

Substantive Change Proposal:

Online Education

**Mendocino-Lake Community College District
1000 Hensley Creek Road
Ukiah, CA 95482**

Prepared by:

Vivian Varela

Director of Distance Education

Meridith Randall

Vice President of Education and Student Services

Accreditation Liaison Officer

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A Brief Description of Mendocino College

Mendocino College is a two-year community college committed to an open-door admission policy and a comprehensive curriculum offering two-year degrees, career-technical Certificates of Achievement, transfer programs, life-long learning classes, and community education. The Mendocino-Lake Community College District was formed in September 1972 by vote of the citizens of the Anderson Valley, Laytonville, Potter Valley, Round Valley, Ukiah, and Willits Unified School Districts. Planning for the development of the initial offerings of the College occurred in the Spring of 1973, with the first classes offered in July 1973.

Expansion of the District to include the Lake County Districts of Upper Lake, Kelseyville, and Lakeport occurred by vote of the citizens on November 5, 1974. The new District boundaries, established in July 1975, encompass 3,200 square miles of service area. In 1981 the name of the District became Mendocino-Lake Community College District to better reflect the geographical area being served.

Mendocino College is a rural college that serves approximately 6,000 students per semester in a District that encompasses the greater parts of Lake and Mendocino Counties in California. The 127-acre main campus is situated among the oaks on a country hillside that overlooks the Ukiah valley. The District serves approximately 100,000 people and eight unified school districts over 3,200 square miles. To serve this large territory the college operates two centers in addition to the main Ukiah campus: the Willits Center and Lake Center in Lakeport.

The median age for day students is 23 and the median age for evening students is 27, with 68 percent women and 32 percent men. Twenty-five percent of the student population self-identifies as an ethnic minority. The college serves as a major education resource for its communities, employing more than 400 classified, faculty and management personnel. The District has an excellent faculty and staff committed to providing quality education and service to the students and the community. In 1985, the college began its building program, including a state-of-the art Visual and Performing Arts Center. A 20,000 sq. ft. Science Complex opened in Fall 2004. Currently, a Library/Learning Center is planned to open in 2013.

In November 2006, the voters passed Measure W, a \$67.5 million facilities bond. Projects to be completed include four buildings in the College's original Master Plan: a Library/Learning Center including a distance learning classroom on the Ukiah campus, a Maintenance and Warehouse on the Ukiah campus, a permanent Center in north Mendocino County, and a permanent Center in Lake County.

Description of the Proposed Change

Distance education has been part of Mendocino College's educational plan for more than 15 years. As the college moved into the realm of interactive distance learning and telecommunications, the need to share information, review and support the growth of online learning led to the creation of a Distance Education Advisory Committee in 1994 (see Appendix A). In November 2000, the Distance Education Advisory Committee outlined a strategic plan to guide the growth of distance education with the goals of increasing enrollment and service to all communities within the district; this plan included the intention to hire a director in the future and use a common online course management system (Appendix B).

Without dedicated oversight, the Distance Education program was unable to provide the level of support for instructors and students necessary for the growth demanded by students. In 2007, the decision was made to hire a full-time Director of Distance Education. With the hiring of a director, Mendocino College has assisted faculty in developing an array of new online courses that provide students the opportunity to fulfill their AA/AS and transfer degree educational goals. This process has slowly evolved since the first three online sections were offered in fall 1998. The 2008-2009 academic year included 132 sections of distance classes, 115 online courses and 17 videocourses. Student demand and requests for a broader array of distance classes has led the college to approve a number of transfer-level and occupational-level courses, enabling students to nearly complete their graduation requirements online. Several departments report they plan to offer at least 50% of their courses online in the near future. They include Ethnic Studies, Child Development, and English. Additionally, the growth of AA/AS and transfer courses will allow students to earn a General Studies/Liberal Arts degree – Area of Emphasis in Business, Education, Humanities, or Social Science via distance education.

At the same time, an increasing number of general education classes applicable to Mendocino College degrees are available online starting in Fall 2010 or before; specifically, these are:

Anthropology 201

Earth Science/Natural Resources 200

History 150, 210, 211 and 212

Political Science 200

Psychology 215

Sociology 200, 201, 210 and 235

English 225, 245 and 246

Music 208

Philosophy 210, 220 and 230

These courses enable students to complete all of their GE requirements for an AA or AS degree online. In addition, students can complete competency requirements in mathematics and

English online and the two institutional requirements in Studies in Culture and Wellness. Therefore, this proposal also asks for approval to offer the general education program through distance education.

Distance Education in Relationship to Stated Mission

The college's mission statement is as follows:

Mendocino College provides education to our students and our communities by offering academic programs, transfer preparation, career and technical training, lifelong learning opportunities and student support programs that are dedicated to the achievement of student learning outcomes. (Revised July 8, 2009) (Appendix C)

To fully reach all of the district's communities, some of which are more than an hour away, online classes are necessary. Similarly, to adequately reach all of our students, many of whom work full-time and have families, the flexibility that online classes provide is necessary. Not to offer the majority of degree requirements and some entire degrees online would effectively prevent students from outlying areas of the district, such as Round Valley (two hours away from the main campus), from obtaining degrees or certificates.

Distance Education has been identified as an important component in meeting the college's strategic goals, which are derived from the Mission Statement. The main format is online classes using the Etudes course management system. What was once a large part of the college's distance offerings, videocourses, has been greatly diminished as student demand for online courses continues to grow. Online classes allow for more instructor – student interaction as required by Title V 55204 "Instructor Contact" requirements for "regular effective contact." The Board adopted a policy on Distance Education that included this language (Appendix D). This emphasis on effective contact reflects Mendocino College's commitment to both strategic goals One, "Become a learner-centered institution by focusing on student success," and Two, "Improve student access to college programs and services" (Appendix C).

Rationale for Offering Online Degrees, Certificates and General Education

The number of distance education courses and students enrolled in online classes has grown steadily in the last 10 years. Students taking distance education classes predominantly live within the college district (Appendix E). In Fall 2008, there were 898 unduplicated students enrolled in distance education courses. Eighty-eight percent of these students were residing in-district. By offering more distance courses leading toward an AA/AS degree or in fulfillment of the courses necessary for transfer to a CSU or UC campus, the college will provide high quality education to students within and around the Mendocino-Lake Community College District who are restricted from taking on-campus courses by time, location, family and/or work obligations.

As the distance education program has become more reliable and well-supported, the college has gained confidence that online degrees will serve student needs and retain a high level of quality. The governing board of the district has been supportive of the expansion of online courses, recognizing the value to students. Annually, the Board hears a report from the Director about student success in the program and urges continued expansion (Appendix F). Each semester, five to ten full- and part-time instructors take the intensive Etudes training and prepare themselves to teach online. Finally, the creation this spring of online SLOs (Appendix G) and their assessment (scheduled for Spring 2010) further bolsters the rationale for moving more fully into online instruction by allowing students to earn degrees and certificates. Consistent SLO assessment will ensure that quality is maintained and online courses are continuously improved.

With the turnover of faculty at the college in the last three years (for example, 10% of full-time faculty, or 5 instructors, chose to retire in May 2010), the conversion of courses to an online format has gained momentum. Many new faculty come to the college already experienced with online pedagogy and eager to add to our offerings. The Distance Education Advisory Committee has succeeded in creating the policy that governs quality, student learning outcomes, and a more effective course review system. For this reason, the college is making this application for a substantive change to serve the students each semester who have no other option than to take courses online and those who choose online courses over traditional classroom instruction.

The Planning Process Leading to the Request for Change

Distance education is defined as instruction that is delivered to students who are not physically “on site.” At least 51% of the content of a course must be delivered to students who are not “on site” to qualify as a distance education course. Mendocino College offers distance education courses through two systems: online and videocourses. Although much of the early distance curriculum was made up of videocourses, the college has systematically been reducing the number of courses offered in this mode due partly to the prohibitive costs associated with this type of course delivery versus online instruction. In addition, online courses provide a more consistent and higher quality educational experience. At the current time, the college offers only two classes via videocourse.

By fall of 1998, the first online courses were offered at Mendocino College. The initial online courses were delivered through a home-grown course management system, Teacher Tool-Kit. As more classes began using Teacher Tool-Kit, it became evident that the system was not robust enough for the growing demand of classes. With the departure of a key technical support person, Mendocino College, upon the recommendation of the Distance Education Advisory Committee, decided to move to Etudes (Classic) in Fall 2002 after exploring other course management systems. As part of the conversion to Etudes, the college held a series of trainings led by the director of Etudes, Vivie Sinou. In Fall 2006, Mendocino College transitioned to Etudes-NG and instructors interested in teaching online took a three-week online training course in the upgraded Etudes course management system. This training course is part of the commitment to

using Etudes and has been a valuable component in ensuring that our online courses are using best practices for the course management system.

Etudes management has been very responsive to the college's needs and is a cost-effective course management system. Most appreciated by the Distance Education Advisory Committee is the extensive training offered by Etudes for the new-to-the-system online instructor. The three-week online training sessions help faculty understand the various tools of the system while providing invaluable experience as both an instructor and a student using the course management system. There are also workshops offered for faculty that address the various concerns and strategies for pedagogically appropriate instruction, including online courses. Recent workshops include "You Can Teach Online—Here's How" and "Thinking Beyond Power Point: Engaging Students in Lecture Content." After each major upgrade in the course management system, an informational, hands-on training is offered. No instructor is permitted to use the Etudes system until he or she has completed the training satisfactorily.

One of the major objectives of the 2001-02 Strategic Master Plan was the commitment to develop and implement curricula that respond to student learning needs, changes in technology, transfer education, the economy, and the workplace. One of the activities of this objective was to "Develop on-line services and curricula to support distance education offerings and students away from campus centers."

The current Strategic Plan for 2009-2015, which was developed over several years through the shared governance process, supports increasing Distance Education through the following goal and objective.

- Strategic Goal #2: Improve student access to college programs and services.
- Objective #2.5: Increase number of courses offered on-line and enrollments in on-line classes by 20%. (Appendix H)

Mendocino College recently completed an Educational Master Plan that has, as one of its central principles, a recognition that technology-mediated instruction will expand: "There is a considerable challenge in maintaining the high quality of instruction that Mendocino College is known for as we develop more distance education and make greater use of technology in all aspects of the college experience... Distance Education will continue to be an important course delivery mode at Mendocino College. As courses are modified to include distance education as a method of instruction, the College will need to monitor the quality of instruction, success rates of students, and learning outcomes to ensure our reputation for excellence in instruction is maintained in cyberspace and beyond." These statements indicate the college-wide recognition that online instruction is central to the future of the institution as well as the awareness that support for the medium must be maintained to ensure quality.

Evidence of Official Approval by the Governing Board

All distance education courses receive the same approval from the Board as on-the-ground courses. In addition, the Distance Education Director makes an annual report to the Board

about student retention and success as well as increases in enrollment, additional courses and workshops. (Appendix F) The Board ratifies the contract with Etudes each year and has expressed an interest in seeing the online program expand to meet the needs of district residents. Finally, the Board recently approved the Educational Master Plan, quoted above, which presupposes growth in online instruction.

Evidence of Institutional Provision for Distance Education

Human Resources

The college has a dedicated 1.0 FTE Director of Distance Education who coordinates the Distance Education Program and provides assistance to faculty, staff, and students in support of the program. One-on-one training is available Monday through Friday and workshops for faculty are offered each semester. The Director of Distance Education shares a classified staff assistant with the Dean of Instruction-Ukiah. An Instructional Technology Specialist, based in the Library, provides Help Desk services for students experiencing technology problems both with the course management system and the online library offerings. In addition, the Information Technology department provides technical support staff to administrate the course management system upload of classes and students.

The Distance Education Director, who reports to the Vice President of Education and Student Services (Appendix R), meets with her regularly to evaluate program needs and curriculum options. The Distance Education Director also collaborates with the Deans of Instruction on scheduling and hiring of part-time faculty, and through the full-time faculty contract, she is empowered to evaluate part-time online faculty at a dean's request. She provides workshops for both students and faculty; oversees SLO development and assessment; and convenes monthly meetings of the Distance Education Advisory Committee.

Online faculty are hired using the same minimum qualifications and processes as all other faculty. They are also subject to the same evaluation process, including peer review for full-time faculty; recently, a revised student questionnaire was negotiated that asks questions more relevant to online classes (Appendix I). Faculty must complete the three-week Etudes training before being assigned an online class, and many meet with the Director of Distance Education for assistance in creating content. Throughout the academic year, the Director provides additional on-campus trainings and also provides financial assistance to faculty wanting to attend statewide or regional Etudes trainings. All courses being converted to an online format must be reviewed first by the Distance Education Advisory Committee and then receive formal approval from the college Curriculum Committee (Appendix J).

Administration and Governance

The Distance Education Program at Mendocino College has a history of serving ever greater numbers of students each semester. Oversight for the Distance Education Program is the responsibility of the dedicated 1.0 FTE Director of Distance Education. This position, created in

2007, coordinates distance education and provides technology training and support for faculty and staff. The Director is responsible for contracts, operations, and maintenance of the distance education program and reports to the Vice President of Education and Student Services. The position is paid from general funds.

All technology matters are handled by the Office of Instruction in collaboration with the Information Technology Department which is directed by the Vice President of Administrative Services. The Director and Distance Education faculty are encouraged to participate in distance education governance matters pertaining to the District through the Distance Education Advisory Committee, and are notified via email of meetings, forums and workshops. Distance Education represents an increasing portion of the college's overall FTES. Approximately 33% of full-time faculty currently teach online, and, in order to do so, they must have completed the Etudes training course.

Marketing Efforts

Online classes are marketed in the same manner as all other classes at the college, through the following media:

- Webadvisor
- College website
- Printed college schedule
- Periodic ads and press releases
- Radio announcements

Once the college receives approval to offer 50% of more of degrees and programs online, these same sources will be used to advise students of the change. All classes offered via distance education are clearly identified as such in both the online and printed schedules. In addition, both printed and web class descriptions include detailed information about Etudes, how to log in, and how to get assistance.

Physical Resources and Technology Resources

The new Library/Learning Resources facility is planned for construction beginning 2010. This facility will contain a dedicated distance education classroom for videoconferencing of courses to the off-campus centers and via the internet to all distance education classes. There will also be open computer labs and a video editing room for creating online content. Instructional technology resources are available in print, online, and via CD/DVD.

The computer labs on the Ukiah campus and at the two off-campus Centers include wide area network access to the college's central network and the college's Internet gateway. They are available for any currently enrolled student, including distance education students. The Etudes course management system is hosted by Etudes and is therefore not dependent upon college servers.

Financial Resources

The Distance Education operational budget of approximately \$40,000 covers the cost of the Etudes license and videocourse license fees as well as professional development costs to train at least 10 faculty per semester on the Etudes system. All other costs associated with the delivery of distance courses fall within the institutional budget for salaries related to program administration. The distance education budget is built into the general college budget each fall; like other budgets, it is subject to some small augments or cuts, but cannot be eliminated. Instructional costs for Distance Education courses in 08/09 totaled \$788,474.26 and the Director's salary was \$84,640. The college general fund, unrestricted expenditures for 08/09 was \$19,747,708; therefore, the proportion for Distance Education, including supplies and services costs, was 4.8%. See Appendix K for distance education budget detail. Faculty receive the same pay rate for online courses as for courses delivered traditionally.

Research and Planning

Mendocino College has a full-time Director of Institutional Research. The Institutional Research Office provides demographic data on distance education in the District, along with the enrollment patterns and student success and retention rates of the students in distance courses. Reports on student satisfaction, student engagement and other occasional surveys will now seek to sample enough distance courses and students so as to provide a separate breakout analysis for major reports. See Appendix L for Retention and Success Rate Comparison of Distance Education and Non Distance Education Courses at Mendocino College and Appendix M for data on FTEF/FTES Ratios for Distance Education Courses. The Director of IR has been involved in the collection of SLO data for distance education courses, and over the next year, will provide an analysis of the data collected.

Student Support

Student services and instructional departments adapted to this new medium by offering online services benefitting on-site students and distance students. Students were able to apply and register online beginning Summer 2009, access counseling services and an online orientation to the course management system, get financial aid information, access tutorials and an online writing lab, and do research online via the Library's online catalog and databases. Full implementation of the new Datatel Colleague system in late 2010 will provide a single point of entry for online student services for all Mendocino College students, including distance education students.

As part of this effort, the Distance Education website helps to disseminate information to both potential and current students. This information includes admissions and registration, technical support, and access to advising services. (See Appendix N) There is a technical help desk offering both telephone and email support during normal working hours from Monday through Friday. The Director also responds to email requests for support on a daily basis.

When the Distance Education Advisory Committee conducts an initial review of courses proposed for online instruction, it ensures that the courses are ADA and Section 508 compliant. (Appendix J) Students with disabilities receive face-to-face counseling at all three college locations, via email and by telephone.

Approval by Internal and External Constituencies

The College Strategic Plan and Educational Master Plan, both of which prioritize distance education, are developed and approved through the various college constituencies. The commitment to improve student access to higher education through distance education has been reflected in college strategic plans for several years, and also in the current Education Master Plan. All distance education courses have the same course outlines as on-the-ground versions, and are held to the same standards. The college is committed to distance education and will continue to evaluate and support a long-term plan for the needs of its distance students.

Since 1994 there has been a Distance Education Advisory Committee. This committee advises the Curriculum Committee and provides an opportunity to share information, perspectives and resources (both financial and community partnerships) among faculty and staff with an interest in the field of interactive distance learning. The committee also helps coordinate activities and initiatives related to interactive distance learning, including the development of SLOs. This committee has been in operation for 16 years with a goal of expanding distance education opportunities for students and ensuring that quality of distance education courses meets college and accreditation standards.

The Board of Trustees is aware and supportive of the expansion of the distance education program. On April 8, 2008 the College Board of Trustees approved a Distance Education policy specifically stating: “The same standards of course quality that apply to all courses shall be applied to distance education courses with full involvement of faculty through the Mendocino College Curriculum Committee process.” The policy also addresses the Title V mandate of regular effective contact: “Each section of a transferable credit course which is delivered as distance education shall include regular effective contact between instructor and students.” (Appendix D) Currently the Distance Education Advisory Committee is working with the Faculty Senate to determine a procedure to support the board policy.

Eligibility Requirements

1. Authority

Mendocino College’s authority to operate as a degree granting institution is the continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is noted on the page immediately following the title page of the Mendocino College Catalog.

2. Mission

The mission, vision, and values statement of Mendocino College are evaluated and revised by the Planning and Budgeting Committee and are approved by the Governing Board annually. In preparation for the 2008 Accreditation, the college re-evaluated the mission statement, surveyed all campus constituencies, and determined that the current mission statement appropriately reflects the mission of the college. The mission statement may be found in the Mendocino College Catalog and is one of the elements in the current Strategic Plan. Distance education is an integral part of the College mission, vision, and values as the institution reaches out to students who are unable to attend classes on campus, yet desire to further their educational goals.

3. Governing Board

A seven-member Board governs the Mendocino-Lake Community College District, a single college district. Trustees are elected to the Governing Board for four-year terms from each of the seven trustee areas within a two-county area –Mendocino County and the western portion of Lake County. The terms of the trustees are staggered to provide continuity. The student body elects a student trustee who serves a one-year term on the Board, and who votes on college business (except for closed session issues) in an advisory capacity. The Governing Board holds monthly meetings open to the public with notices and agendas widely posted in advance. In order to be accessible to members of the large two-county area, the Board holds one annual meeting at the Willits Center and at the Lake Center site respectively. The agenda contains an oral comments section for community comment. The college Academic Senate and the classified senate provide reports to the Board on a regular basis. As part of the curriculum approval process, the Board approves all changes in courses and programs, including the request for change in course delivery method to distance education, through its approval of the college catalog each spring.

4. Chief Executive Officer

The Superintendent/President of the college is selected by the Governing Board. Kathryn G. Lehner, Superintendent/President of Mendocino College, is the college's chief executive officer, whose primary responsibility is to the institution.

5. Administrative Capacity

The administration is adequate in number, experience and qualifications to provide appropriate administrative oversight. The dedicated Director of Distance Education is a 1.0 FTE position, more than sufficient to oversee the distance education program.

6. Operational Status

Students are enrolled in a variety of courses that lead to two-year degrees, certificates of achievement or completion, specializations, skills certificates and transfer.

7. Degrees

The majority of Mendocino College's offerings are in programs that lead to degrees as described in the Mendocino College Catalog, and a significant number of students are enrolled in these courses. Degree opportunities and transfer courses are clearly identified in the college catalog, available on the college website.

8. Educational Programs

Mendocino College's educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length and maintain appropriate levels of quality and rigor for the degrees and programs offered. Distance education degrees and courses are held to the same standards as all other educational programs. As part of the implementation of Student Learning Outcomes for classes at Mendocino College, distance learning classes use the same SLOs as on-campus courses. All adjunct instructors receive a stipend to complete the SLO assessment process for all courses at Mendocino College. Additionally, there are specific program SLOs for Distance Education at Mendocino College.

Mendocino College offers courses and programs serving both transfer-oriented students and career and technical students. Eleven associate degrees are 50-100% available via distance education. Additionally, one certificate is available through distance education (Appendix O). The college offers 28 Associate degrees and in 2007-2008 290 degrees were awarded. Mendocino College also offers 20 Certificates of Achievement and in 2007-2008 55 certificates were awarded.

9. Academic Credit

Academic credit is based on Title 5 – 55002.5 of the California Administrative Code.

10. Student Learning and Achievement

Mendocino College defines and publishes program educational objectives in the course outlines, in the college catalog, in occupational brochures, and in instructional planning documents that are reviewed and updated every six years. Student Learning Outcomes have been developed and are being assessed for all courses, all student support units, and most instructional programs. The Distance Education Advisory Committee has approved student learning outcomes that are being assessed for the first time in Spring 2010.

11. General Education

General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge (Title 5 – 55806). The quality and rigor of these courses is consistent with the academic standards appropriate to higher education. The general education component of programs is consistent with statewide standards. All distance education courses are reviewed for appropriate academic standards in the same manner as on-campus courses.

12. Academic Freedom

The college's academic freedom policy is codified as Board Policy 411; it is available through the college website and in various printed materials distributed to students and faculty, such as the part-time faculty handbook. This policy applies to all distance education courses, and the Distance Education Advisory Committee ensures that instructors retain all the rights of academic freedom regarding course content and teaching methods that are accorded to instructors of traditional courses.

13. Faculty

Mendocino College has 54 (Fall 2008) full-time instructors and 267 adjunct faculty teaching at the institution. The names, degrees, and years of employment of full-time faculty are listed in the college catalog. The faculty serves approximately 6,000 students by providing them with quality programs in transfer and occupational education and in the mastery of basic skills and English as a second language. Faculty responsibilities are stated in the contract between the Mendocino-Lake Community College District and the Mendocino College Federation of Teachers.

14. Student Services

Mendocino College provides appropriate services to all students and develops programs that meet the educational support needs of its diverse student population, including distance education students. The college provides services in the following areas: Admissions and Records, Career Planning/Job Placement, Articulation, Counseling, Extended Opportunities Programs and Services, Financial Aid and Scholarships, Student Affairs, Transfer Center, Veterans Affairs, the Mendocino College Children's Center, Disability Resource Center, Inter-Collegiate Athletics, the Learning Center, Library, Computer Labs, MESA, Student Development and Matriculation, the Mendocino College Bookstore, and Campus Food Services. Implementation of Datatel, an Integrated Information System, provides all students web access to enrollment services.

15. Admission Policies

The college's admissions policies are consistent with its mission and conform to parameters outlined in state law and college regulations. They are published in the college catalog, the schedule of classes, and on the Mendocino College web site. To enroll at Mendocino College, a student must satisfy the published requirements.

16. Information and Learning Resources

Mendocino College provides specific long-term access to information and learning resources and services to support its educational mission. These resources and services are primarily the responsibility of the Mendocino College Library.

Mendocino College's resources include a library collection of over 30,000 library materials and subscriptions to 90 journals and magazines in the physical library. In addition to the physical collection, the library also owns a 17,000 eBook collection (NetLibrary) and subscribes to

another 20,000 ebook collection which is multiuser. Online journal and magazine subscriptions currently stand at fourteen databases with access to millions of full-text articles. Within the library, information sources are accessed from nearly 19 technology stations, equipped with computers, monitors and VCRs, or other information technology setups. Most Mendocino College staff, and all students and faculty, have access to computers, e-mail and the Internet. The library has wireless capacity as do many other buildings and sites on campus. Students also have access to over 200 computers in the various computer labs on the Ukiah campus and the two Centers, Lake and Willits. The new Library/Learning Center will greatly increase student access to library services and computer technology.

17. Financial Resources

Most of the financial resources of the college come from the State of California. Additional funding is obtained from federal, state, and private sources. All funds coming to the college are carefully tracked and documented. The college maintains adequate reserve levels for contingencies and for expansion. The college maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future. The college currently projects a 14% reserve at the close of the 2009-2010 fiscal year.

18. Financial Accountability

The college is audited on an annual basis by an independent audit firm. The firm is selected by evaluating the scope of their experience, the size of the firm and their ability to provide backup personnel and a wide range of expertise. References are carefully evaluated. The audit firms employ *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants. The Governing Board reviews the audit findings, exceptions, letter to management, and any recommendations made by the contracted audit firm.

19. Institutional Planning and Evaluation

The Planning sections of the Self-Study demonstrate the wide-ranging basic planning for the development of the college, as does the 2009-2015 College Strategic Plan. The results of goals, strategies and outcomes of the Strategic Plan are reviewed by the college on an annual basis. The Planning and Budgeting Committee reviews these reports, documenting the activities aimed at improving programs and services.

20. Public Information

Mendocino College displays in writing and practice the model of institutional integrity. The mission statement of the college is clearly articulated in the college's catalog as well as in the Educational Master Plan and Strategic Plan. The college catalog, the district schedule of classes, and the Distance Education web site within the college web site provides the public with current information on: degrees and curricular offerings, student fees financial aid, refund policies, admissions policies, transfer requirements, hours of operation and appropriate contact information such as phone numbers and specific web pages where needed. The college also provides information and reminders about various activities, such as school performances, or important deadlines, such as late registration and financial aid, by direct mail. The college works

with the local media to ensure publication of important dates and activities of interest in various community and media calendars. The names and academic preparation of the faculty and administration are listed in the back of the college catalog. The names of the Governing Board members are also listed in both the catalog and the schedule of classes.

21. Relations with the Accrediting Commission

The Governing Board of Mendocino College provides assurance that the college adheres to the eligibility requirements and accreditation standards and policies of the Commission in its policies (see Appendix P). The college consistently complies with all Commission requests for information and reports in a timely manner, and is currently in good standing.

Accreditation Standards

Mendocino College was fully reaccredited in June 2008 and meets all standards of accreditation. The college will hold all courses and all operations related to distance education to the same standard as those for on-campus classes, as specified in Board policy (Appendix D).

Standard I: The Mission Statement, which guides Mendocino College, will equally apply to Mendocino's Distance Education Program. The college will establish a distance education program aligned with this purpose and specific to the needs of the greater student population. As noted earlier in this document, the distance education program is essential in helping the college meet its goals of increasing student access and realizing student achievement.

Standard II: The College assures the quality of the courses offered at this site. The college will continue to offer high-quality instructional courses and programs via distance education with the primary purpose of leading to transfer or to improve access to occupational courses. Courses will adhere to the established course outlines for use throughout the district, with imbedded student learning outcomes that mirror those in the curriculum taught on the main campus. All courses will be taught with the most appropriate pedagogy for the respective curriculum of each course and with the use of state-of-the-art instructional technology. All sections will adhere to the appropriate depth and rigor of those taught throughout the district and will be scheduled in timeframes appropriate to the subject matter. All Distance Education courses require express approval by the Curriculum Committee, which is only granted after review by the Distance Education Advisory Committee. (See Appendix J)

In addition to discipline-specific SLOs for each distance education course, the Distance Education Advisory Committee has begun the cycle of assessment for DE-specific SLOs. The first cycle of assessment and reflection will take place in Spring 2010. (See Appendix Q, Distance Education Program Review)

The student support services for distance education students will be sufficient to provide students access to the college, guidance in the admissions and registration process, financial aid advice and assistance, orientation to the college, and individual academic counseling, including the development of an individual educational plan. The students access online library resources, counseling services, enrollment support and technical assistance via the Internet.

Standard III: In hiring faculty, the college will maintain the same quality for distance education as for faculty at the on-campus sites. All faculty must meet the minimum qualifications in their respective disciplines. The faculty teaching distance education will undergo the same evaluation procedures as their counterparts on campus. Faculty office hours can be on site or online using information technology tools such as real-time chat or webinar tools like CCCConfer.

The college will provide sufficient security to protect student online accounts and personally identifiable information. The technology used will be state-of-the-art and the college will maintain the hardware and software in support of high quality instruction. The technology infrastructure is sound and will also be maintained through systematic review and upgrades as necessary.

Standard IV: One of the core values published in the Mendocino College Catalog is Continuous Improvement: “We work to integrate the best practices in education and evaluate our progress toward achieving those goals.” 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 that illustrate how the institution’s processes work to ensure effective participation across constituents in decision making and planning.

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. There is a Distance Education Advisory Committee that includes representatives from all campus constituency groups. Administration is represented by the Vice President of Education and Student Services, Instructional Deans, and Director of Admissions and Records; faculty representation is appointed by the Academic Senate and includes both full and part-time faculty; and classified staff who have direct contact with the program also serve on the committee. (Appendix A) The Director of Distance Education serves as the committee chair. The committee meets monthly and agendas and minutes are available on the college intranet.

Appendix A

Distance Education Advisory Committee

2009/ 2010 CHAIR: Vivian Varela

MEETING SCHEDULE: Monthly

BROWN ACT: No

YEAR FORMED: Fall 1994

ADVISEMENT TO: Curriculum Committee

BACKGROUND:

As the college moved into the realm of interactive distance learning and telecommunications, there was a need to share information, resources and ideas among interested parties.

PURPOSE:

Provide an opportunity to share information, perspectives and resources (both financial and community partnerships) among faculty and staff with an interest in the field of interactive distance learning. To help coordinate activities and initiatives related to interactive distance learning.

TYPICAL ACTIONS/DECISIONS:

- Provide progress reports on current and developing projects.
- Hear reports on potential grant sources, partnership opportunities and related project initiatives.
- Share ideas, insights and creative inspirations.
- Review Distance Education class proposals

COMMITTEE COMPOSITION:

<u>Group:</u>	<u>Number of members:</u>
Administrator for Distance Ed	1
Full-time Faculty	3
Part-time Faculty	1
Counselor	1
Dean of Student Services	
Director of Admissions and Records	
Classified	1

CHAIR IS DESIGNATED BY COLLEGE POSITION: Yes

MEMBERS CHOSEN/APPOINTED BY: Chair

MEMBERS SERVING BY VIRTUE OF THEIR COLLEGE POSITIONS:
Dean of Student Services, Director of Admissions, Director of Computing Services

PART-TIME FACULTY REPRESENTATION ON COMMITTEE: Yes

2009/ 2010 MEMBERSHIP

<u>Name</u>	<u>Constituent Group</u>
Vivian Varela, Chair	Director of Distance Education/Part-time Faculty
Meridith Randall	Administration
Candie Dickinson	Full-time Faculty, Counselor
Roger Hock	Full-time Faculty
Susan Janssen	Full-time Faculty
Tammy Rease	Part-time Faculty
Kristie Anderson	Director of Admissions and Records
Virginia Guleff	Dean of Instruction, Ukiah
Sue Goff	CTE Dean
David Bushway	Library Automation Technician
Steve Oliveria	Media Specialist
Toni Fort	Classified staff

Appendix B

November 7, 2000

To: Don Vasconcellos
Gaither Lowenstein

From: Meredith Randall

Re: Distance Education Plan

Attached is the overall outline of needs and recommendations from the Distance Education Planning Committee. It was the result of four meetings with the following members: Ruth Lincoln, Mark Rawitsch, Bob Comings, Jon Degallier, Virginia Wagner, Candie Dickenson, Miriam Pethel, Leslie Saxon-West, Vicki Patterson and Karen Christopherson.

We are inviting your comments and feedback before proceeding to a 3-year plan, which will include timelines, flowcharts, etc.

Thank you.

DISTANCE EDUCATION PLANNING COMMITTEE

PREAMBLE

It has become a cliché to note that future growth in higher education will depend upon an institution's ability to capitalize upon distance education. The primary reasons for this reliance on distance delivery are lack of facilities, increasing numbers of non-traditional students and competition from other educational institutions. In the last few years, "distance education" has become synonymous with asynchronous online instruction. However, videotapes, telecourses and hybrids (course which incorporate some elements of distance education into a traditional format) remain important methods of delivery.

In this district, which consists of two counties which are generally low-income, geographically isolated and may or may not have Internet access, the challenge is to determine the most effective methods of instruction and the courses which will attract the highest numbers of students. At present, without much innovation, Mendocino College averages 400 students (40+ FTES) per semester in distance education; the potential exists to double or triple that number in the near future. As important, it may be that only through distance education can the district serve currently underserved populations, which include students with disabilities, students not able to reach the main campus or centers, full-time workers with time constraints, and others.

PURPOSE

1. To formulate a strategic plan to guide the growth of distance education in the next few years, keeping the goals of increased enrollment and service to all communities within the distinct in mind.
2. To identify the resources needed to accomplish growth.
3. To recommend policies governing distance education (such as faculty compensation) to the appropriate committees.
4. To facilitate training in distance instruction for all faculty who would like to offer distance education courses.
5. To recommend "best practices" to faculty.
6. To conduct ongoing systematic evaluation of distance education courses and use this information to guide future decisions.

RECOMMENDATIONS

1. *Telecourses*

The committee recommends the continuation of telecourses with the following modifications:

- a. FTES generated by telecourses should be broken out and reported as such numbers are reported for the centers, and funding of the program should bear a relation to revenue generated. (As online courses increase, these should be included.)
- b. Instructional administrators should conduct research into telecourse users/potential users in order to offer the classes most likely to attract full classes.
- c. Accessibility to telecourses should be ensured in conjunction with increased DSPS funding.
- d. Increasing the effectiveness and quality of telecourses should be a goal using the following strategies:
 - Required web page for instructors.
 - Scheduled study groups and/or mentors in outlying areas.
 - Increasing availability of tapes in remote locations.
 - Online components, such as discussion boards or FAQs.

2. *Teleconferencing*

The committee recommends making fuller instructional use of this medium by piloting classes to Lake in Fall 2001.

3. *Faculty Preparation to Teach Online Classes*

The minimum requirement before a faculty member offers an online course are recommended to be:

- a. Attend an in-house, online education information flex workshop.
- b. Possess computer skills in:
 - PC and Mac platforms.

- Web course management tools.
 - HTML.
 - Discussion boards.
 - Spreadsheets.
- c. Possess basic knowledge of theories governing online education as offered by:
- Cerro Coso online education class series.
 - Current practical guides and books.
 - Conferences and/or workshops.
 - Recommended articles and websites.
- d. Take the Learning Styles Inventory available on the web.

Before actually beginning an online class, the instructor should:

- a. Create a web site with Teacher Toolkit to include the following:
- Course announcements.
 - Class Schedule.
 - Connections to external references.
 - Drop box/access to student work.
 - Posting current grades.
 - Discussion board.
 - Student presentation areas.
 - Timed online quizzes.
 - Student evaluations.
- b. Prepare and mail a class-specific cover letter to prospective students which includes instructions on:
- Book ordering.
 - Accessing the class page.
 - Accessing the Mendocino College online education page.

Students will be required to complete the Mendocino College online orientation to become familiar with:

- Basic skills necessary for online education.
- Glossary of terms.
- Plagiarism issues.
- Counseling and tech help contacts.

4. *Institutional Support and Resources*

Expanding the distance education program, particularly increasing the number of online classes, will require the following from the institution as a whole:

- Ability to provide counseling services and applications/registration online.
- Technical support for students.
- Technical support to help faculty translate classes to online delivery and support in managing classes.
- Compensation to faculty for putting courses online (approximately 200 hours), either as release time or flex time.
- Resources to make online courses accessible to disabled students.
- Resources to pursue an aggressive marketing strategy.
- Funding for evaluation.

Three non-district funding sources have been identified by the committee: TTIP, TANF, and VTEA. Combined, these sources could contribute up to \$60,000 per year toward the development and delivery of online courses

5. Evaluation

Implementation of online instruction should be incremental, accompanied by rigorous evaluation prior to expanding the range of offerings.

- Cost-benefits analysis of distance education (i.e. FTES generated vs. higher cost of delivery per unit of FTES.)
- Educational outcomes.

Appendix C

Mendocino College Mission, Vision, and Values Statement

Mendocino-Lake Community College District Policy 012 (revised August 12, 2008)

OUR MISSION

Mendocino College provides education to our students and our communities by offering academic programs, transfer preparation, career and technical training, lifelong learning opportunities and student support programs that are dedicated to the achievement of student learning outcomes.

OUR VISION

The vision of Mendocino College is to be a major contributor to the vitality of our communities by inspiring student learning and motivating personal development. We strive to deliver excellent, innovative educational and support programs that are accessible to all and focus on student success.

OUR CORE VALUES

Student Success: We are committed to helping students achieve their educational goals.

Collaboration: We participate in our communities to become informed about and engaged in local and global issues. We work collegially, both on campus and in our communities.

Respect: We recognize the worth of individuals by encouraging active participation, open exchange of ideas and collaborative decision making.

Integrity: We maintain public trust by being honest, fair and equitable and by honoring our commitments to our students, staff and communities.

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.

Responsiveness: We respond to requests and concerns in a timely and helpful manner. We listen to our students and our communities and institute changes based on identified needs.

Continuous Improvement: We work to integrate the best practices in education and evaluate our progress toward achieving our goals.

OUR STRATEGIC GOALS

In order to fulfill our mission and realize our vision, Mendocino College faculty and staff will concentrate on the following five long-term goals:

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 procurement and efficient use of financial, human and physical resources
5. Build new and stronger relationships with businesses, educators, agencies and other constituents of our communities

Appendix D



BOARD POLICY

No. 407

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

DISTANCE EDUCATION

Reference: Title 5, Section 55370 et seq.

Distance Education is defined as instruction delivered by various methods where the instructor and student are separated by distance for all or some portion of the course.

The same standards of course quality that apply to all courses shall be applied to distance education courses with full involvement of faculty through the Mendocino College Curriculum Committee process.

Each section of a transferable credit course which is delivered as distance education shall include regular effective contact between instructor and students.

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved, according to the District's course approval procedures.

Instructors of sections delivered via distance education shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls.

Section 55370 Article 2, Distance Education, Chapter VI of Part 6 of Title 5 of the California Code of Regulations

Appendix E

Residential Distribution of Students Enrolled in Distance Education Courses

Fall 2007

			NOT a resident of College District	Resident of College District	Total	
Number of unduplicated students		764				
Number of students enrolled only in DE		189				
Total Enrollment in DE		1118				
Cohort	1087	*Number of students with actual grades				
Retain	862					
Success	606					
FTES*	110.4					
Retention Rate	79.3%					
Success Rate	55.7%					
*unfactored FTES						
		Unknown	54	0	54	*
		Boonville	0	8	8	
		Branscomb	0	2	2	
		Calpella	0	2	2	
		Cloverdale	11	0	11	*
		Cobb	0	4	4	
		Covello	0	13	13	
		Finely	0	2	2	
		Glenhaven	0	3	3	
		Hopland	0	9	9	
		Kelseyville	0	44	44	
		Lakeport	0	61	61	
		Laytonville	0	19	19	
		Lucerne	0	20	20	
		Nice	0	14	14	
		Petaluma	1	0	1	
		Philo	0	3	3	
		Potter Valley	0	11	11	
		Redwood Valley	0	49	49	
		Rohnert Park	3	0	3	*
		Santa Rosa	2	0	2	*
		Talmage	0	3	3	
		Ukiah	0	303	303	
		Upper Lake	0	19	19	
		Willits	0	101	101	
		Windsor	1	0	1	*
		Wittier Springs	0	2	2	
		Total	72	692	764	

*Out of District Cities

Spring 2008

			Not in District	In District	Total	
Number of unduplicated students	918	Unknown	80	0	80	*
Number of students enrolled only in DE	235	Boonville	0	19	19	
Total Enrollment in DE	1326	Branscomb	0	2	2	
		Calpella	0	3	3	
Cohort	1308	Cloverdale	9	0	9	*
Retain	1032	Cobb	0	6	6	
Success	754	Covello	0	15	15	
		Finely	0	3	3	
FTES*	130.5	Forestville	1	0	1	*
		Geyserville	1	0	1	*
Retention Rate	78.9%	Glenhaven	0	2	2	
Success Rate	57.6%	Healdsburg	2	0	2	*
		Hopland	0	12	12	
*unfactored FTES		Kelseyville	0	48	48	
		Lakeport	0	78	78	
		Laytonville	0	17	17	
		Lucerne	0	16	16	
		Nice	0	26	26	
		Petaluma	2	0	2	*
		Philo	0	8	8	
		Potter Valley	0	20	20	
		Redwood Valley	0	57	57	
		Rohnert Park	1	0	1	*
		Santa Rosa	4	0	4	*
		Sebastopol	2	0	2	*
		Talmage	0	6	6	
		Ukiah	0	334	334	
		Upper Lake	0	22	22	
		Willits	0	117	117	
		Windsor	4	0	4	*
		Yorkville	0	1	1	
		Total	106	812	918	

* Out of District Cities

Summer 2008			City	Not in District	In District	Total	
Number of unduplicated students		404	Unknown	72	0	72	*
Number of students enrolled only in DE		275	Boonville	0	2	2	
Total Enrollment in DE		510	Branscomb	0	2	2	
			Calpella	0	3	3	
Cohort	485		Cloverdale	7	0	7	*
Retain	402		Cobb	0	3	3	
Success	325		Covello	0	3	3	
			Finely	0	3	3	
FTES*	56 (estimated)		Glenhaven	0	2	2	
			Hopland	0	3	3	
Retention Rate	82.89%		Kelseyville	0	22	22	
Success Rate	67.01%		Lakeport	0	22	22	
			Laytonville	0	1	1	
			Lucerne	0	5	5	
*unfactored FTES			Navaro	0	1	1	
			Nice	0	5	5	
			Petaluma	2	0	2	*
			Philo	0	2	2	
			Potter Valley	0	13	13	
			Redwood Valley	0	23	23	
			Rohnert Park	2	0	2	*
			Santa Rosa	5	0	5	*
			Talmage	0	4	4	
			Ukiah	0	141	141	
			Upper Lake	0	9	9	
			Willits	0	47	47	
			Total	88	316	404	

* Not in District

Appendix F

Report to the Board of Trustees September 2008

Distance Education @ Mendocino College *helping busy students reach their learning goals*

In August 2007 Distance Education at Mendocino College hired its first director, Vivian Varela. Support for this new position had been building as the college realized that more students could be reached via online learning and the program needed an individual to take the Online/Video/Travel course program to the next level. It has been one year since I accepted the position and I'd like to report on our progress as well as share the vision for the future of distance education at Mendocino College.

OUR COURSES AND PROGRAM

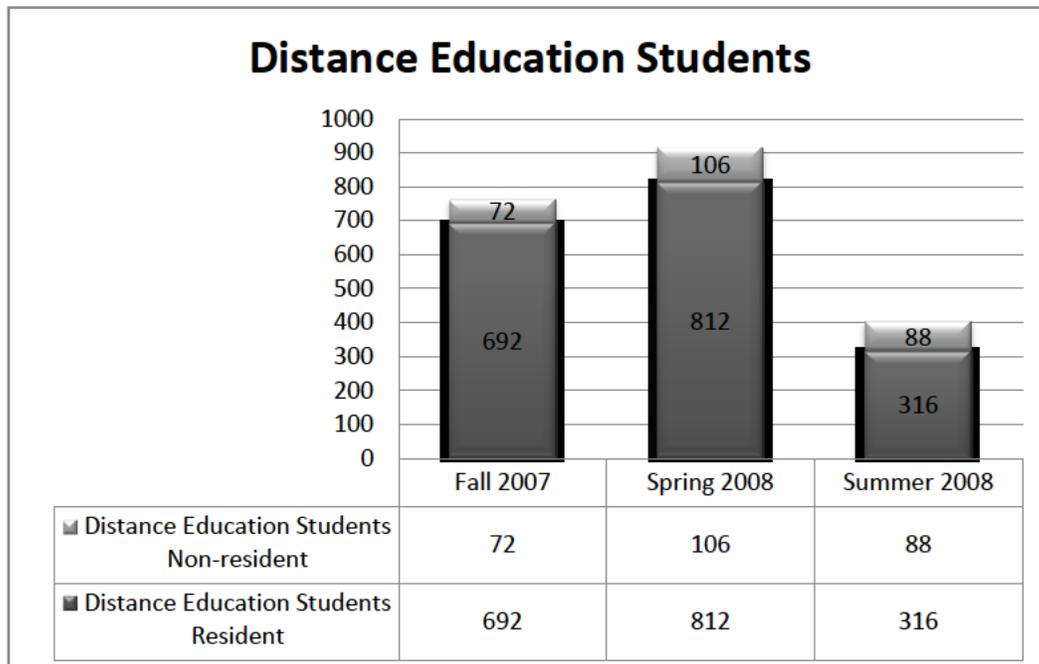
Increased course offerings provide our students the ability to earn most of their general education transfer classes via distance education.

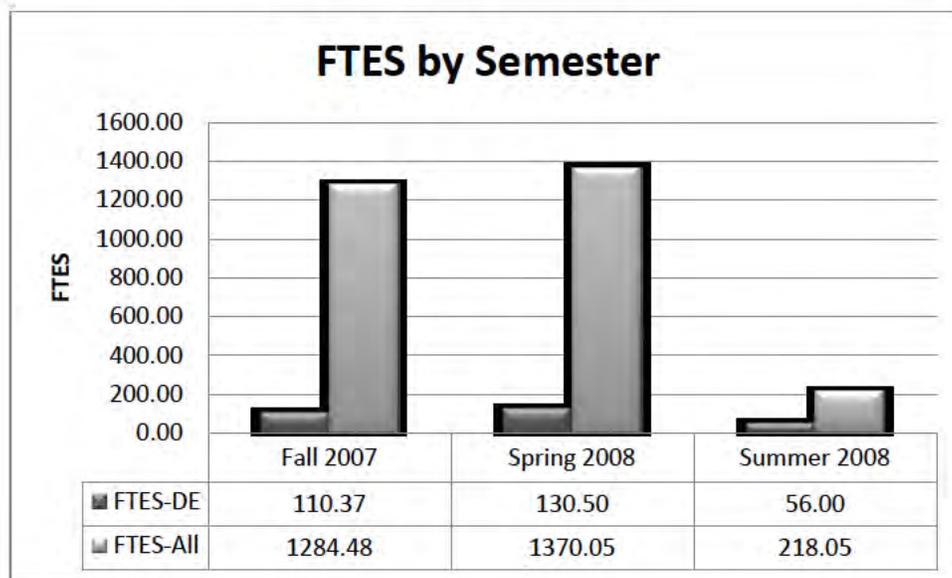
Fall 2007	Spring 2008	Summer 2008	Fall 2008
<ul style="list-style-type: none"> • 11 Video-based courses • 26 Online courses • 2 Travel courses 	<ul style="list-style-type: none"> • 12 Video-based courses • 29 Online courses • 2 Travel courses 	<ul style="list-style-type: none"> • 3 Video-based courses • 14 Online courses 	<ul style="list-style-type: none"> • 6 Video-based courses • 38 Online courses • 2 Travel courses

In the past school year 16 faculty members have completed the Etudes course management training. This is a three-week intensive online course that teaches the instructor the Etudes system as both a faculty member and as a student.

OUR STUDENTS

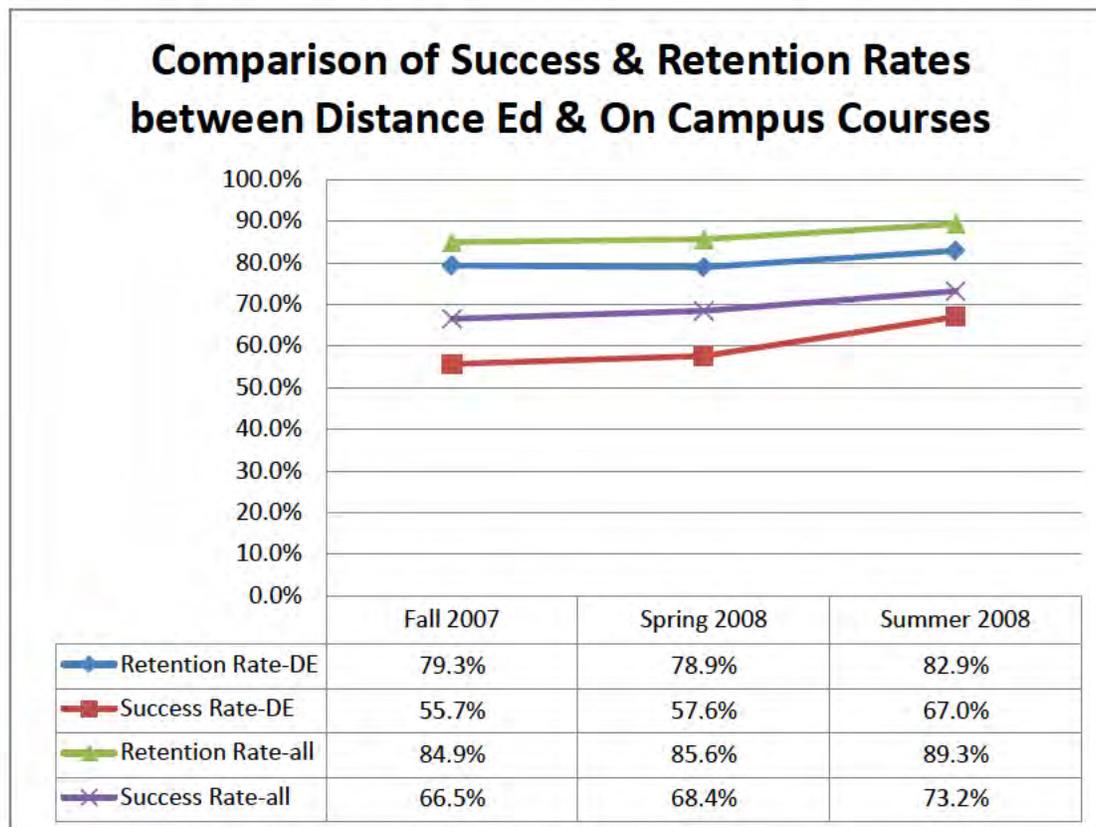
Enrollment is growing for distance education course both from within and without our district.





In Fall 2007 Distance Education accounted for 9% of the FTES for the college; that percentage increased to 10% for Spring 2008, and in Summer 2008 26% of the FTES for the college came from Distance Education courses.

STUDENT SUCCESS



Student success and retention rates are lower in distance education courses but both are increasing as more assistance through the distance education office is available for students. This lower rate is due in part to the type

of students who are taking online classes. Our typical online student is currently employed and is juggling responsibilities for home, family, and job. As one student commented, “Thank you for all the great classes that are now online!!! Online coursework is the ONLY reason I’m back in school and finishing my education after a 30 year hiatus.” Retention rates are also lower due to the more writing intensive environment, as well as the necessity of self-discipline to stay on track with assignments and coursework. The perception is online is easier but the reality is online courses provide the same academic rigor as on-campus courses. Another factor is the availability of high speed internet connections in our more rural communities. In a survey taken during the spring semester, 15% of our online students had only dial-up access to the internet.

THE FUTURE

With an eye to our more rural communities, I have begun to reach out to high schools within the college district. I’ve made visits to Laytonville and Potter Valley to talk to high school counselors and hope to attend a district-wide counselors meeting during the fall semester. There is a strong willingness to work with us to increase educational opportunities for the people of the area.

There are several Associate degree programs that have been proposed for distance education—Ethnic Studies, Liberal Arts with a concentration in Education, Liberal Arts with a concentration in Social Science—and all of the necessary courses should be available via distance education in the next 12-18 months.

Respectfully submitted,

Vivian Varela
Director of Distance Education

Appendix G



Mendocino College

PROGRAM LEVEL STUDENT LEARNING OUTCOMES

Term Effective:

Spring

2010

Semester

Year

Program Title:

Distance Education

(limit to 50 characters including spaces)

Initiator:

Vivian Varela

Date Submitted:

Mar 24, 2010

Degree:

Certificate:

Units:

Program Learning Outcomes: *(Enter the SLO's in an outline format. Use the Ctrl + Tab keys to indent for subtopics.)*

Expected learning outcomes for students taking Distance Education courses at Mendocino College:

1. Demonstrate substantive interaction by students with other students taking the course through the use of discussion boards and other communication methods.
2. Maintain consistent and effective interaction between students and instructors through the exchange of emails, comments on discussion boards, feedback on assignments, etc.
3. Demonstrate the study habits of self-discipline necessary to succeed in distance education classes.

SIGNATURES / APPROVALS:

Instructor(s)

Signature

Date

Instructor(s)

Signature

Date

Appendix H

Mendocino College Strategic Goals and Objectives 2009 - 2015

Strategic Goal	Objectives	Strategic Goal	Objectives
1. Become a learner-centered institution by focusing on student success	1.1	Success Rate	3. Enhance the student learning experience by providing educational, cultural and social opportunities beyond the classroom
	1.2	Basic Skills Advancement	
	1.3	Student Learning Outcomes	
	1.4	Retention Rate	
	1.5	Persistence Rate	
	1.6	Learner-centered Activities	
	1.7	Completion Rate	
	1.8	Awareness of Student Success	
	1.9	Certificates and Degrees	
	1.10	Student Support Programs	
	1.11	Transfer Rate	
2. Improve student access to college programs and services	2.1	Web Site	4. Maximize the procurement and efficient use of financial, human and physical resources.
	2.2	Student Portal	
	2.3	Under-represented Students	
	2.4	Child Development Center Services	
	2.5	On-line Education	
	2.6	Financial Aid and Book Scholarships	
	2.7	Student Ambassadors	
	2.8	After-hours and Weekend Services	
	2.9	Regional Coordinators	
	2.10	Student Housing	
3. Enhance the student learning experience by providing educational, cultural and social opportunities beyond the classroom	3.1	Opportunities Outside the Classroom	5. Build new and stronger relationships with businesses, educators, agencies and other constituents of our communities
	3.2	Wi-Fi Infrastructure	
	3.3	Study Spaces	
	3.4	Student Clubs and Organizations	
	3.5	Student Social Events	
	3.6	Community Service and Service Learning	
	4.1	Integration of Planning and Budgeting	
	4.2	Emergency Response	
4. Maximize the procurement and efficient use of financial, human and physical resources.	4.3	Funding from non-State Sources	5. Build new and stronger relationships with businesses, educators, agencies and other constituents of our communities
	4.4	Measure W Projects	
	4.5	Professional Development	
	4.6	Facility Use Policy	
	4.7	Human Resource Productivity and Efficiency	
	4.8	Foundation and Board Relationship	
	5.1	K-12 Faculty Connections	
	5.2	Community Organizations	
5. Build new and stronger relationships with businesses, educators, agencies and other constituents of our communities	5.3	K-12 Connections and Outreach	5. Build new and stronger relationships with businesses, educators, agencies and other constituents of our communities
	5.4	Guest Speakers	

MENDOCINO COLLEGE STRATEGIC OBJECTIVES FOR GOAL #2

Strategic Goal #2: *Improve student access to college programs and services.*

	Strategic Objectives	Target Completion Date
1.	Establish Web Committee and improve College web site for easier access to information and services.	November 2011
2.	Implement student portal using Datatel and develop accessible web-based services for students (orientation, advising, financial aid, tutoring).	September 2011
3.	Increase number of traditionally under-represented students at Mendocino College (Native Americans, Latinos) by 2% per year. (See KPI 2.3)	December 2012
4.	Research expansion of Child Development Center to accommodate more children.	June 2010
5.	Increase number of courses offered on-line and enrollments in on-line classes by 20%. (See KPI 2..2)	December 2010
6.	Increase number of students receiving financial aid and book scholarships by 10%. (See KPI 2.1)	July 2011
7.	Establish a student ambassador program to assist new and potential students.	July 2014
8.	Research student demand for after hours and weekend programs and services.	August 2012
9.	Research advantages and costs of hiring Regional Coordinators for outlying areas.	July 2012
10.	Investigate possible student housing.	June 2011

Note: March 2011 dates derived from timing of next student survey for Fall 2010. Questions regarding these topics will be included on survey instrument.

MENDOCINO COLLEGE
STRATEGIES TO ACCOMPLISH OBJECTIVES

Strategic Goal #2: <i>Improve student access to college programs and services.</i>		Objective #1: <i>Establish Web Committee and improve College web site for easier access to information and services.</i>			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Recruit members of Web Committee.	Faculty, Staff and Students	Dir. of IR; Dir. of DE; Director of A&R; IT rep.	November 2009	List of committee members and meeting dates
2.	Review other College web sites and document characteristics of preferred web sites.	Faculty, Staff and students	Members of Web Committee	February 2010	Review documents preferred characteristics; report to PBC
3.	Research cost of new website	Faculty, Staff and students	Members of Web Committee	By June 2010	Report on costs prepared and presented to PBC for approval
4.	Develop design, structure, look-and-feel and maintenance plan for College web site.	Faculty, staff and students; may cost up to \$50,000	Dir. of Institutional Research; Dir. of IT	June 2011	Review of web site design complete by ad hoc committee; report
5.	Implement new web site (Phase 1)	Staff time	Director of IT; Marketing	November 2011	Review of new web site; solicit feedback from community

MENDOCINO COLLEGE
STRATEGIES TO ACCOMPLISH OBJECTIVES

Strategic Goal #2: <i>Improve student access to college programs and services.</i>		Objective #5: <i>Increase number of courses offered on-line and enrollments in on-line classes by 20%.</i>			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Establish baseline information on classes and enrollment using Fall 2008	Staff; Data from CCCC	Dir. of IR	April 2009	Report to VPSS
2.	Determine classes and programs that can be delivered online.	Staff and Faculty time	Dir Distance Education; Dean of Instruction	June 2009	List of potential classes and programs
3.	Recruit and train faculty pool of instructors to staff potentially 15-20 new courses	Staff and Faculty	Dir. of Distance Education	On-going process; sufficient pool established by Spring 2010.	Statistics from Dir of Distance Education
4.	Complete Curriculum Committee processes for approval.	Faculty time	Dir. of Distance Education	Ongoing, beginning Spring 2009	Number of courses approved
5.	Provide professional development for faculty designing and teaching online courses.	Faculty time, Funds for workshop supplies	Dir. of Distance Education	Each semester, beginning Spring 2009	Number of faculty participating
6.	Schedule new online classes at a sufficient rate to achieve planned increase (about 5 per semester)	Staff and Faculty time	Dir. of Distance Education	Each semester, beginning Fall 2009; target completion Spring 2011	Number of classes/ enrollments
7.	Advertise new online classes.	Funding for marketing	VPSS	Each semester, beginning Summer 2009	Number of students taking online classes
8.	Support students taking classes online.	Funds for online services	VPSS; Dean of SSOR	Ongoing, beginning Fall 2009	Number of students accessing online services
9.	Analyze enrollment data to assess growth in on-line enrollment	Staff time, existing data sources	Dir. of IR; Dir. of Distance Education	December 2010	Statistical analysis report; Summary report to Dean of Instruction and VPSS

Appendix I



[Exit this survey](#)

Student Evaluation of Online Instructor - Groo

Purpose: Mendocino College strives for excellence in its instructional programs and services. This evaluation and your written comments will be used to improve the quality of these services.

Directions: Based on your experience with the instructor and the course materials you received, rate the instructor according to the following scale. Please be as objective as possible. Your responses will remain anonymous.

THE Instructor...

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Follows a course syllabus	<input type="radio"/>				
Shows concern for student success	<input type="radio"/>				
Clearly explains how frequently student contact will occur and follows stated contact policy	<input type="radio"/>				
Has an understandable grading system	<input type="radio"/>				
Prepares well each week	<input type="radio"/>				
Gives feedback concerning student work in a timely manner	<input type="radio"/>				
Explains the subject clearly	<input type="radio"/>				
Shows respect for students	<input type="radio"/>				
Encourages student participation	<input type="radio"/>				
Addresses students' concerns in a timely manner	<input type="radio"/>				
Uses appropriate technology effectively	<input type="radio"/>				
Answers questions clearly	<input type="radio"/>				

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Presents course material in a logical order	<input type="radio"/>				
Requires textbook(s) that are relevant to the course	<input type="radio"/>				

Comments: Write any suggestions or comments you have for the instructor. All student suggestions/comments will be typed verbatim and reviewed by the instructor and his or her supervisor.

Done

Appendix J

Request for Approval of Distance Education Delivery

Approval Process

Distance Education Committee

1. Please make an appointment with the Director of Distance Education to review this form and submit a copy of the current course outline when requesting Distance Education approval.
2. Attend Distance Education committee to discuss course and receive decision.

Curriculum Committee

1. Turn in course modification form or new course proposal form along with approved Distance Education proposal form to Curriculum Committee
2. Attend Curriculum Committee meeting to discuss course and receive decision.

“Distance Education is defined as instruction delivered by various methods where the instructor and student are separated by distance for all or some portion of the course.” Section 55370 Article 2, Distance Education, Chapter VI of Part 6 of Title 5 of the California Code of Regulations

Course Number _____ Course Title _____ Effective Semester _____

Course Initiator _____ Date _____

1. Course Status: all require placement on the Curriculum Committee calendar

___ This is an existing course that has not previously been offered through distance education. This new Distance Education option does not deviate from the course standards. Those methods of presentation, assignments, evaluation of student performance, and/or instructional materials that are significantly different from the traditional class are explained in the course outline.

___ This is a new course. A new course outline, course number, and catalog description are attached.

___ This is a revision of an existing course that already has a distance education option.

_____ change in content

_____ change in delivery mode (e.g. video to internet)

_____ change in both

_____ first time to submit “Request for Approval of Distance Education Delivery”

2. Delivery Method:

___ Online via the internet

Describe:

___ Face-to-face instruction with students

Describe:

___ Travel/Field Trip with or without instructor

Describe:

___ Other

Describe:

3. Rationale: describe how the goals and objectives of the course can be satisfactorily met through the proposed delivery method.

4. How will students interact with each other and the instructor?

5. How will the instructor fulfill the requirement of regular effective contact with students? Describe the nature and frequency of instructor-student interactions, and why you believe these interactions will be effective. See http://www.asccc.org/Publications/Papers/good_practice_distance.html, "Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Education."

6. How will the course be designed so that accessibility issues for students with disabilities are included?

7. List resources the college must provide to accomplish the course design and delivery (e.g. special software, site licenses, space and/or facility, and library resources). Also list resources required of students who take the course.

a. college resources

b. student resources

Reviewed by Distance Education Advisory Committee on: _____

Comments from Distance Education Advisory Committee:

Faculty Initiator	Date	Director of Distance Education	Date
-------------------	------	--------------------------------	------

Appendix K

51 Mendocino-Lake Comm. College J1568
EEC-DE

BUDGET REPORT
FROM 07/01/2009 TO 06/30/2010
UNAPPROVED TRANSACTIONS INCLUDED

BDX110 H.00.28 04/30/10 10:40 PAGE 1

FUND :11		Unrestricted - General Subfund		ACTIVITY:613000		Distance Education		
OBJECT CLASSIFICATION	APPROVED BUDGET	EXPENDED/RECEIVED		%	ENCUMBERED	UNENCUMBERED		
		CURRENT	YEAR TO DATE			BALANCE	%	
1210 Academic Administrator	79,689.00	65,469.00	65,469.00	82.1	0.00	14,220.00	17.8	
TOTAL: 1xxx	79,689.00	65,469.00	65,469.00	82.1	0.00	14,220.00	17.8	
3120 STRS - Non-Instructional	6,574.00	5,401.22	5,401.22	82.1	0.00	1,172.78	17.8	
3340 Medicare - Non-Instructional	1,155.00	949.30	949.30	82.1	0.00	205.70	17.8	
3420 Health Non-Instructional	17,567.00	14,400.00	14,400.00	81.9	0.00	3,167.00	18.0	
3520 SUI Non-Instructional	239.00	196.44	196.44	82.1	0.00	42.56	17.8	
3620 Work Comp Non-Instructional	1,400.00	1,150.75	1,150.75	82.1	0.00	249.25	17.8	
TOTAL: 3xxx	26,935.00	22,097.71	22,097.71	82.0	0.00	4,837.29	17.9	
4310 Instructional Supplies	500.00	0.00	0.00	.0	75.00	425.00	85.0	
4318 Computer Software	500.00	0.00	0.00	.0	0.00	500.00	100.0	
4550 Printing	1,000.00	0.00	0.00	.0	0.00	1,000.00	100.0	
4620 Field Trips	1,000.00	0.00	0.00	.0	0.00	1,000.00	100.0	
TOTAL: 4xxx	3,000.00	0.00	0.00	.0	75.00	2,925.00	97.5	
5230 Travel Business	3,300.00	375.00	375.00	11.3	0.00	2,925.00	88.6	
5240 Travel Prof Dev	2,000.00	596.76	596.76	29.8	0.00	1,403.24	70.1	
5310 Dues And Membership	31,000.00	32,460.88	32,460.88	100.0	0.00	1,460.88-	.0	
5810 Postage	0.00	19.80	19.80	100.0	0.00	19.80-	.0	
TOTAL: 5xxx	36,300.00	33,452.44	33,452.44	92.1	0.00	2,847.56	7.8	
TOTAL: 1xxx - 5xxx	145,924.00	121,019.15	121,019.15	82.9	75.00	24,829.85	17.0	

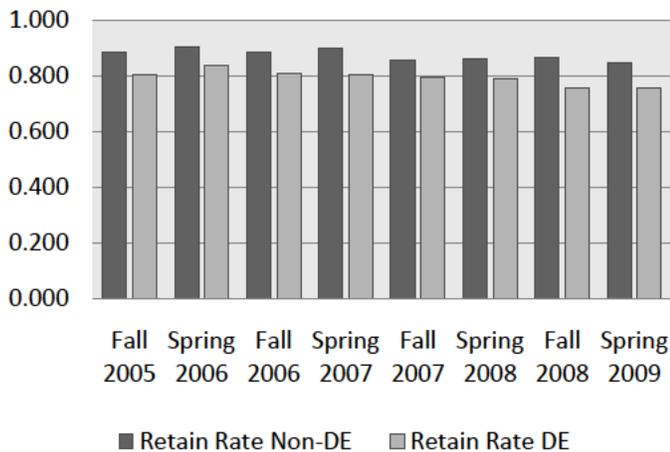
Appendix L

Retention and Success Rate Comparison of Distance Education and Non Distance Education Courses at Mendocino College

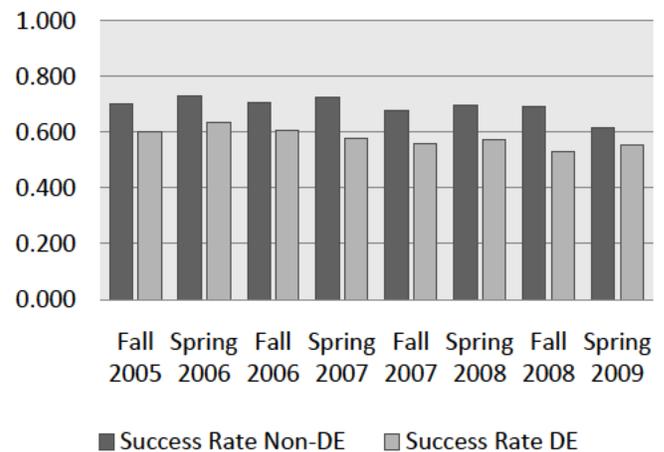
All Courses, All Enrollments

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
Retain Rate Non-DE	0.885	0.903	0.885	0.898	0.855	0.864	0.868	0.846
Success Rate Non-DE	0.704	0.731	0.709	0.727	0.676	0.697	0.693	0.618
Retain Rate DE	0.807	0.836	0.809	0.807	0.793	0.789	0.759	0.759
Success Rate DE	0.603	0.636	0.607	0.578	0.557	0.576	0.532	0.554
Proportion of Enrollment DE	0.072	0.038	0.083	0.078	0.087	0.096	0.099	0.091
Total Non-DE Cohort	10298	10313	9727	10715	10743	11331	10866	13466
Total DE Cohort	781	984	904	936	1087	1308	1321	1386
Total Cohort								
Total Non-DE Enrollment	11789	11924	11565	12025	11802	12431	12083	14136
Total DE Enrollment	909	1066	1050	1019	1118	1326	1334	1412
Total Enrollment	12698	12990	12615	13044	12920	13757	13417	15548

Retention Rate



Success Rate



Appendix M

Comparison of FTES/FTEF Distance Education and Non-Distance Education Courses 2007 - 2009

Sum	Fall 2007 DE				Fall 2007 Non-DE				
	dept	enroll_sum	fes_sum	ftef_true	FTES/FTEF	enroll_sum	fes_sum	ftef_true	FTES/FTEF
	ADJ	10	0.971429	0.2	4.857142857	178	17.04286	3.7636	4.528339128
	AST	37	3.594286	0.4	8.985714286	56	5.390476	0.6988	7.713904108
	BIO	12	1.165714	0.2	5.828571429	284	39.85714	3.0998	12.8579724
	BOT	57	4.76	0.3084	15.43450065	303	17.49143	5.279	3.3133981
	BUS	146	12.70095	1.059	11.99334502	421	58.46819	7.5456	7.748646957
	CSC	62	6.497143	0.6282	10.3424751	799	52.03276	5.2092	9.988628178
	EAS	16	1.554286	0.2	7.771428571	34	4.086667	0.7	5.838095238
	ECO	27	2.622857	0.2	13.11428571	46	4.862857	0.2	24.31428571
	EDU	81	3.399429	0.4732	7.183914986	209	6.292381	0.5	12.5847619
	ENG	72	7.706667	0.8666	8.892991769	949	114.4743	10.5132	10.88862437
	GDN	26	0.85181	0.1324	6.433606675	223	12.47962	1.3168	9.477231962
	HLH	37	3.594286	0.2	17.97142857	342	44.72667	8.7142	5.132618791
	HST	51	4.954286	0.2	24.77142857	234	23.20571	1.7858	12.99457626
	HUM	14	1.36	0.35	3.885714286				
	MTH	165	23.2819	2.0002	11.6397884	1019	117.5078	10.2268	11.49018359
	NRS	32	3.108571	0.2	15.54285714	32	4.025714	1.9	2.118796992
	PHL	71	6.897143	0.4	17.24285714	90	8.842857	0.6	14.73809524
	POL	30	2.914286	0.2	14.57142857	99	10.15429	0.8	12.69285714
	PSY	118	11.43771	0.7956	14.37621202	435	39.00667	3.3086	11.78947793
	SOC	16	1.554286	0.2	7.771428571	97	9.781905	0.9866	9.91476258
	SPN	27	4.371429	0.6668	6.555831691	271	25.21619	2.658	9.486903866

Sum	Spring 2008 DE				Spring 2008 Non-DE				
	dept	enroll_sum	fes_sum	ftef_true_sum	FTES/FTEF	enroll_sum	fes_sum	ftef_true_sum	FTES/FTEF
	ADJ	69	6.702857	0.4	16.75714286	377	15.77238	1.5274	10.32629367
	AST	64	6.217143	0.4	15.54285714				#DIV/0!
	BIO	17	1.651429	0.2	8.257142857	343	49.45905	4.4164	11.1989511
	BOT	45	3.594286	0.3084	11.65462294	291	13.22552	2.6364	5.016508803
	BUS	107	8.645714	0.4666	18.52917764	340	37.16	3.4002	10.9287689
	CDV	50	4.857143	0.4	12.14285714	555	38.19048	4.4556	8.571343072
	CSC	56	6.411429	0.4832	13.26868496	785	44.37733	4.7672	9.308888516
	EAS	18	1.748571	0		42	4.314286	0.7	6.163265306
	ECO	28	2.72	0.2	13.6	57	5.862857	0.4	14.65714286
	EDU	98	3.490476	0.4822	7.238648259	105	1.118095	0	(EDU 500)
	ENG	112	10.88	1	10.88	829	98.116	9.733	10.08075619
	GDN	66	4.737524	0.5324	8.898429394	105	5.766667	0.7378	7.816029638
	HLH	29	2.817143	0.2	14.08571429	463	49.35733	5.434	9.083057294
	HST	24	2.331429	0.2	11.65714286	227	22.45714	1.8	12.47619048
	HUM	18	1.748571	0.35	4.995918367				
	MTH	161	23.18476	2.0002	11.59122183	865	95.33962	9.8636	9.665803464
	NRS	10	0.971429	0.2	4.857142857	9	0.925714	0.2	4.628571429

PHL	90	8.742857	0.4	21.85714286	86	8.058667	0.7858	10.25536608
POL	52	5.051429	0.4	12.62857143	130	12.71714	0.9942	12.79133259
PSY	116	11.28629	0.7972	14.15740807	475	38.57886	2.8374	13.59655218
SOC	43	4.12381	0.3866	10.66686374	124	12.41714	1.2	10.34761905
SPN	53	8.580952	0.6668	12.8688548	238	19.49143	2.4676	7.898941713

Fall 2008 DE

Fall 2008 Non-DE

Sum

xdept	enroll_sum	ftes_sum	ftef_true_sum	FTES/FTEF	enroll_sum	ftes_sum	ftef_true_sum	FTES/FTEF
ADJ	12	1.165714	0.2	5.828571429	239	16.38571	1.3376	12.25008544
AST	47	4.565714	0.4	11.41428571	80	7.533333	0.6988	10.78038542
BIO	15	1.457143	0.2	7.285714286	320	48.15524	3.7498	12.84208174
BOT	66	5.213333	0.3084	16.90445309	284	13.48133	2.7792	4.850796392
BUS	158	15.28381	1.1314	13.50875864	288	33.05143	2.852	11.58885995
CDV	20	1.942857	0.2	9.714285714	422	29.95524	2.5558	11.72049382
CSC	53	6.864762	0.4832	14.2068748	737	46.02381	3.4628	13.29092339
EAS	18	1.748571	0.2	8.742857143	55	5.572381	0.7	7.960544218
ECO	27	2.622857	0.2	13.11428571	68	7.088571	0.6	11.81428571
EDU	49	5.342857	0.566	9.439676931	209	13.21333	0	(EDU 500)
ENG	152	15.70476	1.4666	10.70827895	886	110.1552	10.0296	10.98301409
GDN	24	0.786286	0.0662	11.87742771	145	7.841333	0.9828	7.978564645
HLH	60	5.828571	0.4	14.57142857	326	28.23143	2.8854	9.784233926
HST	49	4.76	0.4	11.9	240	24.98	1.8	13.87777778
HUM	27	2.622857	0.35	7.493877551				
MTH	182	25.80762	2.0002	12.90251927	922	103.9853	9.6644	10.7596264
MUS	24	2.331429	0.2	11.65714286	533	55.80152	6.8668	8.126277714
NRS	43	4.177143	0.2	20.88571429	28	2.768571	0.4	6.921428571
PHL	59	5.731429	0.4	14.32857143	93	9.16	0.7858	11.65691016
POL	47	4.565714	0.4	11.41428571	121	12.20095	0.7866	15.51099972
PSY	116	11.23886	0.7956	14.12626589	460	41.02095	3.2154	12.75765142
SOC	55	5.342857	0.4	13.35714286	83	8.299048	1.1808	7.028326236
SPN	22	3.561905	0.6668	5.341788785	265	22.87524	2.458	9.306443489
THE	9	0.874286	0		161	21.43429	2.1238	10.09242194

Spring 2009 DE

Sum

xdept	enroll_sum	ftes_sum	ftef_true_sum	FTES/FTEF	enroll_sum	ftes_sum	ftef_true_sum	FTES/FTEF
ADJ	49	4.76	0.4	11.9	265	11.64286	0.8936	13.02915974
ANT	23	2.234286	0.2	11.17142857	79	7.856571	0.6	13.09428571
AST	51	4.954286	0.2	24.77142857	92	8.670476	0.6988	12.40766484
BOT	79	6.836	0.5666	12.06494882	325	13.89562	2.4888	5.583260627
BUS	154	14.92762	0.9998	14.93060517	258	27.61619	2.5332	10.90170159
CDV	28	2.72	0.2	13.6	530	36.45429	3.5216	10.35162588
CSC	67	8.678095	0.7248	11.97308946	805	49.72248	4.3518	11.42572641
EAS	19	1.845714	0	#DIV/0!	69	6.490476	0.75	8.653968254
ECO	38	3.691429	0.2	18.45714286	61	6.274286	0.4	15.68571429
EDU	29	3.158095	0.5548	5.692312974	188	9.224762	0.2042	45.17513176
ENG	118	12.0781	1.0666	11.32392203	883	104.0448	9.4094	11.05753416

GDN	20	0.655238	0.0662	9.897856424	139	7.576952	0.9058	8.364928661
HLH	59	5.731429	0.4	14.32857143	463	43.57962	5.0028	8.711045624
HST	78	7.577143	0.5942	12.75183921	252	25.25714	1.8	14.03174603
HUM	28	2.72	0.35	7.771428571	17	0	0.1334	0
MTH	183	25.6781	2.0002	12.83776384	994	109.2038	9.6308	11.33901748
MUS	50	4.857143	0.4	12.14285714	576	62.00724	5.795	10.70012737
NRS	10	0.971429	0.2	4.857142857	21	2.16	0.4	5.4
PHL	34	3.302857	0.2	16.51428571	81	7.836571	0.5858	13.3775545
POL	29	2.817143	0.2	14.08571429	174	16.5981	1.2666	13.10444911
PSY	127	12.36229	0.7972	15.50713211	501	41.83448	3.1764	13.17040555
SOC	90	8.742857	0.5942	14.71366062	106	10.11905	1.2914	7.835719079



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[Online Faculty Resources](#)

Distance Education at Mendocino College

helping busy students reach their learning goals

Director of Distance Education

Vivian Varela

Email: varela@mendocino.edu * Office Phone: (707) 467-1024

IMPORTANT: NEW ETUDES LOG-IN ID!

Log in to your course on the first day of the class. Here's how:
Go to the ETUDES portal at <http://etudes-ng.fhda.edu/portal>

Login ID	Password
First 2 letters of first name + First 2 letters of last name + Last 5 digits of Student COLLEAGUE ID (Type using all lower case letters) Example: Jose A. Garcia Student ID: 1021945 Username = joga21945	Month Day of birth in school records (Type using all lower case letters) Example: Birthday is April 11th, 1982 (04/11/82) Password = 0411

Important note! The Colleague ID is the new 7-digit number assigned for summer & fall enrollment. You can find out your new Colleague ID by selecting My Profile in the Student Menu in WebAdvisor.

Offering several types of distance education classes, including online and video courses, Mendocino wants to help you earn your Associate Degree or prepare for transfer to a four-year university. Anytime, anywhere education is possible with access to a computer and the internet!

- [Fall 2009 Distance Education Courses & Descriptions](#) Read your instructor's course description, find out how to log-in to your specific class, required textbooks, general class requirements, and other useful information!
- [Spring 2010 Distance Education Courses & Descriptions](#) Read your instructor's course description, find out how to log-in to your specific class, required textbooks, general class requirements, and other useful information!
- [Course Compass Log-in Information](#) - Math classes at Mendocino College use Course Compass
- [ETUDES Portal](#) -most of Mendocino College's online courses use ETUDES to deliver your classes
- [New to ETUDES?](#) Here is an [Online Orientation](#) (Flash presentation opens in a new window) that will show you the basics of how to use ETUDES. Here is a [flash tutorial](#) (Flash presentation opens in a new window) that demonstrates the log in protocol. Be sure to check System Requirements before getting started with ETUDES. You need to do this on each computer you use while taking a class through ETUDES.
- [ETUDES Course:](#) You will log into the Etudes classroom with the NEW log-in information provided below.

Log-in ID	Password
First 2 letters of first name + First 2 letters of last name + Last 5 digits of Student COLLEAGUE ID (Type using all lower case letters) Example: Jose A. Garcia Student ID: 1021945 Username = joga21945	Month Day of birth in school records (Type using all lower case letters) Example: Birthday is April 11th, 1982 (04/11/82) Password = 0411



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Distance Education at Mendocino College

For New Students

1. Apply to the College

If you are a new student, or you have not completed a course in the last two semesters, you will first need to apply and be admitted to the College. You may apply online at [CCC Apply](#) (link opens in a new window). If you prefer, you may complete an [application](#) (pdf file opens in a new window) and send it to Admissions and Records, 1000 Hensley Creek Rd., Ukiah, CA 95482. Applications may also be submitted in person at any campus.

2. Apply for Financial Aid

Contact the [Financial Aid Department](#) to see if you are eligible for grants, loans, scholarships, or [fee waivers](#). Complete the paperwork *before* you register!

3. Select your courses

If you are a new and need help making decisions, contact [Student Services](#) at 707-468-3048, or access the [Online Advising](#) web site.

4. Register for classes

Register for classes on [WebAdvisor](#) (link on college homepage) OR Telephone Registration system ("TELREG") at 707-468-3353 or 1-888-835-8816. Check the College home page for [registration dates](#).

5. Get oriented to online learning

Mendocino College uses an online learning software system called ETUDES. Here is a [tutorial](#) (link opens in a new window) that will show you the basics of how to use ETUDES. At the beginning of each semester, the College has [on-ground orientations](#) at each campus. The dates and times are on the web and in the printed schedule.

Very Important: Some instructors require an on-ground, face-to-face orientation. *Math courses use different software. Be sure to read the course description carefully, to be sure you can meet all requirements of the course. If you have taken online courses before, and believe you can succeed without attending the orientation, you may discuss this with the instructor, but be sure to do so before the class begins. You may email [David Bushway](#) or call 707-468-3054 for information about orientations and other resources.*

6. Log in to your class

Log in to your course on the first day of the class.
 IMPORTANT NOTE: All Math courses use Course Compass, go to the [Online Math site](#) (link opens in a new window) for complete directions.

Go to the [ETUDES portal](#) (link opens a new window).

Login ID	Password
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> First 2 letters of first name + <input checked="" type="checkbox"/> First 2 letters of last name + <input checked="" type="checkbox"/> Last 5 digits of Student ID <p>(Type using all lower case letters)</p> <p>Example:</p> <p>Jose A. Garcia ID: 1021945</p> <p>Username = jose21945</p>	<p>MonthDay of birth in school records</p> <p>(Type using all lower case letters)</p> <p>Example:</p> <p>Birthday is April 11th, 1982 (04/ 11/82)</p> <p>Password = 0411</p>

Click on the "log-in" button, and you will enter the classroom environment.



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Distance Education at Mendocino College

Spring 2010 Distance Class Schedule & Orientation Information

Priority Registration Begins November 16th
Open Registration Begins November 24th

Class links go to Orientation Page
Online Indicates Etudes class | Online Indicates Course Compass class

Online-E	AD/200	4012	Intro to Administration of Justice	Jan 25	May 27	Paine K	3.0
Online-E	ANT 201	4042	Cultural Anthropology	Jan 25	May 27	Veno K	3.0
Online-E	BCT 50	4148	Medical Terminology	Jan 25	May 27	Headrick D	3.0
Online-E	BOT 51	0825	Medical Transcription I	Jan 25	May 27	Harper A	2.0
Online-E	BOT 90.1	0821	Legal Office Procedures	Jan 25	Feb 2	Chapman J	1.0
Online-E	BOT 90.3	0823	Landlord/Tenants Rights	Mar 22	Apr 23	Chapman J	0.5
Online-E	BOT 91.1	0822	Constitutional Rights	Feb 22	Mar 19	Bartholomew E	0.5
Online-E	BOT 91.2	0824	Juvenile Rights	Apr 26	May 21	Bartholomew E	1.0
Online-E	BOT100.1	4164	Beg. Typing/Keyboarding	Jan 25	May 27	Orozco S	1.0
Online-E	BOT100.2	4166	Beg. Typing/Keyboarding	Jan 25	May 27	Orozco S	1.0
Online-E	BOT100.3	4168	Beg. Typing/Keyboarding	Jan 25	May 27	Orozco S	1.0
Online-E	BOT101.1	4170	Inter. Typing/Keyboarding	Jan 25	May 27	Orozco S	1.0
Online-E	BOT101.2	4172	Inter. Typing/Keyboarding	Jan 25	May 27	Orozco S	1.0
Online-E	BOT101.3	4174	Inter. Typing/Keyboarding	Jan 25	May 27	Orozco S	1.0
Online-E	BOT104	4176	Keyboarding	Jan 25	May 27	Orozco S	1.0
Online-E	BCT 120	4182	Word Processing I	Jan 25	May 27	Orozco S	1.5
Online-E	BOT 121	5400	Word Processing II	Jan 25	May 27	Orozco S	1.5
Online-E	BUS 50	0863	Math Applications in Business	Jan 25	May 27	Rease T	3.0
Online-E	BUS 101	4132	Computerized Accounting Practices	Jan 25	May 27	Einnegan J	1.0
Online-E	BUS 136	0890	Introduction to Management	Jan 25	May 27	Hixenbaugh S	3.0
Online-E	BUS 151	4138	Introduction to Marketing	Jan 25	May 27	Hixenbaugh S	3.0
Video	BUS 230	4147	Introduction to Business	Jan 25	May 27	Hixenbaugh S	3.0
Online-E	BUS 200	4143	Financial Accounting	Jan 25	May 27	Einnegan J	4.0
Online-E	CDV 180	0837	Child, Family and Community	Jan 25	May 27	Buzzell N	3.0
Online-E	CDV 200	4227	Psychology of Development	Jan 25	May 27	McKay C	3.0
Online-E	CSC 130	4246	Web Page Design & Development	Jan 25	May 27	Griffith R	3.0
Online-E	CSC 201	4255	Intro to Windows Applications	Jan 25	May 27	Groo A	3.0
Online-E	EAS 200	4293	Environmental Science	Jan 25	May 27	Cardimona S	3.0
Online-E	ECO 201	0845	Principals of Microeconomics	Jan 25	May 27	Thomas A	3.0
Online-E	EDU 110	4304	Tutoring Methods	Feb 16	May 27	Sanchez M	2.0
Online-E	ENG 80	5357	Academic Reading and Writing	Jan 25	May 27	Taylor R	4.0
Online-E	ENG 200	4348	Reading & Composition I	Jan 25	May 27	Lukas D	3.0
Online-E	ENG 200	4349	Reading & Composition I	Jan 25	May 27	Lukas D	3.0
Online-E	ENG 205	4355	Critical Thinking	Jan 25	May 27	Rawlinson B	3.0
Online-E	ENG 225	0843	Intro to Shakespeare	Jan 25	May 27	Hagritt L	3.0
Online-E	GDN 119	0827	Orientation to College	Feb 2	May 27	Sanchez M	1.5
Online-E	GDN 124	4308	Becoming a Successful Online Student	Jan 25	Feb 19	Taylor R	1.0
Online-E	HLH 200	4418	Health Education	Jan 25	May 27	Hicks G	3.0
Online-E	HLH 200	4419	Health Education	Jan 25	May 27	Mari M	3.0
Travel	HST100	4420	History of Mendocino County	Jan 25	May 27	Wilson P	3.0
Online-E	HST 202	0851	US History to 1877	Feb 8	May 27	Montes R	3.0
Online-E							



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Distance Education at Mendocino College

Frequently Asked Questions

Wondering about your readiness for online learning?

Q. How can I know if online learning will be right for me?

A. People learn in different ways and at different rates. Some students enjoy listening to lectures, others draw concepts in their notebooks, yet others enjoy working in small groups. Visual learners tend to do best in online courses. Others learn to adapt. Find out about your learning preference by taking the following questionnaire. [Learning Styles Inventory](#). (Developed by Barbara A. Solomon, North Carolina State University)

Q. What skills do I need to be a successful online student?

A. Review the tips developed by Jim Shimabukuro, an instructor from Kapiolani Community College: [How to Survive in an Online Class: Guidelines for Students](#).

Wondering about your computer abilities and needs?

Q. What kind of internet connection is needed?

A. You must have regular, reliable internet access if you are to succeed in your course. A 56K modem is the minimum acceptable speed, and cable or DSL are strongly recommended for all courses and required for some, particularly those making extensive use of multimedia like video and PowerPoint files. Satellite Internet connections often experience problems with ETUDES courses and are not recommended. Current, [detailed system requirements](#) for ETUDES courses can be obtained through the System Requirements link on the ETUDES gateway/portal page. Make sure you have a back-up plan (use of a campus, library, work, or a friend's system) in case you experience problems with your own computer or your Internet Service Provider.

Q. What do I need to know about ETUDES to be successful in my online classes?

A. The information you need to set up your computer, print pages in ETUDES, cut-and-paste content from your word processor into ETUDES, and if you have AOL as your internet service, how to use ETUDES can be found on the [ETUDES Tips & Tricks page](#).

Q. What programs might I need to have on my computer to support my online classes?

- [Real.com RealDownload Express](#) Free Real One Player for Windows
- [Real.com RealDownload Express Macintosh](#) Free Real One Player for Macintosh
Note: these links will automatically launch the program download
- [Adobe Acrobat Reader - Download](#)
When dialog appears, please choose the "Run from current location" option.
- [Macromedia Flash Player Download Center](#)

Wondering about the structure of online classes at Mendocino College?

Q. Are there required meetings for your online classes?

A. Although there are no scheduled class meetings for most online classes (see individual course orientations; links are available on the [Distance Learning Course Schedule](#)), you must log on to the course a few times a week. Your instructors expect you to log on to the course site weekly, participate in discussions, turn in assignments, and take exams.

Q. Are the online courses self-paced?

A. No. Our online courses have set schedules, weekly deadlines, and beginning and ending dates. They are instructor-led. You will not be left alone. If you have special needs and must follow a slower (or faster) pace, please discuss your situation with the course instructor. He/She may be able to alter course deadlines to accommodate your needs. Our online instructors are dedicated professionals who are very interested in your success. They are the heart of our online courses.



[Mendocino College Home](#) > [Distance Education Home](#) > [FAQ](#) > [ETUDES Tips & Tricks](#)

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Distance Education at Mendocino College

ETUDES Tips & Tricks

[Etudes System Requirements](#) | [Printing in Etudes](#) | [Cut-n-Paste in Etudes](#)
[Saving in Rich Text Format](#) | [Posting & Replying in Etudes Discussions](#)

Welcome to Etudes -- a teaching, learning, and collaboration environment. This system serves faculty, staff, and learners from ETUDES Consortium institutions, including Mendocino College. There is an Etudes Code of Conduct for all users of the system, you can view it at [etudes_code_conduct.htm](#).

ETUDES System Requirements

- Computer (PC and Mac) and Connectivity Requirements**
- Be sure you are using a supported browser. They are free downloads.
 - PC Users: [Internet Explorer 7.0 SP2](#) or [Firefox 2.x](#).
 - PC Supported Browsers**
 - Internet Explorer 6.0 SP2 is supported, but IE 7.0 SP2 is recommended
 - Mac users: Download [Firefox 2.x here!](#) Mac users must be running OSX 10.3 or above. Be sure to download the Mac OS X/English version.
 - Macintosh Supported Browsers**
- Configure your browser's cache. 99% of problems are due to incorrect "cache" browser settings.
 - Macintosh Browser CACHE Settings**
 - PC Browser CACHE Settings**
- Configure [cookies](#), [JavaScript](#), [pop-up blocker](#).
- IMPORTANT note for AOL Users!** Do NOT use AOL's browser.
- Satellite ISP's are NOT recommended! Users who are currently using Direcway or Hughes Satellite ISP's might encounter technology problems and intermittent issues with ETUDES that are beyond our control.
- NOTE: Do NOT open more than one ETUDES browser window while being logged into the system. It is easy to log yourself out of one and get logged out of the others, losing what you were working on - assignments, tests, etc. When it's time to submit your work, you will be prompted to log back in!
- [top of page](#)



How do I print course content in ETUDES?

How best to print depends a bit on whether you are using a Mac or PC, Firefox or Internet Explorer, and printing modules or discussions. Basically, the best strategy is to right-click on the main content you want to print (or Control-click on a Mac) and choose the option from the contextual menu that opens the main content frame in a new window. That will get rid of the navigation buttons on the left and title frame along the top of the page. In the new window, click on any links to navigate to the material you want to print and print it.

Depending on the browser you are using, you may be able to print the whole content section or may prefer to click and drag over a portion of the content and print the selection. Using your browser's Print Preview button can help you to anticipate whether blank pages will be printed and allow you to skip printing those pages. Below are some more specific instructions:

Print Discussions on a PC	Print Discussions on a Mac
Firefox: <ol style="list-style-type: none"> Right click in the discussion you want to print. A menu pops up. Pull down to This Frame... and over to Open Frame in a New Window. Choose File >> Print. Click OK in the resulting print dialog box. 	Firefox: <ol style="list-style-type: none"> If you have a 2-button mouse, right click in the middle of a discussion anywhere. A menu pops up. Pull down to This Frame... and over to Open Frame in a New Window. The frame opens in a new window without the header and left nav menu. Choose File >>



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Distance Education at Mendocino College

Have Questions? Need Help?

- For general assistance with Distance Education questions, contact [Yivian Varela](#), Director of Distance Education, at 707-467-1024
- Technical assistance? Contact [David Bushway](#) at 707-468-3054
- Online advising? Contact [Candie Dickinson](#) at 707-468-3048
- Library services? Call 707-468-3245
- Bookstore? Call 707-468-3058

Appendix O

Current degree programs 50-100% available through Distance Education in 2009-2010

- Administration of Justice Associate of Science
- Business – Accounting Associate of Science
- Business Administration Associate of Science
- Business – Management Associate of Science
- Business Office Technology: Administrative Assistant
- Child Development/Family Relations Associate of Science
- English Associate of Arts
- Ethnic Studies Associate of Arts
- General Studies Associate of Arts
 - Career Preparation for Business
 - Education
 - Literature
 - Social Science
 - Humanities
 - Humanities
 - Social Science
 - History and Political Science
 - Society and Culture
- Liberal Arts Associate of Arts
 - Education
 - Literature
 - Social Science
 - Humanities
 - Humanities
 - Social Science
 - History and Political Science
 - Society and Culture
- Social Science Associate of Arts

Current Certificate Programs available 50-100% through Distance Education

- Business – Management 19 units required for Certificate

Appendix P



BOARD POLICY

No. 316
MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

ACCREDITATION

The Board of Trustees delegates to the Superintendent/President the responsibility to comply with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges, as well as organizations related to specific District programs that seek special accreditation.

The Superintendent/President shall ensure that the Board is involved in the accreditation processes for which Board participation is required.

The Superintendent/President shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

Reference: Accreditation Eligibility Requirement 20, Standard IV A.4

Adopted: November 5, 2008

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Appendix Q



Mendocino College
ANNUAL PROGRAM REVIEW

Please return your completed report electronically to your Dean or next level supervisor no later than **April 15, 2010**, and send a hard copy of your signature page to the Office of Instruction, Ukiah campus. Supervisors/Deans have until **April 30, 2010** to submit completed program review electronically to their supervising Vice President.

Before beginning, it is suggested that you review the document entitled "Program Review Guidelines" for information about how to best complete this form and samples of responses.

Program Title: Distance Education **Date of Report:** April 2, 2010

Primary Program Contact: Vivian Varela

Faculty and staff who participated in developing the plan:

printed name	signature

Supervisor/Dean

Meridith Randall
printed name

Supervisor/Dean comments (optional) -

Vice President

printed name

Vice President comments (optional) -

PART 1

New, modified, or unmet program needs - It is essential that these needs be identified in Program Review if they are to be considered in budget planning and augmentation.

A. STAFFING: Complete the form below for any requested staff; a priority number is optional.

Position Title and Employee Group: Refer to the Mendocino College website:

<http://www.mendocino.edu/tc/pg/2060/employment.html>

Current classified and management/supervisory/confidential position titles are listed on the salary schedules posted. Faculty positions are Instructors, Counselors, and Librarians. Contact Human Resources if you have any questions.

Salary and fringe benefit information will be entered for you.

Priority	Position Type	Position Title	Dept.	FTE	Current Hr/Wk	Added Hr/Wk	Current Mo/Yr	Added Mo/Yr	Categorical Funding?	Rationale	To be completed by Personnel		
											Salary	Fringe	Total
											\$	\$	\$
											\$	\$	\$
											\$	\$	\$

Please address the following questions for each staffing request. Please include any relevant data provided by Institutional Research or other data you may have collected or been provided (please provide source identification [e.g. CA Dept. of Labor]). Your replies will be used by the Staffing Committee to evaluate and rank your request. Please refer to guidelines for explanation/description of the information requested.

Department Rationale:

Community and Institutional Needs:

Future Planning/Potential for Growth:
When Distance Education is able to expand (projected in 4-5 years) there will be a need for a full-time classified support person.

Part A continues on next page.

Urgency of need

Please respond to each of the following questions by checking wither "Yes" or "No". This information will assist the Staffing Committee in the evaluation of your request.

Statement/Question	Yes/Agree	No/Disagree
Failure to fill the position would have consequences for many departments across the college.		
Failure to fill this position would negatively impact students		
The position is important to the goals of the college		
The position is mandated by law or highly recommended by accrediting agency or agencies		
The position will have a significant workload that cannot be shared across existing staff in the department.		
The position will have a significant workload that cannot be shared across multiple departments or programs.		

Explanation: (Please provide any additional information regarding the urgency of this position)

Go on to Part B on next page.

B. EQUIPMENT & TECHNOLOGY – List in priority order, new or unmet equipment needs below.

B1. Capital Equipment: List, in priority order, new or unmet capital equipment needs in the grid below. Do not include requests for information technology (use B2 for those requests). Be sure to provide a complete discussion related to the objective to be met with this purchase in the "Rationale" section.

	Priority Number 1		Priority Number 2		Priority Number 3	
Name of Item/Equipment						
New (N) or Replacement (R)						
Rationale/Objective						
Cost including sales tax and shipping	\$		\$		\$	
Installation cost if known / applicable	\$		\$		\$	
Annual Maintenance cost if known/applicable	\$		\$		\$	
For instructional programs:	Check either Yes or No		Check either Yes or No		Check either Yes or No	
This purchase can be funded from existing grant funds or categorical funds.	Yes	No	Yes	No	Yes	No
This purchase is essential to meet the goals of the program	Yes	No	Yes	No	Yes	No
Failure to make this purchase would negatively impact students and their ability to meet their goals in a timely manner	Yes	No	Yes	No	Yes	No
This purchase is essential for new or existing programs that meet defined community needs	Yes	No	Yes	No	Yes	No
Explanation						
For non-instructional programs	Check either Yes or No		Check either Yes or No		Check either Yes or No	
Failure to make this purchase would have negative consequences for several departments across campus	Yes	No	Yes	No	Yes	No
Failure to make this purchase will increase the program's workload significantly	Yes	No	Yes	No	Yes	No
This purchase is needed to perform a task mandated by law or highly recommended by accrediting agency or agencies.	Yes	No	Yes	No	Yes	No
Explanation						

B2. Information Technology. Use this section for requests for information technology items or services.

	Priority Number 1		Priority Number 2		Priority Number 3	
Name of Item/Equipment						
New (N) or Replacement (R)						
Rationale/Objective						
	To be completed by Information Technology					
Cost including sales tax and shipping	\$		\$		\$	
Installation cost if known / applicable	\$		\$		\$	
Annual Maintenance cost if known/applicable	\$		\$		\$	
For instructional programs:	Check either Yes or No		Check either Yes or No		Check either Yes or No	
This purchase cannot be funded from existing grant funds or categorical funds.	Yes	No	Yes	No	Yes	No
This purchase is essential to meet the goals of the program	Yes	No	Yes	No	Yes	No
Failure to make this purchase would negatively impact students and their ability to meet their goals in a timely manner	Yes	No	Yes	No	Yes	No
This purchase is essential for new or existing programs that meet defined community needs	Yes	No	Yes	No	Yes	No
Explanation						
For non-instructional programs	Check either Yes or No		Check either Yes or No		Check either Yes or No	
Failure to make this purchase would have negative consequences for several departments across campus	Yes	No	Yes	No	Yes	No
Failure to make this purchase will increase the program's workload significantly	Yes	No	Yes	No	Yes	No
This purchase is needed to perform a task mandated by law or highly recommended by accrediting agency or agencies.	Yes	No	Yes	No	Yes	No
Explanation						

Note: with the upcoming LLRC project there will be major technology equipment/software needs for the DE classroom and instructor recording area. It is my understanding that Bond funds will be used for this need.

C. SUPPLIES & SERVICES – Please complete your 4's and 5's requests as directed by your supervisor.

Account	Description	08-09 Budget	09-10 Budget	10-11 Budget	
4310	Instructional Supplies	500.00	500.00	250.00	
4318	Computer Software	400.00	500.00	0.00	
4550	Printing	100.00	1,000.00	500.00	
4620	Field Trips (D.E. trips)	1,200.00	1,000.00	1,200.00	HST 100 travel course
5230	Travel Business	8,000.00	3,300.00	1,500.00	
5240	Travel Professional Development	705.00	1,625.00	1,125.00	Inst train 15 @ \$75
5310	Dues & Membership	33,750.00	31,000.00	35,000.00	\$8,500 video \$26,000 Etudes
		44,655.00	38,925.00	39,575.00	

D. MODIFICATIONS TO CURRENT FACILITIES NEEDED - Identify needed facility modifications within the program's existing space.

Facility	Needed modification	What problem/need is this intended to address	Rationale

E. NEW FACILITIES NEEDS - (for review by Facilities Committee and PBC, in consultation with EAP)

What is the problem?	What solution(s) are proposed?	What impact would result if this need is not met?

F. PROFESSIONAL DEVELOPMENT - List the departmental requirements/plans for professional development not included in your normal budget. Please list in priority order.

Who will participate?	What is required?	Proposed Cost	Rationale
		\$	
		\$	

G. STUDENT LEARNING OUTCOMES

All course-level student learning outcomes for all courses (excluding special topics), program-level student learning outcomes, and course-level assessment schedules must be completed by the time your program review is submitted. (See Program Review Guidelines for example).

For each course in your program that was assessed in the past year, please complete the following grid of questions:

Course assessed this year: Course Number (e.g. PHT01)

Specific SLO Assessed this year: Describe the specific course outcome that was assessed (e.g. "Students completing PHT01 will be able to demonstrate proper focus and depth of field in composing photographs.")

Assessment Tool: Describe the assessment tool used (e.g., test questions, holistic grading rubrics, portfolios, in-class presentations, etc.). Also, please note if the assessment was formative or summative. For example, in our fictional PHT01 course, the instructor may review student portfolios of five photographs done by students to demonstrate certain techniques.

Findings: What percentage of students actually met the objective? What evidence of student learning did you find? Were there any issues with the assessment process that arose? What did you, as the instructor, learn from the SLO assessment results?

Conclusions: Discuss how the information you gathered from the assessment process has influenced you to make changes in the course/program or begin the discussion to make changes. What changes in the SLO process (e.g., the SLO itself, assessment tool, teaching, expectations of for student learning) do you foresee?

Use additional rows for more SLOs if necessary.

Program Assessed This Year	Specific SLO Assessed	Assessment Technique(s)	Findings	Conclusions
Distance Education	Demonstrate substantive interaction by students with other students taking the course through the use of discussion boards and other communication methods.			
	Maintain consistent and effective interaction between students and instructors through the			

	exchange of emails, comments on discussion boards, feedback on assignments, etc.			
	Demonstrate the study habits of self-discipline necessary to succeed in distance education classes.			

In the box below, please list any resources (not otherwise identified in any other section of Part 1) that you feel you need to assist you with the implementation of SLOs for your program.

The DE program level SLOs were approved early spring 2010. Four instructors have been asked to evaluate their online classes using the three DE SLOs. One of the four has submitted his SLO assessments in time for this Program Review (attached at the end of this document). Each semester four Distance Education courses will be assessed using the DE SLOs.

H. Outreach and Recruitment List methods or strategies below to attract or retain students in your program. Please list in priority order.

Currently

- When each session schedule is set, I update the California Virtual Campus listings for Mendocino College with the course and contact information.
- I update the Distance Education site with a new "grid" of classes that list basic orientation information for DE course offerings.
- A list of DE classes is also sent to counselors and the centers prior to each session.
- New this semester I am doing ads for our campus radio station touting our DE program.

Next Year

- More outreach to potential students describing our online program needs to be done. Perhaps, working in conjunction with the counselling staff, workshops could be held discussing what it takes to be a successful online student.
- There is a need to recruit new online faculty as the program expands and our staffing level changes.
- A discussion needs to take place about ownership of courses developed for Mendocino College. Currently there isn't any contract language discussing this issue.

I. OTHER UNMET NEEDS Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), compliance with external requirements; etc.

Type of Request	Who can fulfill request?	Proposed cost	Rationale
		\$	
		\$	
		\$	
		\$	

THANK YOU FOR COMPLETING PROGRAM REVIEW PART 1



MENDOCINO COLLEGE
STUDENT LEARNING OUTCOMES ASSESSMENT

Course Level Program Level

Completer's Name: **Mike Mari** Today's Date: 3-30-2010 Semester the assessment was complete: Spring Year: 2009-2010

IF **COURSE LEVEL**: Course Number: **200** Course Title: **HLH 200**

IF **PROGRAM LEVEL**: Degree Certificate Program Title:

WHICH **INSTITUTIONAL LEARNING OUTCOME(S)** DOES THIS COURSE OR PROGRAM SUPPORT? (see below): 1; 2; 3; 4; 5; 6; 7; 8; 9; 10

Student Learning Outcome	Assessment Method (include who, what, when, how)	Assessment Results (include main findings)	Intended Use of Results (will instructor modify instruction, assessment and/or SLO?)
1. Demonstrate substantive interaction by students with other students taking the course through the use of discussion boards and other communication methods.	I reviewed my students current use of our Discussion Board Forum.	What I found from our Discussion Board Forum review is that students are posting responses to my original postings, and also to other students postings in a consistent manner.	The instructor plans to maintain the current method of instruction within the Discussion Boards.
2. Maintain consistent and effective interaction between students and instructors through the exchange of emails, comments on discussion boards, feedback on assignments, etc.	I went into my Etudes Question and Private Messages forum to review the volume of interaction that occurs between student and instructor.	Within my private Message folder I found 50 messages from Students in which I have responded. However, within my Question Forum I have 15 current topics with 37 responses.	The instructor plans to re-emphasize the importance of following the "Question Answering Policy" within the syllabus. By doing so, students should post more questions in the Question Forum rather than sending the instructor a Private Message. The end result is that questions will be answered in a more efficient manner for both the student and instructor.
3. Demonstrate the study habits of self-discipline necessary to succeed in distance education classes.	I went to the grade book to review the assignment averages of Closed Assignments at this point in the course.	What I found is that the lowest average assignment grade was 78%. It appears that students are passing each assignment with high marks, which is a result of being disciplined	The instructor will not modify any of the current practices within this course for this SLO.

INSTITUTIONAL LEARNING OUTCOMES: When a student graduates from Mendocino College with an AA or AS degree, s/he will be able to:

1. Assume personal responsibility for your actions, and work effectively as an individual and as a member of a group; 2. Express original, clear, and logical ideas in spoken and written English; 3. Apply mathematical principles to address and solve problems; 4. Gather and interpret data using a variety of scientific methods to address and solve both practical and theoretical problems; 5. Analyze, understand, and evaluate diverse ideas, beliefs, and behaviors; 6. Access, interpret, evaluate, and synthesize information using multiple resources, including current information technology; 7. Examine critically and apply health and wellness concepts to enhance physical, psychological, and emotional wellbeing; 8. Develop, explore, and express personal creativity to enrich lifelong creative endeavors; 9. Experience yourself as a member of the global community, as well as appreciate the broad range of human diversity and experience; 10. Promote the sustainable use of the world's natural resources.

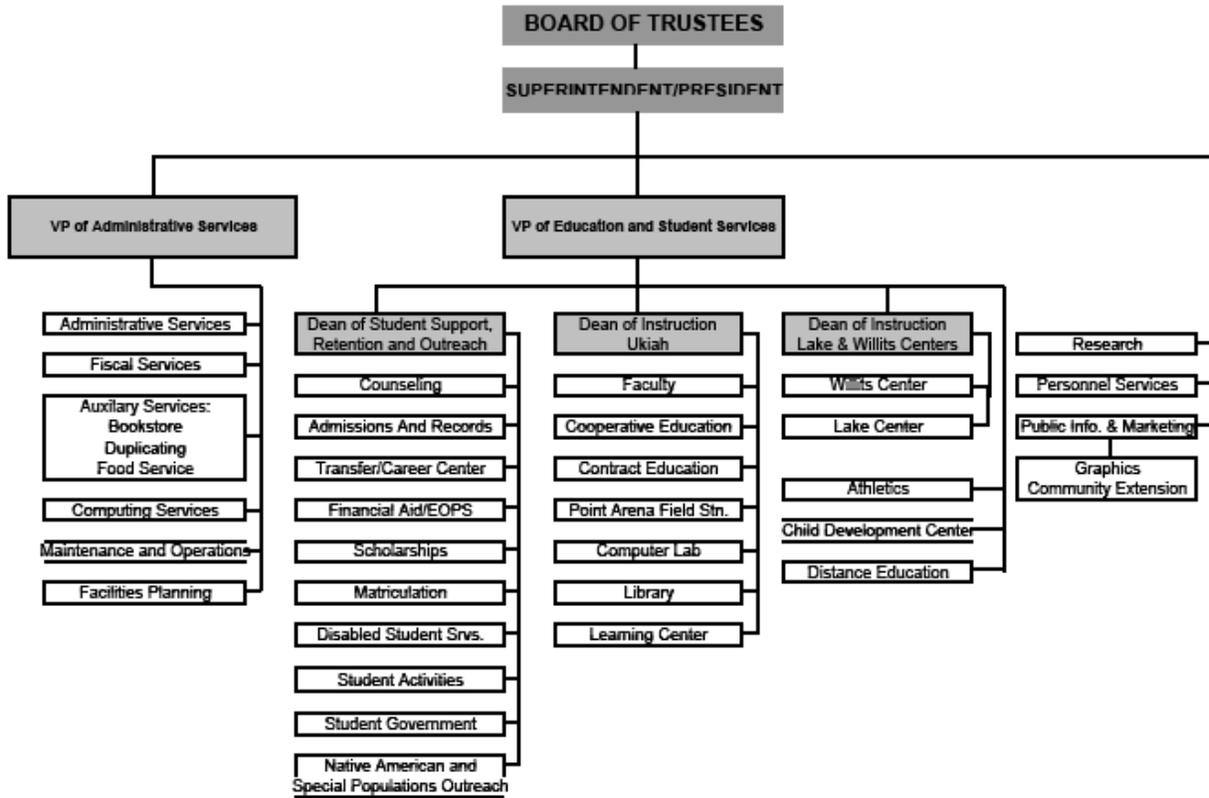
		enough to meet the strict due dates of each assignment.	

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10. Promote the sustainable use of the world's natural resources.

Appendix R

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT Organizational Chart By Department



Revised/Reviewed 6/3/08