continuing uncertainties about the total integration of budget and planning. In order to address the effectiveness and timeliness of the planning and budget process, especially in light of the proposed new committee structure, the revised budget process needs to be implemented for the 2008/2009 academic year and subsequently reviewed.

PLAN

- Collegially consult with the Academic Senate and other constituent groups on the budget development process and timeline.
- 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.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

DESCRIPTION

The majority of Mendocino College's financial resources come from state apportionment which is enrollment driven and therefore is highly sensitive to fluctuations in enrollment. Considering the stagnation in college enrollments, there have had to be deferrals and reductions in expenditures. The Office of Instruction continually monitors enrollment trends in order to identify and respond to changing needs and demands. Enrollment trends are also considered in program review and hiring requests for new faculty and staff. The College is fiscally prudent with its resources and is managing its funds aggressively.

The College has taken a number of steps to address its stable enrollments and funding. Instructional leadership has reviewed course enrollments and demand in order to maximize the effectiveness of course offerings. The next step is to develop a marketing plan and enrollment management plan in order to best promote the College to the community. In addition, all expenditures, especially mid-year augments, must be approved by both Vice Presidents as well as the Superintendent/President. (79)

Mendocino College develops its annual operating budget by following the planning and budgeting process. Each spring the state apportionment allocation is estimated and then expenditures are developed based on collective bargaining negotiations, step and column increases, benefit costs, utility rate increases, staff retirements and vacancies, and part-time faculty needs. The budgeting and planning process ensures broad and effective participation by all constituent groups. Priorities and recommendations developed in this process serve to guide the College in its decisions and resource allocations.

In addition, the College administers approximately 30 categorical programs, which are state and federally funded and are helpful in providing services to students. For example, the Nursing Program has obtained several grants in order to staff the program and provide a full range of services. (80)

EVALUATION

Financial resources and enrollment projections are carefully assessed each year to enable Mendocino College to make realistic

decisions in its planning and budgeting processes. An understanding of the accepted planning process has contributed to an institutional commitment to the planning and budget development process. Therefore, planning has driven the budget development process. The College needs to do a better job in managing its enrollments and generating additional revenue in order to have the resources needed to meet student needs.

PLAN

- Continue developing enrollment management and marketing plans.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

DESCRIPTION

Mendocino College is developing a three-year financial plan to assure financial stability. Its liabilities and future obligations will be adequately covered through this plan; it plans to weather moderate enrollment growth while maintaining a reserve in excess of 8%. Its Strategic Plan is being updated to reflect changes in educational programs and needs.

The College has limited long-term liabilities. Its retiree health accrued liability is only \$ 3.6 million and its annual required contribution is \$430,545, which is almost \$200,000 more than the “pay-as-you-go” costs as determined by an actuarial study conducted in March 2006. (81) The College has set up an irrevocable trust to fund this liability.

Mendocino College maintains significant reserves to cover these obligations as well as costs associated with budget emergencies.

EVALUATION

The annual budget process addresses the ongoing obligations of the College. However, with limited resources, increasing costs, and stable enrollments, the College has had to implement budget deferrals and reallocations to balance the budget. It is a policy of the College not to cover continuing costs such as salaries through one-time funds, which is a prudent policy. It is imperative that enrollments be increased and/or continuing costs reduced so that

budgeting needs can be met into the future.

PLAN

- Update the current actuarial study.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

DESCRIPTION

The District has developed and implemented a planning process that integrates program planning and budget development. The process is summarized in the document “Planning for 2007/08 Programs and Budget: An Integrated Timeline.” (82) This document references the various planning groups within the District, each of which has a set of processes and calendars. The planning committees of the District are comprised of representatives from the College’s constituencies including students, faculty, classified staff and management. The integrated timeline meshes with the budget calendar which is developed each year, reviewed by staff and approved by the Board of Trustees. The major planning body for the District is the Institutional Master Planning Steering Committee (IMPSC). Other resource-planning groups make recommendations to IMPSC. These planning groups include the Physical Resources Master Planning Committee (PRMPC), the Educational Action Plan Committee (EAP), and the Administrative Services Master Planning Committee (ASMP). IMPSC considers all recommendations and makes recommendations to the Superintendent/President, who then makes final decisions and recommendations to the Board of Trustees for approval.

EVALUATION

The new integrated planning timeline was implemented for the 2006/07 academic and fiscal year. The District continues to refine the process and work out minor logistical realities. For example, the supplies and services budget development documents were submitted with the program review documents, but there was not a process in place to forward that information to the Business Office.

PLAN

- Continue to assess the effectiveness of the integrated planning timeline and refine as appropriate.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTION

The College consistently complies with all outside reporting requirements such as those mandated by the System Office, California Education Code, United States Department of Education, and those required by various federal, state, and local granting agencies. The Board of Trustees approves comprehensive budgets for all funds of the District at least three times throughout a fiscal year. The Board approves a Tentative Budget prior to July 1, adopts a Final Budget each fall after the State has enacted its annual budget, and approves a Revised Budget each spring to reflect changes and new information received after the Final Budget was approved. These three budgets are the minimum times the Board approves a budget; additional budget revisions are taken to the Board as needed. For example, if health benefit costs incurred throughout the year appear to be exceeding revenues in the health benefit fund, the Board may be asked to approve a transfer from the general fund or special reserve fund to the health fund. (83)

Fiscal reports are provided to the Board of Trustees on a monthly, quarterly, and annual basis. A fiscal report summarizing monthly and year-to-date revenue and expenditures is presented and discussed at each regular Board of Trustees meeting. (84) State law requires that Districts report financial information to the Chancellor's office on a quarterly basis. This report, called the CCFS 311 Q, includes year-to-date fiscal information, cash balance, enrollment, and cost of any collective bargaining agreements during that quarter. The 311Q also asks if the District is experiencing financial difficulties in the current year or is anticipating financial difficulties in the next

fiscal year. (85)

The District contracts out for an annual independent audit. The audit includes compliance with state and federal guidelines as well as an opinion on the District's financial statements. The auditors also test the adequacy of internal controls. (86) Due to the passage of a voter approved \$67.5 million Proposition 39 general obligation bond program in November 2006, the District will contract for an annual independent performance and financial audit specifically for the bond funds commencing fiscal year 2006/07. The first series of these bonds was issued in March 2007 in the amount of \$30 million.

EVALUATION

The annual audits are always completed in a timely manner and submitted to the Chancellor's Office by the December 31st due date. Unfortunately, the most recent annual audit was delayed through auditor (not College) negligence.

The quarterly 311Q reports are always completed in a timely manner, reviewed by the Board of Trustees, and submitted to the Chancellor's Office as required.

The District makes a concerted effort to submit reports required by outside agencies in a timely manner. Despite receiving categorical funds restricted for more than 30 different purposes, the District has done an excellent job in meeting reporting deadlines.

The District always has a Board approved tentative budget prior to July 1st. The District submits a final budget to the Board each fall after the State has enacted its budget. The Board approves a revised budget each April to address changes in both revenue and expenditure assumptions since the final budget.

PLAN

None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

DESCRIPTION

The District is fiscally dependent upon the Mendocino County Office of Education (MCOE). All financial, human resources, and payroll information is tracked on the MCOE system, which utilizes Quintessential School Systems (QSS) software. The software allows real time lookup of financial information. A login is available to all

authorized district personnel allowing them access to the data as well as the ability to generate a variety of financial reports. Additionally, the Director of Fiscal Services and the Director of Personnel Services publish year-to-date analyses of salary and benefit expenditures to a wide distribution of employees. (87)

The monthly fiscal reports, 311 Q reports and three annual budgets are part of the Board of Trustees agenda which is available to the public on the College's website. The College's final budget is kept in the Superintendent/President's Office, Lowery Library on the Ukiah campus, and the Lake and Willits Centers. The budgets and annual audit are available in Portable Document Format (PDF) and can be emailed to all interested parties upon request. Comprehensive financial data is given to staff through negotiating processes.

EVALUATION

The District makes financial information widely available in both electronic and hardcopy format. In the Fall 2007 employee survey, 61% of staff agreed that timely and accurate financial information is available. (88) The Business Office responds promptly to requests from managers about particular financial issues.

The District continues to train new employees on financial lookup and reporting skills. Training workshops are offered districtwide on an as needed basis.

PLAN

None.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTION

Each year the District reviews projected cash flows to determine if participation in a Tax Revenue Anticipation Note (TRAN) is necessary. In the past, the District has participated in the TRAN program offered by the Community College League of California (CCLC). The District receives approximately 37% of its General Apportionment revenue from local property taxes. Property tax collections occur primarily two times each year, during November and March. Therefore, the College receives a majority of its property tax revenue in December and April. A TRAN program addresses the

monthly cash flow needs between these two payment periods by providing the District with cash on July 1st, which is then paid back when tax revenues are received by the District from the counties of Lake and Mendocino.

The District's risk management program addresses liability, property, and employee injury losses. The District is a member of the following Joint Powers Authorities (JPAs):

- Northern California Community College Self Insurance Authority (NCCCSIA)
- Statewide Association of Community Colleges (SWACC)
- Schools Excess Liability Fund (SELF)
- Schools Insurance Group Northern Alliance (SIGNAL)

Through these JPAs, the District is covered for \$15 million liability coverage and for full replacement value with respect to property damage coverage. (89) The District is self-insured for worker's compensation benefits through the NCCCSIA. Until June 30, 1994, the District participated in Schools Insurance Group Northern Alliance (SIGNAL). Commencing with the 1994/95 year, the District elected to transfer worker's compensation coverage from SIGNAL to NCCCSIA. However, the liability for all events incurred prior to July 1, 1994 as well as the District's residual equity remains with SIGNAL.

The District's risk management program includes a Safety Committee. The committee meets to discuss and make recommendations regarding safety issues. The committee also provides safety information to employees. (90)

EVALUATION

Cash flow has been sufficient in the past five years to preclude participation in a TRAN program. The District's cash assets are maintained in the Treasury of the County of Mendocino and in the Local Agencies Investment Funds (LAIF), the State of California's short-term investment pool.

The District has maintained a prudent unrestricted general fund reserve which has historically been sufficient to address unforeseen occurrences and avert financial emergencies. The District was able to weather the recent downturn in the state economy and subsequent reductions to community college funding because of the sound financial management and maintenance of a prudent reserve. The District was able to maintain programs and staffing

levels despite cuts in funding and 0% or very low cost-of-living-allowances on state revenues.

PLAN

- In light of the recent tragedy at Virginia Tech, the College should focus increased attention on safety, security, and emergency preparedness.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTION

The Director of Fiscal Services and the Vice President of Administrative Services review all financial reports prior to being sent by the District to outside agencies. The District maintains a chart of accounts in accordance with the Budget and Accounting Manual (BAM) published by the Chancellor's Office. This ensures a uniform accounting system for accurately reporting financial aid, grants, and externally funded programs in discrete categorical accounts. (91)

The Director of Fiscal Services and the Director of Personnel Services, as well as other members of the accounting and personnel staff, assist program managers with the development and monitoring of categorical and grant budgets. All new grant applications must be reviewed by Fiscal Services. (92)

The Mendocino College Foundation, Inc. is the only auxiliary organization in the District. Its purpose is to support and further the goals of the District, manage major property acquisitions, support staff development and instructional projects, and provide scholarships for students. Foundation financial statements and records are reviewed by the independent auditor on an annual basis. The accounting procedures used by the Foundation comply with the procedures established by District policy for all financial activities. The Foundation Board has a Foundation Finance Committee that reviews revenues, expenditures, and investments and makes recommendations to the Foundation Board. The Director of Fiscal Services of the District prepares quarterly fiscal reports for the Finance Committee and coordinates the annual audit. (93)

EVALUATION

Audits and reviews by external agencies show that the system of

fiscal oversight and financial management is highly effective.

PLAN

None.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

DESCRIPTION

The District has a process for reviewing grant opportunities prior to deciding to submit a grant application. An employee interested in applying for a grant must first complete a form summarizing various aspects of the grant. That grant summary is then submitted to the two Vice Presidents, who review it to determine if support exists and if the grant is consistent with the mission and goals of the institution. (94)

Student clubs engage in fundraising efforts. The advisors of the clubs, typically faculty members, review the fundraiser for compliance with district policies. The club advisors oversee the expenditure of funds and the Dean of Student Services approves all expenditures of club funds. (95)

EVALUATION

The District's process for reviewing grant opportunities prior to submitting an application assures that the purpose of the grant aligns with the College's mission and goals. Once grants and moneys raised through fundraising efforts are received, processes are in place to ensure compliance with spending requirements.

PLAN

None.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTION

The District maintains agreements with a variety of external entities when such agreements are determined to be consistent with the District's mission, vision, goals, and objectives. These agreements

are reviewed by the Vice President of Administrative Services to determine that they contain appropriate provisions to maintain the integrity of the District. Examples include: risk management concerns such as the limitation of the District's liability exposure where appropriate and ensuring that benefits which accrue to the District under the terms of the agreement are commensurate with the resources committed by the District. On occasion, agreements are submitted for legal review. A list of all new contracts is submitted annually to the Board of Trustees. (96)

EVALUATION

Review by the Vice President of Administrative Services ensures that all contracts align with the college mission and goals, serve student interests and minimize risk to the District.

PLAN

None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTION

The District contracts out for an annual independent audit. The audit includes compliance with state and federal guidelines as well as an opinion on the District's financial statements. The auditors also test the adequacy of internal controls. (97) As part of the annual review of the Integrated Timeline, financial management systems come under a certain amount of scrutiny and improvements are often suggested and implemented.

EVALUATION

The annual external audit process is extensive and comprehensive. The auditors comply with requirements set forth in the Contracted District Audit Manual (CDAM) as well as choose random transactions to test for compliance and accuracy. In addition to the regular annual audit, District records can be reviewed by outside agencies providing categorical funds to the District. Examples of other agencies include federal audits of student financial aid and California Department of Education reviews of the Child Development Center records and operations.

In addition, the District continually reviews and improves financial management systems as new technologies develop.

PLAN

None.

SOURCES FOR STANDARD THREE

- 1 Examples of job announcements
- 2 Examples of Faculty and Management announcements
- 3 Example of Faculty announcements
- 4 Hiring Committee selections process
- 5 Selection procedures
- 6 Catalog listings of degrees
- 7 Classified evaluation process
- 8 Classified evaluation form
- 9 Faculty evaluation process
- 10 Student evaluation survey
- 11 Student evaluation survey in Spanish
- 12 Faculty evaluation form
- 13 Part-time evaluation process and form
- 14 M/S/C evaluation process and form
- 15 Supervisory and President evaluation process and form
- 16 BOT evaluation process and forms
- 17 Agenda and training manuals
- 18 Fall 2007 staff survey question #35
- 19 Classified evaluation form
- 20 Faculty evaluation Form A
- 21 Student evaluations forms (old and revised)
- 22 Board Policy No. 008 and Administration Regulation 008.1
- 23 Program Review form
- 24 Board Policy No. 009
- 25 Board Policy No. 012
- 26 Education Code sections
- 27 Faculty Obligation Number
- 28 Fall 2007 staff survey questions #50
- 29 Board Policy No. 305
- 30 Ralph Black letter
- 31 Collective bargaining and meet and confer agreements
- 32 Board Policy No. 809 and Admin. Reg. 809.2
- 33 Catalog Policy about discrimination
- 34 Example of job announcement
- 35 Core Values
- 36 Student Equity Plan
- 37 EEO plan
- 38 Fall 2007 staff survey question #4
- 39 Board Policy No. 326
- 40 Core Values
- 41 Fall 2007 staff survey question #18

42	Program Review form
43	Professor development leave criteria and process
44	Flex process and forms
45	Part-time flex forms
46	Inservice agendas
47	Professor Development Committee survey
48	Fall 2007 staff survey question #24
49	Staffing request form
50	List of Bond projects
51	Fall 2007 staff survey question #42
52	Fall 2007 staff survey question #43
53	Fall 2007 staff survey question #22
54	Fall 2007 staff survey question #37
55	Facility use policy
56	Emergency preparedness plan
57	Faculty cleanliness resolution
58	2007 campus crime and security survey
59	Fall 2007 staff survey question #42
60	Five-Year Plan for construction
61	Board minutes adopting five-year plans
62	CBOC bylaws
63	BIP documents
64	Fall 2007 staff survey question #43
65	Technology committee agenda and minutes
66	List of Bond projects
67	Fall 2007 staff survey question #3
68	Fall 2007 staff survey question #5
69	List of courses teaching software applications
70	Technology Committee composition and minutes
71	Fall 2007 staff survey question #5
72	Datatel project charter
73	Integrated Timeline
74	Fall 2007 staff survey question #32
75	Fall 2007 staff survey question #42
76	September final budget
77	Strategic Plan
78	Integrated Timeline
79	Budget Augment Request Form
80	Nursing grants (list)
81	GASB information
82	Integrated Timeline
83	Example of BOT approval of transfer to health fund
84	Monthly fiscal reports to BOT
85	311 Q

86	Audit Report
87	Salary and benefits analysis
88	Fall 2007 staff survey question #39
89	Programs structure for coverage
90	Safety Committee membership
91	Chart of accounts
92	Grant approval form
93	Foundation financial document
94	Grant approval form
95	ASB fund guidelines
96	List of contracts given to BOT
97	Annual audit

STANDARD FOUR: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTION

One of the Core Values published in the Mendocino College Catalog is *Continuous Improvement*: “We strive to develop adopt and provide the best practices in education. As we evaluate our progress toward achieving our goals, we shift resources as necessary and provide the professional development that makes achieving our goals possible.”
(1)

The current Superintendent/President of Mendocino College, along with the former Director of Institutional Research, revised the planning process to encourage full participation. In the Strategic Plan of 2003, the Superintendent/President of the College begins with the message:

“[T]he planning process is dynamic and it requires frequent contact and contributions from all members of the Mendocino

College workforce. The planning process for the college includes opportunities for increased lateral communication through occasions such as flex day activities, committee meetings, academic senate meetings, classified senate meetings and Board of Trustees meetings. Additional ad hoc meetings bring together representatives from diverse campus constituencies and engage them in open, creative dialogue regarding the current and future state of the college.” (2)

The two examples cited above give an overview of how the institution is guided by a philosophy and its leadership to encourage all constituents to take the initiative in improving campus-wide services. More specifically, there are structural features and regular activities, such as a planning retreat each fall, that illustrate how the institution’s processes work to ensure effective participation across constituents in decision making and planning. (3)

First of all, the structure of the College’s planning process reaches across the campus to organize decision making in a way that includes discussion in many forums.

- The Curriculum Committee includes members from administration, faculty, part-time faculty and students. (4)
- The Education Action Plan Committee (EAP) includes members from all constituent groups, including the Academic and Classified Senates, the Associated Students of Mendocino College (ASMC), the Mendocino College Part-Time Faculty Association (MPFA) and two members of the Curriculum Committee. This committee prioritizes and makes recommendations concerning instructional programs, including staffing priorities. Through constituent representatives, information, ideas and discussion are conducted back and forth to constituent groups. (5)
- Recommendations from EAP along with recommendations from the Administrative Services Master Plan Committee (ASMP) and the Physical Resources Master Plan Committee (PRMPC) are channeled through representatives from each of these three committees to the Institutional Master Plan Committee Steering (IMPSC), which recommends priorities to the Superintendent/President. (6)
- Policy changes and the proposed academic calendar are vetted by the President’s Policy Advisory Council (PPAC),

which includes representation from all constituencies. (7)

Discussion, planning and the sharing of ideas to improve campus services also occur by way of other committee work and campus activities conducted throughout the year. While the following is not a comprehensive list of all the committees and activities, it does illustrate a commitment from leadership to encourage a dynamic planning process that flows throughout the College :

- The Academic Senate, sometimes in collaboration with administrators, organizes Hot Topics discussions of current issues in order to generate ideas (e.g., retention, basic skills). (8)
- The Academic Senate, the Classified Senate, the Part Time Faculty Association and the ASMC each hold regular meetings to discuss and make decisions regarding their priorities and work.
- In Fall of 2006, the Superintendent/President initiated the first annual Planning Retreat, where members of all the leadership committees listed above came together to generate ideas for improving the decision-making processes. (9)
- Program Management Guidelines were adopted since the last accreditation in order to have a clear process in place for programs to be added and discontinued. (10)
- The Dean of Student Services conducts the Student Services Council (11), which includes both faculty and classified staff, and regular counselors meetings to discuss and make decisions regarding their work. (12)
- The Basic Skills Initiative communicated by the Chancellor's Office had given Mendocino College a new opportunity for improvement. The leadership at Mendocino College responded to this by holding two Hot Topics discussions, open to the entire campus community. Then, the administration invited and paid interested faculty (full- and part-time) to meet for three days to come up with a plan for improving Basic Skills Instruction. (13)

Overall, the culture at Mendocino College is one which embraces constant improvement. As a small community college, this culture not only encourages but requires involvement across campus and oftentimes requires innovative ideas. What works at many colleges

across the state often needs to be adapted at this college with few administrators and/or management positions.

EVALUATION

The overall environment at Mendocino College is one of encouragement and inclusion in improving practices. According to the Fall 2007 employee survey, 70% agreed that they felt “empowered to actively participate in creating and implementing innovation.” (14) In addition, 80% agreed that the administration “provides leadership and encouragement for faculty and staff to better serve student needs.” (15)

The College has been working on improving the way all of the committees and activities mesh together to do the work of the College. This includes working on an institutional timeline that takes into consideration all of the different committee work that is done. While this timeline has been produced, it has not been fully implemented.

As with many community colleges, student involvement has been difficult to sustain. In some semesters, members of ASMC actively participate in meetings of the Board of Trustees, IMPSC, EAP and Curriculum Committee. In other semesters, these positions are not filled. The College continues to encourage student involvement and to support those students who demonstrate an interest in the governance process. Similar issues have arisen when trying to get classified representation on college-wide committees.

PLAN

- Make changes to integrated timeline in order to fully integrate all important activities
- Continue to monitor involvement of all constituencies and create incentives for participation.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTION

As was described in Section 1, the structure of the decision-making process includes the participation of faculty (full- and part-time), administrators, students, and staff. Board Policy 010 specifies that the Superintendent/President and other managers will “consult collegially” with constituent groups when making decisions. (16) Administration Regulation 010.1 specifies how each group will participate. (17) All major decision-making committees include input from all of these constituent groups. The College fully embraces and relies on shared governance.

In addition to these regular and institutionalized parts of the decision-making process, the College often has the need to form decision-making bodies in response to current projects. A recent example is the College’s effort to replace its information system. This is a project that impacts every member of the campus community, the work done by everybody, and the way students and others will interface electronically with the College. In order to complete this decision-making process, all members of the campus community were recruited at various phases of the process, and there has been widespread participation. (18) Another current example is planning for implementation of the bond passed in November 2006. Bond documents reflect the involvement of appropriate persons and constituencies in planning individual projects. In addition, the Bond Implementation Planning Committee (BIP) includes managers as well as a faculty and classified representative. (19)

The program review process is another important vehicle for input in planning and budget. All departments and programs complete an annual program review. Program review writers are expected to involve all department members (and document that involvement with signatures) in developing this document, which includes staffing and material requests, annual objectives and professional development needs. These documents are reviewed by the Deans, Directors and Vice Presidents, and are used to inform staffing priorities, budgeting for materials, and marketing plans as well as some strategic directions. There is currently a Program Review Task Force which has overhauled the program review form and

timeline to make it more relevant in budgeting and decision-making processes. (20)

Mendocino College's Academic and Classified Senates and the Associated Students of Mendocino College are bodies on campus which are designed to reach out directly to allow for the individual voices of faculty, staff and students to be heard through meetings and votes on key issues (including membership). There is also a Management/ Supervisory/Confidential group that meets regularly to allow those employees to voice issues of concern and reach resolution. All of these committees have the opportunity to give monthly reports to the Board of Trustees and all have physical representation at the table of the Board. (21)

EVALUATION

Overall, this standard is clearly met. Mendocino College has a decision-making structure that fully embraces Shared Governance and provides for the inclusion of voices from across the campus. One area that is still being worked on is the overhaul of the program review forms and process. This was an area that was identified in the last accreditation as a need, and much work has been done. However, with an almost constant change in leadership during this time, this process is still not completed.

PLAN

- The College needs to continue its work to make changes to the program review forms, including information on Student Learning Outcomes.

IV.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTION

In addition to Board Policy 010, Policy 102 specifies that “the Academic Senate has the primary responsibility for making recommendations in the areas of curriculum and academic standards.” (22) Student learning programs and services are designed and monitored with reliance on faculty, Academic Senate, the Curriculum Committee and academic administrators. The Academic Senate, through its regular duties as well as through hot topics discussions, faculty meetings, inservice days and ad hoc committees, generates many ideas and recommendations.

Academic Senate leaders meet regularly with instructional administrators to work on issues such as minimum qualifications and class cancellation guidelines, and administrators often attend Academic Senate meetings. Counseling faculty participate in the Academic Senate as well as participate in counselors meetings to make recommendations and decisions about the services they provide. Academic departments, through program review, student learning outcomes, curriculum development and professional development, continuously refine and design their programs.

The Curriculum Committee makes an effort to have its faculty membership representative of the various disciplines on campus (vocational, humanities, social science, science, counseling), and makes many decisions regarding new curricula and program requirements. (23) All recommendations to the Curriculum Committee must be sponsored by a full-time faculty member before approval can move forward. (24)

Senate, Curriculum Committee and other faculty come together in the Education Action Plan Committee (EAP), where recommendations are made to approve new and discontinue current programs. This process is described in detail in the Program Management Guidelines, recently adopted by EAP. This document was a product of the Curriculum Committee and the Academic Senate and outlines a systematic process in which programs are reviewed by EAP and Program Advisory Teams (PATs), made up of key faculty and administrators connected to the program in question. (25)

The College also relies heavily on faculty completion of program reviews for their respective departments to make decisions about staffing in student learning programs and services. Program reviews are the main documents that drive EAP's recommendations for staffing and other priorities.

EVALUATION

This standard is met at this institution. In fact, as a small college, it is fair to say that many faculty and administrators are involved in this process in several roles. Generally, faculty have substantial opportunities for input into student learning programs and services. Educational administrators and faculty meet formally and informally to discuss education concerns and ideas. According to the Fall 2007 staff survey, 76% agree that faculty have a substantial voice in matters relating to educational programs (with only 5% disagreeing). (26)

PLAN

None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

DESCRIPTION

Mendocino College has a planning process which facilitates input from all constituent groups as described in IV.A.1 and IV.A.2 above. There is a college-wide commitment to allow for all constituents to work together for the good of the institution. As stated in the Preface of the Handbook on Committees, "The structure is designed to ensure constituent groups the right to participate effectively in District and college governance and the opportunity to express their opinions at the campus level and assure these opinions are given every reasonable consideration." Also, listed as a Principle in the preface: "Participation is to be encouraged to afford all members of the college constituency groups equal and ample opportunity to participate fully in governance activities." (27)

In addition, there are practices at the College that support this work and facilitate discussion and effective communication for the good of the institution. Since the time of the last accreditation, much work has been done to develop the College's online environment. Through staff intranet sites all agendas and minutes for EAP and Curriculum Committee meetings are available; all program reviews are published; and institutional research is posted for use in decision making, report writing, and revision of practices. The staff intranet is also a place for online discussions. These sites also exist at the department level and for special topics (e.g., basic skills initiative). The College has instituted public e-mail folders for District Announcements. There are also semi-private folders for constituent groups to post their announcements and discussion topics. Communication is an important core value for Mendocino College and much has been done to improve the way that takes place electronically. (28)

There also are regularly held "face-to-face" activities which facilitate effective communication among constituent groups. Inservice days at the beginning of each semester bring the entire campus community together. The Superintendent/President and Vice

Presidents use some of this time to deliver a “State of the College” report. Other professional development includes such activities as student panels, student learning outcomes information, and budget presentations. These forums provide an important exchange of information each semester. (29)

EVALUATION

The College should continue to develop its support of effective communication among the institution’s constituencies. While the progress in the online environments described above is substantial, there still is work to be done in this area. Not all leadership committees have a consistent internet presence -- only EAP and the Curriculum Committee to date. The Academic Senate only posts its meeting dates, not its agendas and minutes (although these are posted to the faculty folder). In general, departments or committees that have a strong internet presence do so because someone on the committee, in the department, or someone assigned as support staff have the technical expertise to facilitate that presence. In order to increase the use of the staff intranet among faculty, staff, committees, departments, and programs, there needs to be an increased level of technical support.

PLAN

- Provide support to campus groups desiring an internet or intranet presence.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTION

Mendocino College has many formal and informal relationships with local, State and federal agencies. On the local level, a clear vote of confidence in the way the College conducts its business is the passage of the bond measure in 2006. This bond will bring \$67.5 million to the College and requires an oversight committee which involves many members of the community. (30)

Goals and Objectives published in the College's Strategic Plan include relationships to external agencies. Goal #5 reads: "Build new and stronger relationships with businesses, educators, agencies and other constituents of our community." (31) Currently the College has many such relationships through its academic departments and formal and informal advisory groups (e.g., nursing, child development, ESL, general vocational, public safety).

The High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP) are both federally-funded programs acquired through a competitive grant process. HEP recently was awarded a five-year grant renewal, a clear indication that the College had shown integrity in its administration of that grant. The College receives other forms of state and federal funding, such as Perkins allocations and financial aid for students; all reporting is done on time and guidelines for appropriate use of funding are met.

The College has shown integrity in its dealings with WASC by submitting self-studies, midterm reports and annual data in a timely manner. (32) Mendocino College has worked diligently on each of the previous recommendations made by the Commission. This accreditation report shows progress in each of the areas where change was recommended. Like other colleges, Mendocino College was not in total compliance with substantive change requirements, and is working to remedy this situation.

EVALUATION

Mendocino College has a growing reputation in the community for honesty and integrity in its dealings with local agencies. It strives for integrity in its relations with other external agencies, both state and federal. On the rare occasions when discrepancies occur, it moves quickly to correct problems. The College has complied promptly and professionally with WASC requirements.

PLAN

None.

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTION

As mentioned above, there is a culture present at Mendocino College which embraces constant improvement. Within the Curriculum and EAP committees, built into the annual meeting schedule, is an evaluation of previous procedures, handbooks, and supporting documents. The Board of Trustees does a self-evaluation, and during the 2006-07 academic year, staff participated in evaluating the Board. (33)

Administrators are evaluated regularly; these evaluations are confidential, as are the evaluations done by the Board of the Superintendent/President. However, the Superintendent/President's goals are communicated publicly at a Board meeting. (34)

As recommended by the Accreditation Committee after our last report, the College hired a Director of Institutional Research, and evaluation processes have begun to become more formalized. The Institutional Research website publishes results of studies regularly. The College's first researcher moved to a different college, and it has only recently (May 2007) hired a new researcher. Despite this staff turnover, Mendocino College has made much progress in having data available as part of decision-making processes.

EVALUATION

The College's decision-making committees evaluate themselves on a regular basis and include results in minutes and other reports. The overall decision-making structure at the College is currently under review and is likely to result in a revision that more clearly integrates budget with planning. All administrators and the Superintendent/President are evaluated regularly according to Personnel procedures and timelines.

PLAN

None.

IV.B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

DESCRIPTION

Mendocino College is governed by a seven-member Board of Trustees elected by the District at large as well as one student trustee appointed by the Associated Students of Mendocino College. Terms of office are four years and are staggered with biennial elections in accordance with the California Education Code. The Board of Trustees is now in its fourth decade, and has developed numerous policies, procedures, and traditions during that period. These policies address instruction, personnel, students, and operations, among other components of the College. All policies are kept in Board Policy binders available in several College offices and the library. (35) They are also available electronically by request from the Superintendent/President's office. The Board's primary duties are to provide policy direction; approve courses of instruction and educational programs; establish academic standards; determine and control budgets; manage and control District property; and establish rules and regulations governing conduct, fees and other student issues. (36)

The Board of Trustees has several policies addressing the quality of instruction, curriculum and student programs such as athletics and financial aid. (37) It also receives monthly reports in these areas from the Vice President of Education and Student Services. In addition, the Board receives monthly financial reports from the Vice President of Administrative Services and a tentative budget in June, a final budget in September and a revised budget in February. (38)

The Board hires the Superintendent/President and evaluates her annually according to an established process. (39) The Board also has a policy specifically addressing the process for hiring a Superintendent/President. (40)

EVALUATION

Throughout 35 years, the Board has hired six Superintendent/Presidents, including two over the last six years. The Board, as well as the College itself, has undergone a transition from its pioneering days in the 1970s and 1980s, when Mendocino College was looking for and establishing a permanent campus. Over the past several years, a number of early District employees—classified, administrative and faculty—have retired. Mendocino College is becoming a mature institution and the Board of Trustees reflects many of these changes.

Evidence for this change and maturation can be found in the Board initiative to place its first-ever bond issue before the voters in 2006. The fact that the bond initiative was approved by 63% of those voting demonstrates that the citizens of the District realize the importance of Mendocino College to people of this area. Their approval provides the Board with \$67.5 million with which to enhance educational programs and services, and to make needed improvements in college facilities. Indirectly, it demonstrates public trust for the Board of Trustees in using these funds wisely.

Each year, the Board establishes goals for itself. In 2007-2008, the Board developed objectives to support its primary goals, which are “setting and reviewing policy, defining the CEO job responsibilities and parameters, monitoring the performance of the CEO, and performing the Board’s fiduciary responsibility by ensuring that the College remains fiscally viable.” (41) The Board also conducts periodic public workshops to develop their skills as Board members and participates with the college community in annual planning sessions. (42)

PLAN

None.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTION

The Board consistently acts as a whole after making decisions. Board members have authority only when acting as a Board legally in session according to the Brown Act. (43) Board members declare their financial interests annually to assure the public that there is no conflict of interest. (44) On occasion, an individual Board member will abstain from voting when he or she may have a conflict.

Board members are active in the community and report monthly on community connections in open Board meetings. In this way, Board members are able to hear community concerns first-hand and bring ideas for better serving the community to the Superintendent/President and College as a whole. Some concerns brought forward by Board members in recent months have been diversity on the Board itself, service to Native Americans and senior citizens, and increasing participation of businesspeople on advisory committees. Each Board meeting includes a set time for public comment so that the public may bring forward concerns. (45)

EVALUATION

In the Fall 2007 staff survey, a majority agreed that the Board makes policies that support the quality and effectiveness of student learning. (46) In the Standard IV.B survey (conducted by the Standard IV.B committee), 70% agreed with this statement. (47) It is assumed that the Board “advocates for and defends the institution and protects it from undue influence or pressure.”

A difference exists between the Board’s own image of itself, and the views of others who are not familiar with the Board’s internal workings and its actions. Most board members agreed that the Board reflects the public interest. However, a sizeable minority of non-board members were uncertain of the Board record in this area.

PLAN

- The Board should continue to govern by policy and keep in touch with the public it serves.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTION

Mendocino College has a Board policy consistent with the College's mission statement. The Mission Statement has been expanded in recent years to include a vision and core values. (48) Specific Board policies exist to address curriculum and some student support services. One of the primary Board duties is to establish academic standards. Board minutes also indicate periodic reports by staff of Mendocino College's student learning programs and services.

EVALUATION

In the survey conducted by the Standard IV.B committee, many respondents were uninformed about Board policies as well as its bylaws. (49) Some of these respondents are charged with implementation of those policies. Most agree that the Board has policies consistent with the Mission Statement, but a significant number of non-board members are neutral or don't know much about either the mission or the policies. This situation exists despite an ongoing effort by the College to include all constituencies in planning committees and policy revision. At this time, Board policies are not made available through the college website. The Mendocino College website for the Board consists of links to the upcoming agenda, a guide to public participation, the meeting schedule for 2007, a section on Board members (including their areas of representation, contact information, and a group photo with name identification), and minutes. As of mid-June of 2007, minutes were unavailable online for the thirteen months between March 2, 2006 and April 2, 2007. (50)

PLAN

- Post all Board policies and administrative regulations on the college website.
- Investigate ways to better disseminate information about Board actions and policies.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTION

The Board has policies for financial oversight, educational quality and legal matters. It receives information about learning programs and services through monthly reports, presentations and

workshops with college staff. It receives comprehensive financial reports monthly from the Vice President of Administrative Services and reviews all contracts quarterly. It established a Citizens' Bond Oversight Committee to ensure that bond funds are spent appropriately and to assure the public that the College is being responsible with those funds. Legal matters are addressed by the Board in closed sessions.

The Board annually reviews its strategic goals of student success, student access, student engagement, resource management and community connections. Through this activity, the Board demonstrates its concern and responsibility for educational quality and financial integrity. (51)

EVALUATION

At virtually every monthly meeting, the Board receives reports and data about educational quality, legal matters and finances. It approves all new educational programs and approves the catalog annually. The majority of any Board meeting is devoted to these matters. When the Board periodically reviews and updates all policies, it should keep the faculty, staff and public informed of changes.

PLAN

- Post policy revisions and decisions by the Board on the college website.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTION

The Board has specific bylaws and policies specifying its size, duties, responsibilities, structures and operating procedures. These are Policy 001: Name and Organization; Policy 002: Authority and Powers; Policy 003: Functions; Policy 004: Membership; Policy 005: Organization; and Policy 006: Meetings. (53)

EVALUATION

The policies noted above address the components of this standard. They are in the process of review. Policies 002 and 003, for example, are being combined into one policy called Duties and Authority. (53)

Board bylaws and policies are available in the Superintendent/President's office, as well as in administrative offices, the library, and the Lake and Willits Centers. They are not yet published online.

PLAN

- Copies of bylaws and policies should be published and maintained online, readily available to faculty, staff and the general public.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTION

The Board of Trustees holds itself to a high standard through its Code of Ethics, established as Board Policy 009. This policy specifies that each member will “render effective and creditable service” and work “in a spirit of cooperation,” among other things. (54) Board members also conduct a self-evaluation of the Board as a whole every other year. (55)

Since the 2002 accreditation cycle, the Board has made a greater effort to evaluate itself. In October 2006, the Board solicited comments from college staff, faculty and managers who regularly attend and participate in the monthly Board meetings. Discussion during a special meeting in January 2007 focused on strategies for successful Board meetings and self-evaluation. (56)

The Board has also entered upon a cycle of policy evaluation and is moving through review of its policies. (57)

EVALUATION

The Board is currently engaged in reviewing all policies. Policies are first vetted by the President's Policy Advisory Committee, then discussed by the Board in open meetings. The Board includes the policies governing its own practices in this review; it recently revised the policy relating to its duties and authority.

PLAN

- The Board should continue to evaluate itself, make modifications as warranted, and inform the college community and public of any changes.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTION

The Board has a policy for board professional development and new member orientation that was revised in July 2007. (58) Board members routinely attend Trustee and Community College League conferences. Each year members receive an updated Trustee Handbook from the League. (59) The Board has a mechanism for providing continuity of membership and staggered terms of office.

The Mendocino-Lake Community College District has a Board of Trustees consisting of seven members, each elected in the District at-large to represent one of seven Board of Trustee areas. Elections for Board members occur in odd-numbered years, and are staggered so that either three or four seats are open at a time. Board members, their terms of office and email addresses are listed on the college website. (60)

EVALUATION

Mechanisms are in place to ensure continuity of membership and staggered terms of office. In past years, there have been a few instances of board members resigning or passing away during their terms and having new members appointed to serve out that term. In succeeding election cycles, previously-appointed Board members have often run unopposed, as there has been relatively low community interest in Board service. Intended or not, this has resulted in a potentially disadvantageous continuity.

PLAN

None.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTION

By policy, the Board participates in a self-evaluation process every other year. The purpose of this process is "to bring about improvement and growth." According to the accompanying Administrative Regulation, the Board will review and revise its Assessment Document every other August, complete it individually,

and submit it to the Superintendent/President by October. The responses will be presented in open meeting in November. (61)

Employees who regularly participate in Board meetings can also submit narrative comments about the Board's performance, which the Superintendent/President will summarize and present to the Board.

EVALUATION

Through its evaluations, the Board has identified areas of potential improvement and worked to make changes.

PLAN

- The Board should take steps to ensure that its self-evaluation activities include measurable outcomes that are clearly communicated throughout the college community.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTION

The Board has a code of ethics policy that lists the principles to which Board members are expected to adhere, along with the roles of the Board members in relation to shared governance constituencies. (62) The Board has a separate policy governing conflict of interest. (63)

EVALUATION

The Board Code of Ethics is comprehensive and directs Board members to devote time to their duties; work in a spirit of cooperation; follow the Brown Act; and delegate authority to the Superintendent/President. However, there is not "a clearly defined policy for dealing with behavior that violates its code."

PLAN

- The Board should develop "a clearly defined policy for dealing with behavior that violates its code."

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

DESCRIPTION

There is no Board policy related to accreditation, although Mendocino College devotes a great deal of effort to the accreditation process. The Board of Trustees held a workshop on accreditation on Tuesday, October 30, 2007, with Barbara Beno, Superintendent/President of the Accrediting Commission, facilitating the workshop. (64) In addition, the Accreditation Liaison Officer (the Vice President of Education and Student Services) reports periodically to the Board about accreditation matters, and the Board reviews and approves self-studies and midterm reports.

EVALUATION

Through the methods described above, the Board is informed about the accreditation process. However, the timing for the accreditation workshop was very late, given that it coincides with the completion of the institutional self-study. An ongoing process to stay abreast of accreditation issues and procedures would be helpful.

PLAN

- The Board should establish a policy on accreditation, including its own involvement in the accreditation process.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the Superintendent/President) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

DESCRIPTION

According to Board policy and consistent with Board practice, the Board takes full responsibility for the selection and evaluation of the Superintendent/President and delegates full responsibility and authority to the Superintendent/President. There is a clear policy governing the hiring of a Superintendent/President as well as his or her annual evaluation. (65, 66, 67)

The Board also delegates authority to the Superintendent/President under its policy governing Organization, which specifies

that the Board of Trustees is responsible for major administrative and management organization, with day-to-day supervisory duties being the responsibility of the Superintendent/President. (68) In addition, the job description of the Superintendent/President states that the Superintendent/President has a great deal of authority delegated by the Board of Trustees, but that the Board of Trustees retains responsibility for policy, resource allocation and other critical decisions. (69)

EVALUATION

The Board has and follows clear processes for the selection and evaluation of the Superintendent/President. The Board also has a clear policy for delegation of authority to the Superintendent/President, and the recent surveys of the college community showed wide agreement that appropriate delegation to the Superintendent/President is taking place as described.

PLAN

None.

IV.B.2. The Superintendent/President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

DESCRIPTION

The Superintendent/President reports to the Board of Trustees and is the chief executive officer for the college district. She works with a constituency-based policy committee to develop and recommend policies; provides direction through the ongoing Strategic Planning and program review processes; collaborates with the Chief Business Officer on short- and long-range budget planning; and sets the tone for communication and integrity at the College. She participates in the hiring of faculty and managers by conducting second-level interviews, and oversees the selection of hiring committees. She has been involved in the Student Learning Outcome movement over the years and provides support in that endeavor.

EVALUATION

The current Superintendent/President is highly regarded by the Board of Trustees and the college community. In the Fall 2007 staff survey, 79% agreed that the Superintendent/President

provides effective leadership (70) and 80% agreed that she communicates effectively to all constituencies. (71) One of the current Superintendent/President's hallmarks is inclusion of all constituencies in decision making and continuous communication. She is effective in using the Director of Institutional Research to generate data and communicate research results to the college community for use in their programs. She also works with the Director to assess the effectiveness of various college initiatives.

PLAN

None.

IV.B.2.a. The Superintendent/President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTION

The Superintendent/President assumes primary responsibility for Mendocino College and provides effective leadership. To carry out her duties, she relies on two Vice Presidents, the Vice President of Education and Student Services and the Vice President of Administrative Services.

The job descriptions for these two administrators working directly under the supervision of the Superintendent/President specify the duties of the positions and their relationship to the Board of Trustees, Superintendent/President, and College as a whole. They demonstrate that the VPs have been delegated areas of authority that do not overlap, but are comprehensive; the descriptions also demonstrate that the Superintendent/President retains operational responsibility and supervisory authority over these key positions. The Administrative Vice President oversees the Directors of Fiscal Services, Maintenance and Operations, Computing Services and Auxiliary Services. The Vice President of Education and Student Services oversees two Deans of Instruction for Ukiah and the Centers, the Dean of Student Services, the Athletic Director, the Child Development Center Director, and the Director of Distance Education. (72)

The other administrators reporting directly to the Superintendent/President are the Director of Institutional Research, the Director

of Public Information & Marketing, and the Director of Personnel Services.

EVALUATION

The Superintendent/President appropriately delegates authority to other administrators. She engages in continuous evaluation of the administrative and decision-making structures, striving to use human resources effectively and efficiently. Alternative organizational charts developed by the Superintendent/President (with the advice of key college committees) show that the Superintendent/President has been advising the Board of Trustees on administrative structures that will best serve this college. These pay special attention to the size, resources and complexities of Mendocino College. (73)

PLAN

None.

IV.B.2.b. The Superintendent/President guides institutional improvement of the teaching and learning environment by the following:

- 1. establishing a collegial process that sets values, goals, and priorities;*
- 2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- 3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- 4. establishing procedures to evaluate overall institutional planning and implementation efforts.*

DESCRIPTION

One area noted in the 2002 Institutional Self-Evaluation Planning Recommendations was that “[t]he college should continue to communicate clearer guidelines to staff about planning goals and outcomes.” (74) The Superintendent/President consistently makes it a priority to communicate clearly and regularly with staff about planning goals and accomplishments. In addition to communicating during committee meetings and one-on-one with others, she emphasizes goals and successes during staff inservice

sessions at the beginning of each term, providing detail in terms of who, what, why, where and how and backing up her remarks with statistical data. She was instrumental in creating the Integrated Timeline used for planning and resource allocation; she leads the annual planning retreats and follow-up sessions; and she reviews any changes to the program review forms and processes. She also encourages the wide distribution of data generated from the college research office, both internally and externally (by, for example, the 2007 Economic Impact Report). (75)

The list of 2007-2008 goals and objectives created by the Superintendent/President for the Board of Trustees demonstrates her connection with key educational goals and student learning outcome-based educational programs. These goals and objectives show that the Superintendent/President is involved in planning and overseeing many different aspects of the College and its educational programs, and the larger community. (76)

EVALUATION

The current Superintendent/President has made the development of goals and measurement of college movement toward those goals her highest priority. All college staff are made aware of the goals through several methods; most recently, staff have been encouraged to develop objectives in each of their areas to further those goals. The Director of Institutional Research is charged with assisting in creating assessment tools, measuring progress and disseminating results of assessment.

In Fall 2007, the Superintendent/President proposed a revised decision-making structure to better integrate resource allocation and planning. She is also supportive of the Student Learning Outcome effort and has approved the integration of SLO assessment into the overall college program review document.

Survey results consistently show that the college community recognizes the Superintendent/President's leadership in the areas addressed by this standard and the belief that she is being effective.

PLAN

None.

IV.B.2.c. The Superintendent/President assures the implementation of statutes, regulations, and governing board policies and assures

that institutional practices are consistent with institutional mission and policies.

DESCRIPTION

The Superintendent/President competently guides “the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.” She reviews policies and regulations prior to making decisions, and consults with other college staff when appropriate.

EVALUATION

There is no disagreement among staff that the Superintendent/President follows statutes, regulations and Board policies. The fact that 72% of staff believe that the College as a whole promotes high ethical standards is an indication that the Superintendent/President has set the tone for compliance and proper implementation of rules and regulations. (77) Under her leadership, all managers who implement those policies and regulations are also expected to act ethically and appropriately. The Superintendent/President makes it a practice to consult collegially with college staff whenever an issue of implementation arises.

PLAN

None.

IV.B.2.d. The Superintendent/President effectively controls budget and expenditures.

DESCRIPTION

The Superintendent/President effectively oversees and controls budget and expenditures, in keeping with the mission, vision and planning goals. She directly supervises the Vice President of Administrative Services and meets with him regularly about budget and expenditures. By policy, she must review any budget preparation for the Board of Trustees.

The Superintendent/President was instrumental in developing the Integrated Timeline for strategic planning and budgeting, which attempts to integrate program review and budget. In this document,

she has a major role in making decisions related to the budget. For example, she has the final authority in staffing decisions and must approve any budget augment requests throughout the year. (78)

At the direction of the Superintendent/President, the Vice President of Administrative Services presents a fiscal report to the Board of Trustees monthly. The Superintendent/President also meets regularly with constituent groups about budget matters and includes extensive budget information at each inservice day.

EVALUATION

There is general agreement that the Superintendent/President is effective in budgetary controls and expenditures. The College has recently had a reserve between 9% and 12% despite limited or no enrollment growth. With the Superintendent/President's leadership, all staff are motivated to be frugal without sacrificing service to students.

Not all staff believe they have sufficient input into budgeting and planning, according to the Fall 2007 staff survey. (79) To remedy this problem, the Superintendent/President has proposed a Budgeting and Planning Committee to replace the Institutional Master Plan Committee and the now-defunct Budget Review Committee.

PLAN

None.

IV.B.2.e. The Superintendent/President works and communicates effectively with the communities served by the institution.

DESCRIPTION

The current Superintendent/President has a strong, positive, and highly-credible presence in the District. She regularly participates in an enormous number and range of community events, and frequently speaks with business leaders and other community groups about Mendocino College. Her extensive community involvement, coupled with her willingness to discuss both what the College does well and where it needs to improve, fosters community trust and enables her to guide institutional improvement in an effective way.

The Superintendent/President is an active member of Rotary, the Chamber of Commerce and the American Association of University Women. She attends meetings of community groups weekly and

reports on all her community connections monthly to the Board of Trustees. (80) She has built relationships with local educators and participates in activities such as scholarship interviews with principals and school superintendents.

EVALUATION

By policy, it is the primary responsibility of the Superintendent/President to foster community relations and communicate to the public. The current Superintendent/President actively engages with the College's many communities and was a key to the passage of the Measure W bond in November 2006. Due largely to the Superintendent/President's efforts, 72% of staff agree that "Mendocino College effectively develops relationships with and communicates its mission to the community." (81)

PLAN

None.

SOURCES FOR STANDARD FOUR

- 1 Core Values
- 2 Strategic Plan of 2003
- 3 Integrated Timeline
- 4 Curriculum Committee composition
- 5 EAP committee
- 6 IMPSC committee
- 7 PPAC committee
- 8 Hot topic agendas
- 9 Planning retreat agendas
- 10 Program Management Guidelines
- 11 SS council agendas
- 12 Counselors' meeting agendas
- 13 Initial Basic Skills plan
- 14 Fall 2007 staff survey question #11
- 15 Fall 2007 staff survey question #17
- 16 Board policy No. 010
- 17 Admin Reg 010.0
- 18 Documents re: Datatel meetings
- 19 BIP committee
- 20 Program Review
- 21 Sample Board agenda
- 22 Board policy No. 102
- 23 Curriculum committee agendas
- 24 Curriculum committee forms
- 25 Program management guidelines
- 26 Fall 2007 staff survey question #6
- 27 Handbook on committee preface
- 28 URLs to Intranet site
- 29 Inservice agenda
- 30 CBOC documents
- 31 College goals
- 32 Self-studies and midterm reports
- 33 2006-2007 Board evaluation
- 34 Superintendent/President goals
- 35 Board Policy binder
- 36 Proposed Policy 002
- 37 Examples of policies in curriculum, instruction, and student programs
- 38 Board agendas 2006-2007
- 39 Board Policy No. 014 and 014.1
- 40 Board Policy No. 302
- 41 2007-2008 Board Goals

42	Agendas of Board workshops
43	Policy concerning Brown Act
44	Board Policy No. 607
45	Sample Board agenda
46	Standard IV.B. survey
47	Standard IV.B. survey
48	Board Policy No. 012
49	Standard IV.B. survey
50	Board webpage URL
51	Board Goals
52	Board Policies Nos. 001-006
53	Proposed Board Policy 002
54	Board Policy No. 009
55	Board Policy No. 008
56	January 2007 Board minutes
57	Spreadsheet re: Policy review timeline
58	Board Policy No. 011 and 011.1
59	League Trustee handbook
60	BOT URL
61	Board Policy No. 008 and 008.1
62	Board Policy No. 009
63	Board Policy No. 607
64	WASC workshop agenda
65	Policy on delegation to President
66	Policy on hiring President
67	Policy on evaluating President
68	Board policy No. 005
69	President job description
70	Fall 2007 staff survey question #31
71	Fall 2007 staff survey question #20
72	VP job descriptions
73	Various committee structure plans
74	Planning agenda from 2002 self-study
75	2007 Economic Impact report
76	2007-2008 S/P goals
77	Fall 2007 staff survey question #16
78	Integrated Timeline
79	Fall 2007 staff survey question #9
80	Examples of President reports to BOT
81	Fall 2007 staff survey question #45

PLANNING AGENDA SUMMARY

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS	
I.A.1	<ul style="list-style-type: none"> • Continue to refine the criteria for developing programs and services so that the Mission Statement is paramount. • Review program review directions and cycle for maximum effectiveness and alignment with the college mission.
I.A.2	<ul style="list-style-type: none"> • Research ways to communicate the Mission Statement to students more effectively.
I.A.4	<ul style="list-style-type: none"> • Revise its committee structure to better integrate budgeting with planning at the top decision-making level and ensure more college-wide involvement.
I.B.1	<ul style="list-style-type: none"> • Encourage each of the campus committees to more effectively use the college website more effectively as a means for communication.
I.B.2	<ul style="list-style-type: none"> • Determine means of assessing the college goals and develop timeline for measurement and dissemination of results. • Continue to work on the Educational Master Plan and make it and the Facilities Resources Master Plan more available to the college community.
I.B.3	<ul style="list-style-type: none"> • Disseminate research data more widely and provide workshops to explain data. • Move to revised committee structure that better integrates budgeting and planning.
I.B.4	<ul style="list-style-type: none"> • 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.” • Continue to encourage students to participate in ASMC and serve on committees. • Investigate ways to sustain grant-seeking and grant-writing at the College.
I.B.5	<ul style="list-style-type: none"> • Improve the accessibility of the Public Relations and Research webpages and update their content. • If departmental newsletters are to be published, make them accessible via the appropriate links on the college website. • Formulate a plan to assess effectiveness of communications to the public about institutional quality.
I.B.6	<ul style="list-style-type: none"> • Fully integrate the allocation of resources with its planning procedures. • Begin to collect data relative to college progress in meeting its identified goals.
I.B.7	<ul style="list-style-type: none"> • Within College committees, continue regular evaluation of assessment mechanisms and criteria for program success. • Complete SLO identification, assessment and response cycle.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

II.A.1.b	<ul style="list-style-type: none"> • Through the Director of Distance Education, assess online course quality and create policies and guidelines to ensure effectiveness of online courses. • Systematically assess need for courses in outlying areas as well as bilingual courses. • Work toward a comprehensive professional development plan for faculty with pedagogy as a focus.
II.A.1.c	<ul style="list-style-type: none"> • Complete program and institution level student learning outcomes, as well as appropriate assessment plans. • Once SLOs at each of these levels have been implemented, gather assessment results and use them for improvement of student learning.
II.A.2.a	<ul style="list-style-type: none"> • Continue developing specific Student Learning Outcomes for all courses/programs and guide faculty in assessing these.
II.A.2.b	<ul style="list-style-type: none"> • Continue to follow SLO timeline and identify faculty leads for disciplines without full-time faculty. • Incorporate SLO assessment into the program review process and use results to improve programs.
II.A.2.c	<ul style="list-style-type: none"> • Develop a comprehensive faculty professional development plan.
II.A.2.d	<ul style="list-style-type: none"> • Continue to plan and implement meaningful staff development opportunities, particularly in the area of learning communities. • Continue to provide faculty with an opportunity to learn new technology, particularly ETUDES training.
II.A.2.e	<ul style="list-style-type: none"> • SLOs will be completed and incorporated into program reviews.
II.A.2.f	<ul style="list-style-type: none"> • Evaluate any SLO assessment information from course-level reporting in 2008 program review. • Assess program-level SLOs in fall 2008 for reporting in 2009 program review.
II.A.2.h	<ul style="list-style-type: none"> • Develop a process to measure the College's effectiveness in matching credit awarded and student achievement of the course's stated learning outcomes.
II.A.2.i	<ul style="list-style-type: none"> • 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.
II.A.3.a	<ul style="list-style-type: none"> • Student Learning Outcomes for all general education courses need to be fully implemented with assessment plans.
II.A.3.c	<ul style="list-style-type: none"> • 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.
II.A.4	<ul style="list-style-type: none"> • Develop and publish course- and program-level SLOs for faculty, counselor, administration, and student access.

II.A.6.a	<ul style="list-style-type: none"> • Revise the catalog, schedule, and web to provide information to students on the practice of granting credit for transfer work and/or experience. • Explore the development of other non-traditional learning experiences that can grant college credit to eligible students. • Institutionalize review of AP exams and publish accepted AP scores on the website for student accessibility.
II.A.6.b	<ul style="list-style-type: none"> • Investigate improved methods of notifying all relevant staff of program modifications.
II.A.7.a	<ul style="list-style-type: none"> • Add Academic Freedom Policy to full-time and part-time Faculty handbooks.
II.A.7.b	<ul style="list-style-type: none"> • Identify more effective ways to prevent plagiarism through student notification or other means.
II.B.2	<ul style="list-style-type: none"> • More widely disseminate academic freedom and other relevant policies such as sexual harassment not currently in the catalog or schedule.
II.B.3.a	<ul style="list-style-type: none"> • Develop more comprehensive support services for online students.
II.B.3.b	<ul style="list-style-type: none"> • Pursue ways to recognize students' civic achievements and involvement. • Develop strategies for increased involvement of students in campus and student government.
II.B.3.c	<ul style="list-style-type: none"> • Provide some measure of training for faculty on advising in their particular disciplines.
II.B.4.	<ul style="list-style-type: none"> • Continue to integrate data into evaluation of student services, including SLO assessment.
II.C.1	<ul style="list-style-type: none"> • The Head Librarian will work on a new survey for faculty, students and staff that better defines their library/media needs • Library staff will develop new online delivery of tutorials for library services. • Library staff will work toward developing and implementing a half-unit, basic information competency course. • Library staff will begin scheduling regular workshops beyond library orientations and one-on-one instruction. • Offer online tutoring to accommodate distance education students. • Encourage more group tutoring, especially in problem-based courses.

STANDARD III: RESOURCES	
III.A.1.a	<ul style="list-style-type: none"> • Continue to periodically evaluate the selection procedure to support the employment of qualified personnel.
III.A.1.b	<ul style="list-style-type: none"> • 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 customized to reflect the uniqueness of online learning. • The peer and student evaluation forms for counselors, program directors and faculty with release time, and the Head Librarian, need to be made more concise and appropriate, in line with recent changes made to comparable forms used for instructors. • Complete the revisions to the evaluation process that are currently under review.
III.A.1.c	<ul style="list-style-type: none"> • The College plans to have a summary of SLO assessment incorporated into program review documents.
III.A.1.d	<ul style="list-style-type: none"> • 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.
III.A.2	<ul style="list-style-type: none"> • Continue to research the application of minimum qualifications for faculty and work with the Academic Senate to refine the application of equivalency.
III.A.3.a	<ul style="list-style-type: none"> • As college technology permits, personnel policies and procedures will be made more readily accessible through the college website.
III.A.4.a	<ul style="list-style-type: none"> • Update the Equal Employment Opportunity Plan pursuant to the guidelines set forth by the Chancellor's Office.
III.A.5.a	<ul style="list-style-type: none"> • The Flex Committee should consider producing an annual report which summarizes and evaluates the professional development of full-time faculty.
III.A.5.b	<ul style="list-style-type: none"> • 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.
III.B.1.a	<ul style="list-style-type: none"> • Improve staff input during the planning and development stages of new facilities, particularly in regard to staffing needs created by new facilities. • Create more adequate upgrade, replacement and maintenance plans.

III.B.1.b	<ul style="list-style-type: none"> • A computerized tracking system for service requests should be instituted with an automatic acknowledgment of repair requests and flexibility in prioritizing requests. • 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. • Provide first aid materials and emergency response training. • Address remaining ADA issues as bond-related projects are completed.
III.C.1.a	<ul style="list-style-type: none"> • The Technology Committee will work with the Disability Resource Center to ensure that appropriate ADA access is achieved. • Technology support, possibly including student help desk workers, for wireless and laptop users needs to be considered before these services continue to expand.
III.C.1.b	<ul style="list-style-type: none"> • Computing Services should establish more in-depth trainings after the initial offerings utilizing the new training facility.
III.C.1.c	<ul style="list-style-type: none"> • The 15 additional classrooms plus any created by bond projects will continue to be upgraded over the next three to five years. • 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.
III.C.1.d	<ul style="list-style-type: none"> • Continue to monitor advances in technology and adapt to these changes as necessary.
III.C.2	<ul style="list-style-type: none"> • Continue to survey users of the systems to ensure that all technology continues to be effective in the future.
III.D.1.a.	<ul style="list-style-type: none"> • Collegially consult with the Academic Senate and other constituent groups on the budget development process and timeline. • 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.
III.D.1.b.	<ul style="list-style-type: none"> • Continue developing enrollment management and marketing plans.
III.D.1.c.	<ul style="list-style-type: none"> • Update the current actuarial study.
III.D.1.d.	<ul style="list-style-type: none"> • Continue to assess the effectiveness of the integrated planning timeline and refine as appropriate.
III.D.2.c.	<ul style="list-style-type: none"> • In light of the recent tragedy at Virginia Tech, the College should focus increased attention on safety, security, and emergency preparedness.

STANDARD IV: LEADERSHIP AND GOVERNANCE

IV.A.1	<ul style="list-style-type: none">• Make changes to integrated timeline in order to fully integrate all important activities.• Continue to monitor involvement of all constituencies and create incentives for participation.
IV.A.2.a.	<ul style="list-style-type: none">• The College needs to continue its work to make changes to the program review forms, including information on Student Learning Outcomes.
IV.A.3.	<ul style="list-style-type: none">• Provide support to campus groups desiring an internet or intranet presence.
IV.B.1.a.	<ul style="list-style-type: none">• The Board should continue to govern by policy and keep in touch with the public it serves.
IV.B.1.b.	<ul style="list-style-type: none">• Post all Board policies and administrative regulations on the college website.• Investigate ways to better disseminate information about Board actions and policies.
IV.B.1.c.	<ul style="list-style-type: none">• Post policy revisions and decisions by the Board on the college website.
IV.B.1.d.	<ul style="list-style-type: none">• Copies of bylaws and policies should be published and maintained online, readily available to faculty, staff and the general public.
IV.B.1.e.	<ul style="list-style-type: none">• The Board should continue to evaluate itself, make modifications as warranted, and inform the college community and public of any changes.
IV.B.1.g.	<ul style="list-style-type: none">• The Board should take steps to ensure that its self-evaluation activities include measurable outcomes that are clearly communicated throughout the college community.
IV.B.1.h.	<ul style="list-style-type: none">• The Board should develop “a clearly defined policy for dealing with behavior that violates its code.”
IV.B.1.i.	<ul style="list-style-type: none">• The Board should establish a policy on accreditation, including its own involvement in the accreditation process.

