



# MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT



INSTITUTIONAL SELF EVALUATION REPORT  
In Support of Reaffirmation of Accreditation

# 2014

# Mendocino College

## Institutional Self Evaluation

### In Support of Reaffirmation of Accreditation

*Submitted by:*

Mendocino College  
1000 Hensley Creek Road  
Ukiah, CA 95482  
[www.mendocino.edu](http://www.mendocino.edu)

*Submitted to:*

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

*Submitted:*

January 10, 2014



Certification

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

**From:** J. Arturo Reyes, Superintendent/President  
Mendocino-Lake Community College District  
1000 Hensley Creek Road  
Ukiah, CA 95482

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.


I certify there was broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

**Signatures:**

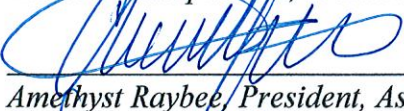
  
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J. Arturo Reyes, Superintendent/President  
Date 1-8-14

  
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Joel Clark, President, Board of Trustees  
Date 1-8-14

  
\_\_\_\_\_  
John Koetzner, President, Academic Senate  
Date 1/8/14

  
\_\_\_\_\_  
Larry Lang, President, Classified Senate  
Date 1/8/14

  
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Karen Christopherson, President, Management/Supervisory/Confidential  
Date 1/8/2014

  
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Amethyst Raybee, President, Associated Students of Mendocino College  
Date 1/9/14

  
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Virginia Guleff, Accreditation Liaison Officer  
Date 1-8-14

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## A. Introduction

### History of Mendocino College

The Mendocino-Lake Community College District was originally formed in 1972 within the boundaries of Mendocino County by a 76% vote of approval among the citizens of the Anderson Valley, Round Valley, Ukiah and Willits Unified School Districts. The founding of Mendocino College, located in a rural and isolated area of Northern California, was pivotal to community members who wanted to enhance professional, academic and personal knowledge, which would otherwise be unavailable as a result of geographical location. Once the organizational work was completed, facilities were provided, curriculum was designed and initial offerings were planned for the first regular semester-length classes, which were offered by the College in September 1973.



Figure 1: Mendocino-Lake Community College District Service Area

Originally located at the County fairgrounds, the College has expanded immensely since its establishment. In 1985, the College purchased 127 acres north of Ukiah and began building the present main campus.

In 1975, a vote by the Kelseyville, Lakeport and Upper Lake School Districts expanded the College's service area into Lake County. Figure 1 indicates the Mendocino-Lake Community College District service area. Today the District includes approximately 3,200 miles of predominantly rural terrain, and has two permanent educational centers, in Willits (25 miles north of Ukiah) and Lakeport (40 miles east of Ukiah). In addition, the College also owns a field station in Point Arena (50 miles west of Ukiah, which is used for field research). Approximately 140,000 residents live within the boundaries of the District; annual population growth has

averaged 1% over the last few years. Mendocino and Lake Counties encompass a diverse population, which includes a rapidly growing Hispanic/Latino community and a Native American group, which is affiliated with 17 federally recognized tribes, as illustrated in Figure 2.

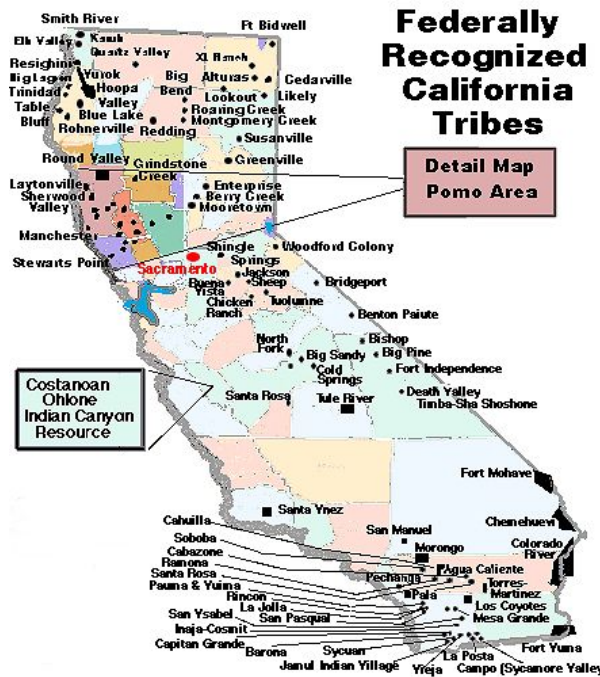


Figure 2: Federally Recognized California Tribes

The Ukiah main campus has grown significantly to accommodate the growing needs of the Mendocino and Lake County communities. Originally the main campus consisted of only three buildings: the Lowery Library Building, MacMillan Hall, and the Vocational/Technical Building. Over the years, the College has added eight buildings: the Horticulture Center, the Child Development Center, the Physical Education/Athletics complex, the Maintenance building, a Center for Visual and Performing Arts, the Science complex, the Library/Learning Center and the Lowery Student Center.

In 2004, the College developed a highly successful nursing program and continues to develop high-demand Career and Technical Education degrees and certificates. One signature program is the College’s Automotive Technology program. This program links with the English as a Second Language Department to provide linguistic support, career training, and job placement for completers, and Career and Technical Education access to English language learners. Most recently, the College has developed a Sustainable Technology Program, which has been well received by students and the community. Additionally, the College has fully developed 13 Associate Degrees for Transfer and intends to develop two more for a total of 15 AA-T / AS-T degrees. The College is proud to be able to offer this breadth of degrees and certificates to the small, rural community in which it is situated.

Sonoma State University and Mendocino College have entered into a partnership whereby students living in Mendocino and Lake Counties will be able to earn their multiple-subject

teaching credential and enroll in courses in Sonoma State’s Liberal Studies Bachelor’s Degree Program at the Sonoma State University Ukiah Center, which is located on the Ukiah Campus. Figure 3 shows the general Ukiah Campus map as well as a detail of the Grove area where the Sonoma State program is located.



Figure 3: Ukiah Campus Map / Detail of Ukiah Campus-Grove

In November 2006, the College passed its first-ever Bond initiative with 63% of voters approving it. This Bond measure generated \$67.5 million and has enabled the College to finish its Facilities Master Plan, which included the construction of the Library Learning Center, the Lowery Student Center, the Nursing facility and the maintenance warehouse in Ukiah, plus permanent centers in Willits and Lakeport. Other projects have included technology upgrades in classrooms, new flooring throughout the main campus, and upgrades to existing facilities such as athletic fields, the recording studio and the theatres.

The Lake and North County Centers provide administrative services and classrooms for outlying areas. Additional services offered in these locations include counseling, financial aid, and EOPS. Library and audio-visual services are offered through the main campus and online. Additional instructional facilities are used for special programs in the outlying areas, including the museum in Willits as well as local high school facilities in Anderson Valley, Potter Valley, Upper Lake, Clearlake, Kelseyville, and Round Valley. Figure 4 shows the campus maps for the Lake and North County Centers.



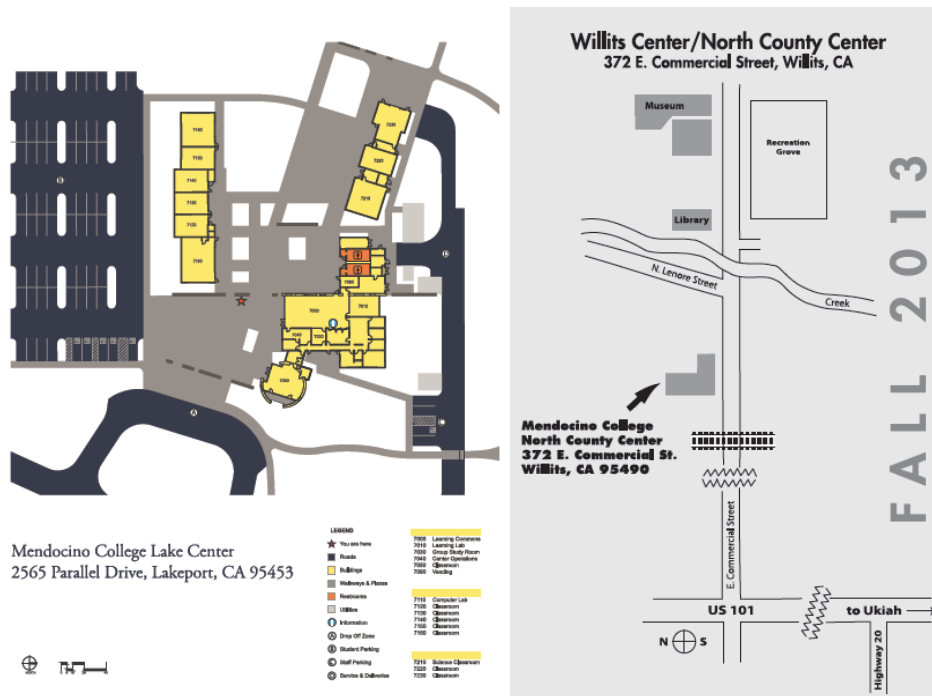


Figure 4: Lake and North County Centers maps

Mendocino College also installed a 929-kilowatt solar power system that is expected to save the institution \$14.9 million in electricity costs over the next 25 years. Through the efforts of the College and the community, Mendocino College has consistently focused on student success, ensuring that our rural community is well served.

At last estimate, approximately 200,000 students have taken classes at the College in the past 40 years. In Fall 2013, the College had 4,200 students enrolled throughout the District. Six hundred of these students were full-time; about 19% were student athletes. Women comprise 47% of the student body; the average age is 30. Mendocino and Lake Counties have been experiencing an increase in unemployment, which is higher than the California state average. As a result, Mendocino College has become a key source of professional and academic advancement.

Demographics have been shifting slowly away from a homogeneous white population to one that is more diverse. In Fall 2013, Mendocino College reached Hispanic Serving Institution eligibility status with a self-identified student population of 27%, which is projected to increase. The majority of our Hispanic student population is of Mexican descent with most coming from the states of Guanajuato and Michoacán. In Fall 2013, 59% of the College's students identified themselves as white, with 27% Hispanic, 4% Asian/Pacific Islander, 4% African American, and 5% Native American. These percentages mirror the District's ethnic make-up closely, although the College continues to look for ways to attract and support more Native American students. Efforts have included the hiring of a Native American Outreach Counselor, grants aimed at Native American students in the sciences (AISES), College courses designed to present the historical impact of Native American people in Northern California, as well as campus-wide recruitment and retention efforts (Native American Motivation Day).

The student population is generally low income (93% qualify for some type of financial aid) and evenly distributed across most age categories.

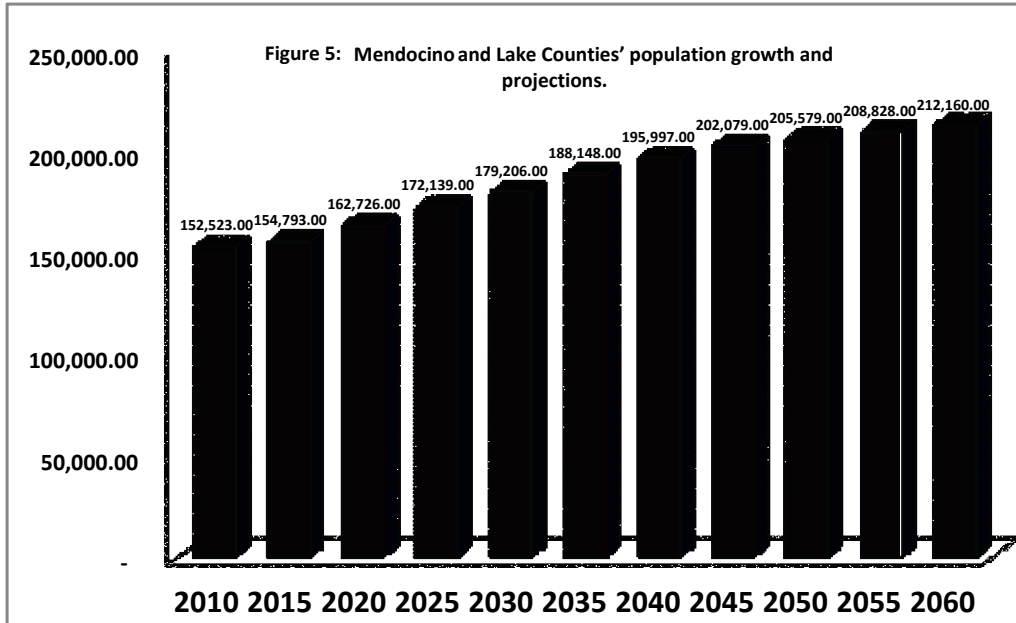
The District is not experiencing the same population growth that is reflected in many parts of California. Recently, the population has grown by about 1% per year, and the K-12 population is increasing at a much lower rate than the general population. The District has met this challenge by continually developing relevant and high-demand programs and appropriate and effective outreach strategies to sustain enrollment. The College continues to design new associate degrees for transfer, as well as Career and Technical Education certificates and physical education programs that meet the interests and needs of our students.

### **Demographic Characteristics of the Community**

Mendocino College is located in a rural and isolated geographical area with a rapidly changing demographic, just two hours north of San Francisco and three hours west of Sacramento. Mendocino College students are predominantly local, hailing primarily from the Ukiah and Kelseyville school districts. The Mendocino-Lake Community College District includes three campuses: the 127-acre main campus located just north of downtown Ukiah (1000 Hensley Creek Road), the 31-acre Lake Center (2565 Parallel Drive, Lakeport), and the 4.1 acre North County Center (372 E. Commercial Street, Willits). In addition, the District owns the 15-acre Point Arena Field Station (Lighthouse Road, Point Arena).

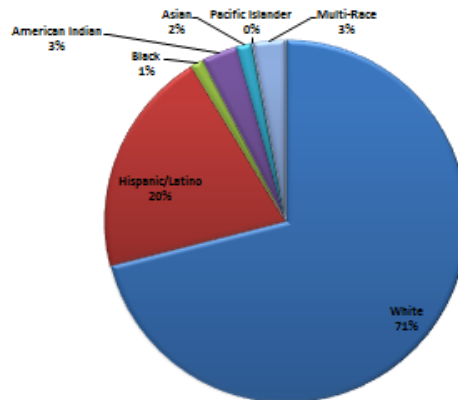
The Mendocino-Lake Community College District serves an area of about 3,200 square miles in both Mendocino County and Lake County. Taken together (as shown in Figure 5) the population of the counties as of 2010 was estimated at 152,523. Projecting out to the year 2060, the population will continue to grow at an average rate of about 1% per year. Although overall growth will hold steady, demographics will change significantly with a rapidly growing Latino population.

At present, the two largest segments of the population of Mendocino County are in the 21 to 54 age group and 55 and over. As Mendocino County residents become “grayer” over the next several years, it is expected that this College-age student population will increase by 51% in both counties. The California Department of Finance projects that the population of Hispanic or Latinos in Lake County will increase 254% and 103% in Mendocino County by 2060.



Current statistics show Lake and Mendocino County are predominantly White (71%), as shown in Figure 6. The second largest group is Hispanic and Latinos (20%). The Hispanic population in Mendocino and Lake Counties is projected to grow at a much faster rate than any other ethnic group over the next 5 to 20 years and beyond.

Figure 6: Lake and Mendocino Counties' population by Ethnicity. Source: California Department of Finance Population Estimate, 2010

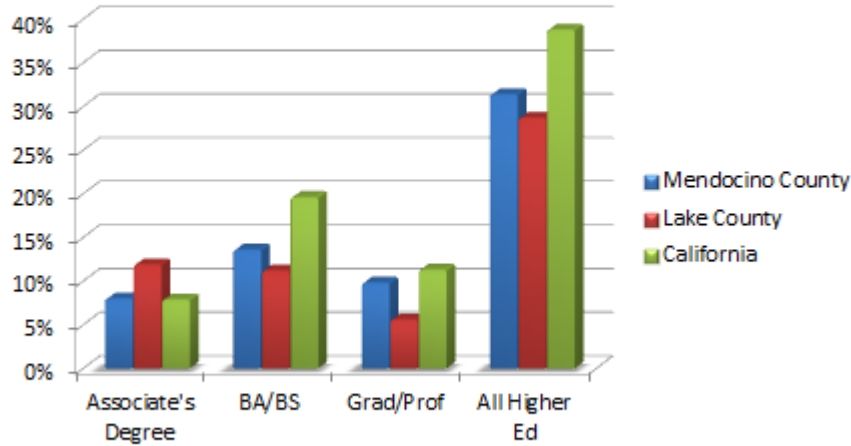


## Social Characteristics of the Community

In the District service area, the percentage of adults who have completed postsecondary education is somewhat lower than the state of California, as estimated by the U.S. Census (shown in Figure 7). Overall, approximately 39% of the adult population in California has completed some postsecondary education, compared to 31% of the adult population in Mendocino County and 29% of the adult population in Lake County. The educational gap has narrowed since 2008, as a result of first-generation College students becoming College students.



Figure 7: Distribution of adult population by educational attainment, 2010. Source: U.S. Census Bureau



According to the California Employment Development Department, the seasonally unadjusted unemployment rate in Mendocino County in 2013 was 7.1%. For Lake County, the same statistic was 11.5%, an increase of 100% since 2006. As a result of the stressed economic times and shortage of employment opportunities, particularly in the agricultural sector, unemployment has drastically increased in Lake County since 2006.

The U.S. Census Bureau estimates that in 2012 the nominal per capita income in Lake County was \$19,347 and the median family income was \$32,219, which is a decrease of \$15,000 since 2006. For Mendocino County, in the same year, the nominal per capita income was \$21,832 and median family income was \$41,369, which is a decrease of \$6,000 since 2006. Furthermore, in Mendocino County, 15.4% of all households fell below the Federal Poverty Line, and the percentage of families below the Federal Poverty Line in Lake County in 2007 was 16.4%<sup>1</sup>. Both counties have a higher poverty rate than the State of California, by 3% and 4% respectively.

<sup>1</sup> Center for Economic Development, California State University, Chico. *Lake County 2009 Economic and Demographic Profile*. Center for Economic Development, California State University, Chico. 2009.

Figure 8: Comparison of median household income, 2012

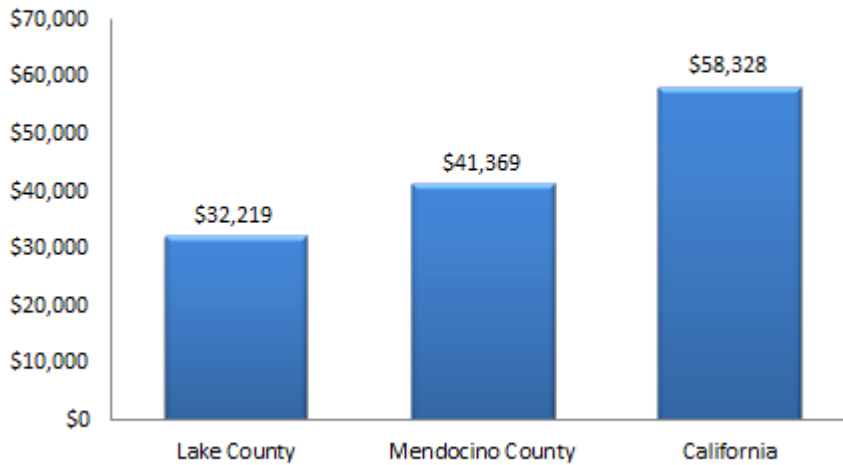
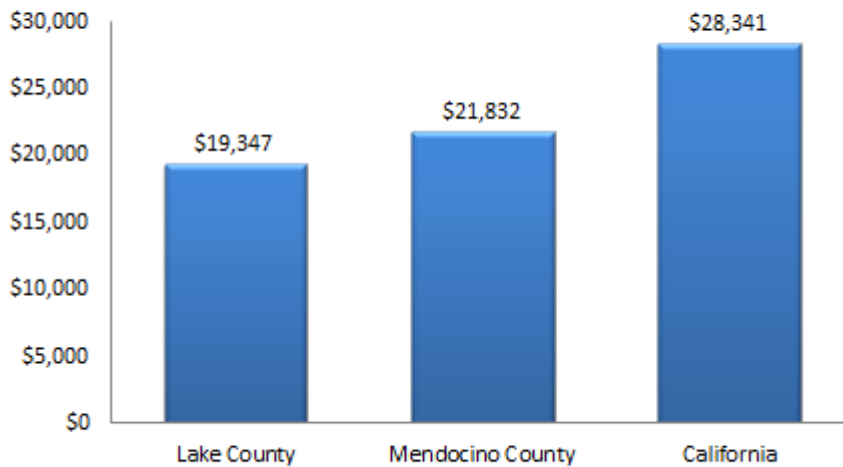


Figure 9: Comparison per capita income, 2012. Source data for both figures: U.S. Census Bureau



### **Economic Characteristics of the Community**

Although Lake and Mendocino Counties have a rich agricultural sector focusing on the production of wine and harvesting of fruit and nuts, this work is primarily seasonal. Figures 10A and 10B reflect the fact that, in both counties, the education and health services sector has eclipsed

manufacturing, agriculture and other industries. In both counties, the largest numbers of people are employed in the Education and Health Services sector.

Figure 10A: Sectoral Employment in Lake County, 2012

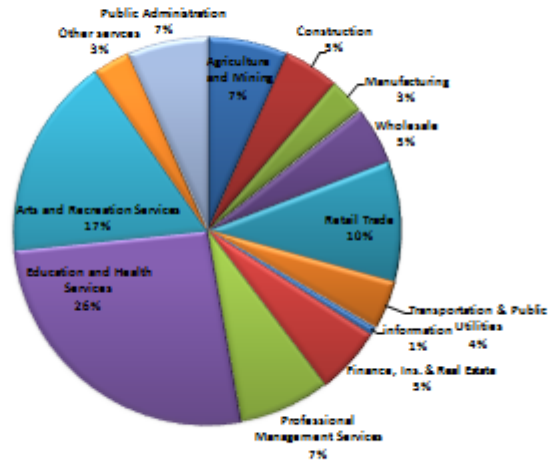
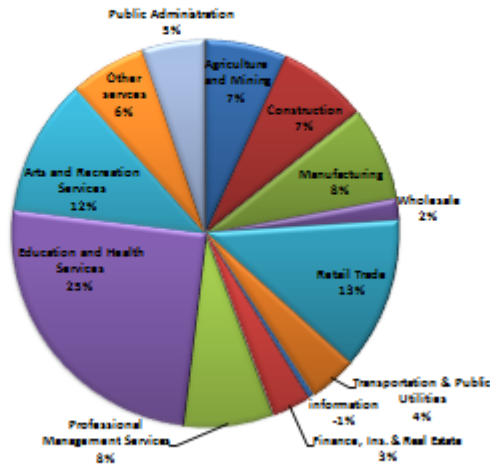


Figure 10B: Sectoral employment in Mendocino County, 2012.



Source for Figures 10A and 10B: US Department of Commerce, Bureau of Economic Analysis.



## Student Population: Fall 2012

Mendocino College has made tremendous strides in addressing the diverse needs of its students. The College has adopted several new programs such as the College Assistance Migrant Program (CAMP) in 2009, a federal grant which brought \$1.2 million dollars to the College to provide services to seasonal/migrant farm-working students. The College also has received the Institute for Mexicans in the Exterior (IME) grant awarded by the Mexican consulate, which provided financial assistance to Mexican nationals living in the United States and attending college. The College has implemented the American Indian Science & Engineering Society (AISES) grant, which provides financial assistance to American Indian students in science-related fields who attend Mendocino College. Finally, the College was awarded the Eisenhower Transportation Review Board Fellowship for students. These are key examples of new programs adopted to assist our diverse student population.

In most respects, the demographics of the student population reflect the population of Mendocino and Lake Counties. One significant difference is the representation of Latino students at Mendocino College. Mendocino County's population is 20% Latino while the College enrollment is 27% Latino, which indicates that the College is exceeding the representation of Latinos on its campuses. Another exception is gender distribution. As illustrated in Figure 11, the Fall 2012 student population is roughly 63% female and 37% male, significantly different from the distribution in the general population, which according to the 2010 Census is split almost evenly at 50%.

Figure 11: Distribution of students by gender, 2012-2013.  
Source: CCCCCO Datamart

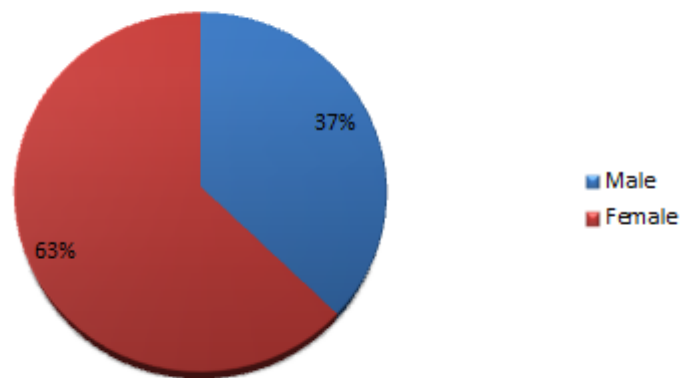


Figure 12: Distribution of students by ethnicity, 2012-2013 academic year.  
 Source: CCCC Datamart

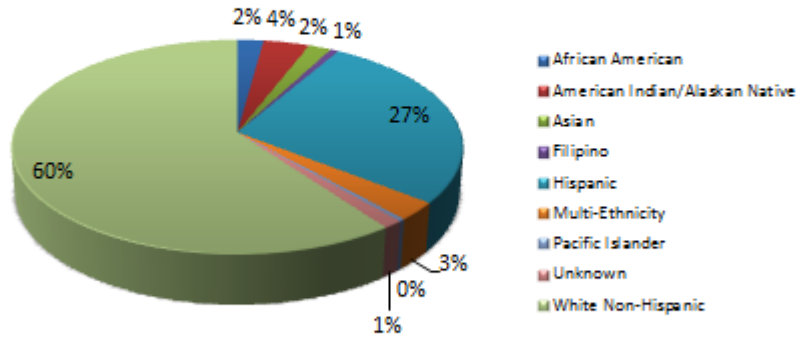


Figure 12 illustrates that the student population is reflective of the population of Mendocino and Lake Counties and the state of California. To a limited extent, the student population is slightly more diverse than the general population of Mendocino and Lake Counties, with the inclusion of Filipino and Pacific Islander students. Mendocino College also enrolls one of the highest percentages of Native American Students in the state. As of Fall 2013, Mendocino College has reached Hispanic Serving Institution eligibility status, with more than 27% of its student population being Latino. College efforts to attract and serve all residents of the community may account for the increase in student diversity since 2006. As the children of immigrants and first generation Hispanic or Latino students reach college age, Mendocino will continue to see an increasing Hispanic and Latino population.

Age represents another distinctive characteristic of the population. As Figure 13 reflects, Mendocino College serves students of all ages, from the traditional college-going age group (through age 24) to senior citizens. Mendocino College has seen an increase in students below the age of 20, which indicates that the population of first-time freshman has also increased.

Figure 13: Distribution of students by age group, 2012-2013 academic year. Source CCCCCO Datamart

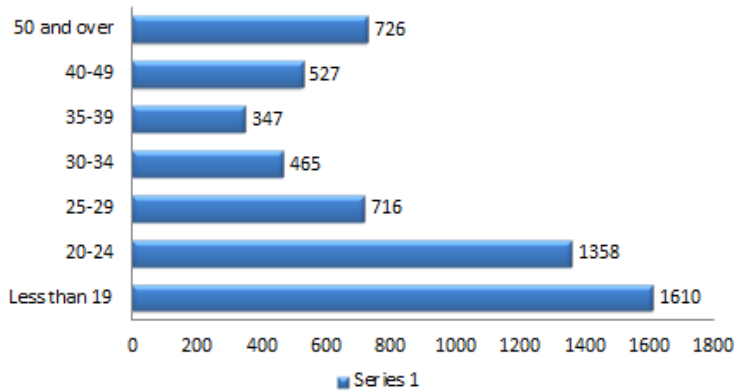
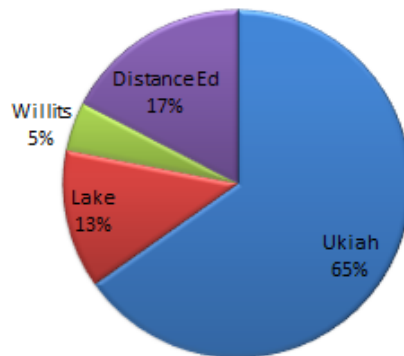


Figure 14 displays the geographic distribution of student enrollments for Fall 2012. While the majority of student enrollments are on the Ukiah Campus, the North County Center and the Lake Center both meet a significant enrollment demand. With the passage of Measure W and the significant renovations and construction of new permanent facilities in the Lake and North County Centers, current enrollment needs have been met and will be further addressed. The demand for Distance Education has seen a considerable increase in the District since 2000. As student demand for Distance Education course offerings has increased, the District has relied upon the analysis of enrollment management data and a planned approach to instructional decisions. With the completion of the Library/Learning Resource Center in 2012, a new Distance Education classroom has been utilized to support instruction and provide additional learning resources to our students.

Figure 14: Mendocino College Enrollments by Location Fall 2012. Source: Mendocino College SIS



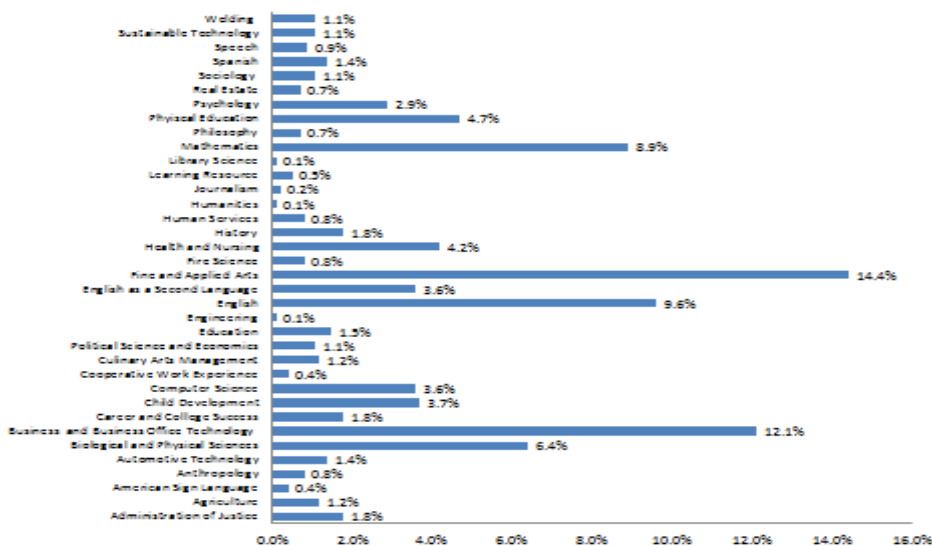


Lastly, Figure 15 displays the distribution of course offerings for Fall 2012. These course offerings represent a broad mix of courses and reflect the diverse role the College plays within the community as well as the direction given by the state to focus on Basic Skills, Transfer, and Career and Technical Education. New additions such as the Sustainable Technology certificate and new Associate degrees for transfer meet this direction and provide significant opportunities for rural college students.

Mendocino College is not only the principal provider of postsecondary education to Mendocino and Lake Counties, it also serves as a regionally focused center for the arts as well as one of the key resources for employers in the education and health services sectors.

Figure 15 also indicates an expansion of ESL course offerings. This expansion, as well as the distribution of ESL courses at a number of sites in the community, is also a reflection of the College’s commitment to serving its students. The high number of science offerings and arts courses support the previous statement that the College serves as an anchor for the arts as well as a key educational resource for students pursuing careers in the health service sectors. Through these courses and through the related degrees and certificates, the College demonstrates its understanding of the students it serves and its commitment to meeting their needs.

Figure 15: Distribution of Course Offerings by 2-digit TOPS Code Fall 2012  
Source: CCCC DataMart (CB table)



### Trends in Enrollment Patterns

Figure 16 illustrates the number of students enrolled (both credit and non-credit) each semester from Fall 2006 through Spring 2013. Typically Spring enrollments are slightly higher than Fall enrollments, which can be attributed to a decrease of seasonal work opportunities that enables some of our student population to attend school. Enrollment fluctuation also reflects the impact of changes in student fees, course repeatability restrictions and availability of state and federal aid (particularly to AB 540 students recently), which have occurred over time.

Figure 16: Headcount Enrollment by Semester  
Source: CCCC DataMart

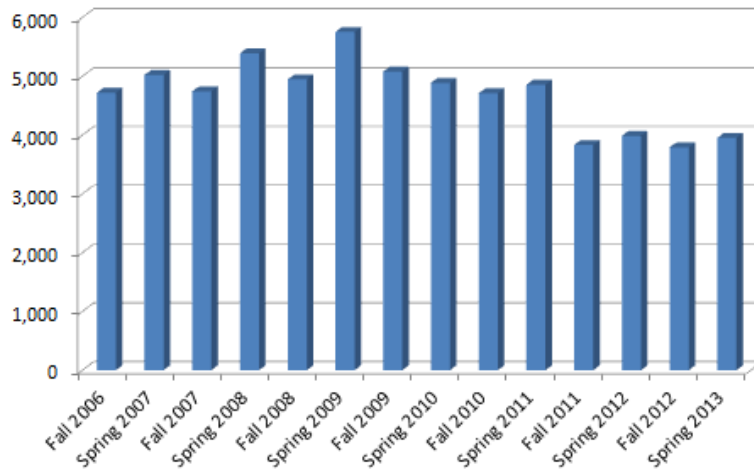
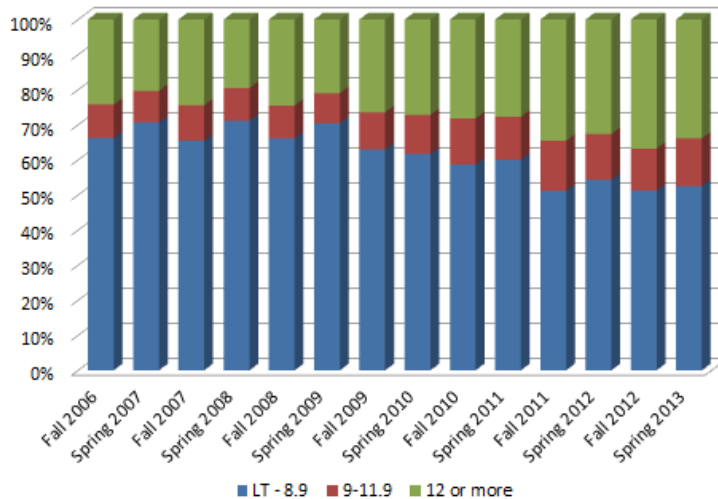


Figure 17 shows the enrollment patterns based upon the number of units enrolled in for each semester. The majority of Mendocino College students in each semester are part-time students, enrolled in 8.9 or fewer units. On average, about 11.1% of students enroll in 9–11.9 units, and 27.2% enroll as full-time students, with 12 or more units. In Fall semesters there tends to be a slightly greater proportion of full-time students as students acclimate to the new academic year and college experience. Also reflected in this figure is a decrease in enrollments due to drastic reductions to sections, which, in turn, reflect budget decreases from the state and changing legislative priorities for the California Community College system.

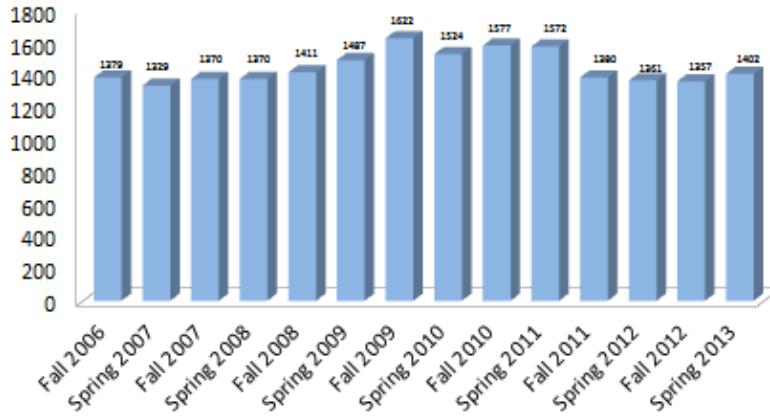
Figure 17: Proportional Distribution of Student Load Attempted by Term



Source: CCCC DataMart

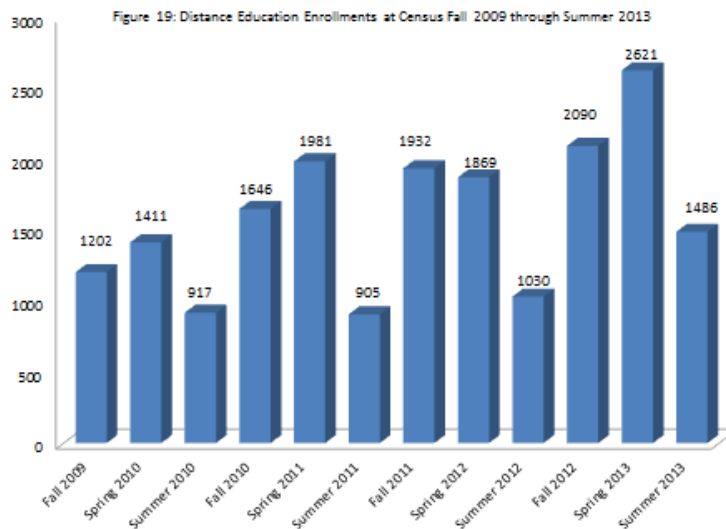
The results of these enrollments, Full-Time Equivalent Students (FTES), are shown in Figure 18.

Figure 18: FTES Per Semester, Fall 2006-Spring 2013



Source: CCCCO DataMart

As seen with Fall enrollment, there are slightly higher FTES for the Fall semesters. Since Fall 2000, Distance Education has played an increasing role in meeting the educational needs of our community, as illustrated in Figure 19. Since Fall 2009, with the introduction of online courses, the number of enrollments in Distance Education courses has nearly doubled by Spring 2013.

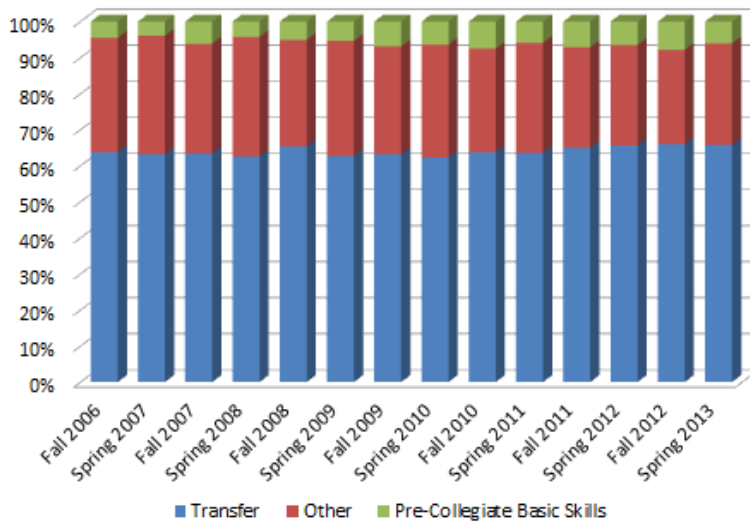


Source: Mendocino College SIS

Figure 20 illustrates that one aspect of enrollment has remained fairly constant since Fall 2006. This aspect is the strong enrollment in transfer-level courses (those numbered 100 and 200) by

Mendocino College students. In virtually every semester, nearly 64% of all course enrollments have been in transfer-level courses. This reflects the fact that a major proportion of our full-time students view Mendocino College as a way of moving to a four-year institution. This, coupled with rising unemployment and poverty rates, makes Mendocino College a beacon for professional and educational advancement.

Figure 20: Distribution of Enrollments



Source: CCCCO DataMart

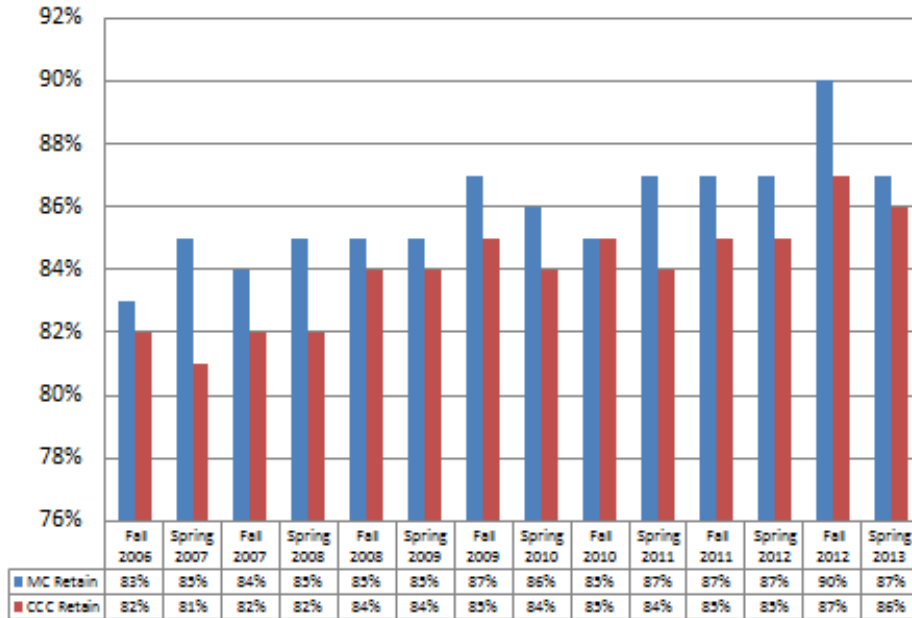
### Student Outcomes

Mendocino College prides itself in centering focus on student retention and persistence outcomes. There have been campus-wide efforts through Student Services, Instruction and Financial Aid to increase accessibility to students, ensuring their overall success. This section addresses several principal measures of student progress.

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

As Figure 21 illustrates, Mendocino College has a consistently strong course retention rate. Over the past 14 semesters, the average retention rate of student enrollments at Mendocino College has been 86%, ranging from a low of 83% in Fall 2006 to a high of 90% in Fall 2012. In each semester the Mendocino College retention rate exceeds the rate for all California Community Colleges.

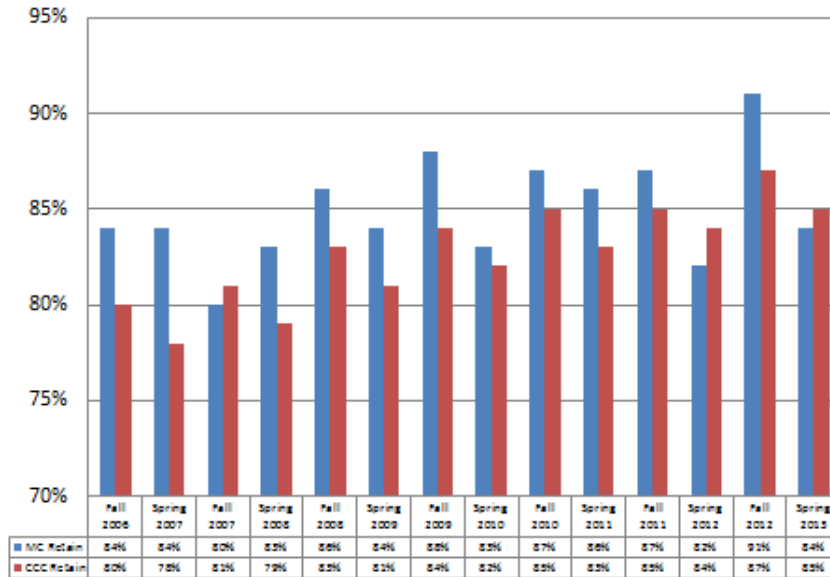
Figure 21: Retention rate comparison (all course enrollments); Mendocino College v. all California Community Colleges, Fall 2006 – Spring 2013.



Source: CCCC DataMart

Figure 22 displays the retention rates for enrollments in an important subset of all courses, pre-collegiate Basic Skills courses. These consist principally of English and mathematics courses and represent one of the key delivery areas. As with overall course performance, Mendocino College shows a consistently high rate of retention in pre-collegiate Basic Skills.

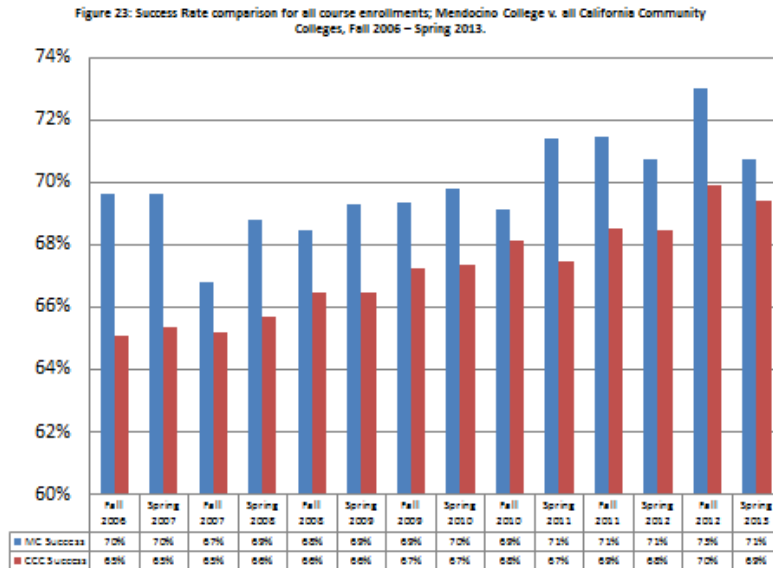
Figure 22: Retention rate comparison for pre-collegiate basic skills enrollments; Mendocino College v. all California Community Colleges, Fall 2006-Spring 2013



Source: CCCC DataMart



Mendocino College has performed well on one measure of student success: the percentage of students passing a course and prepared to go on to the next course in a sequence, as shown in Figure 23.

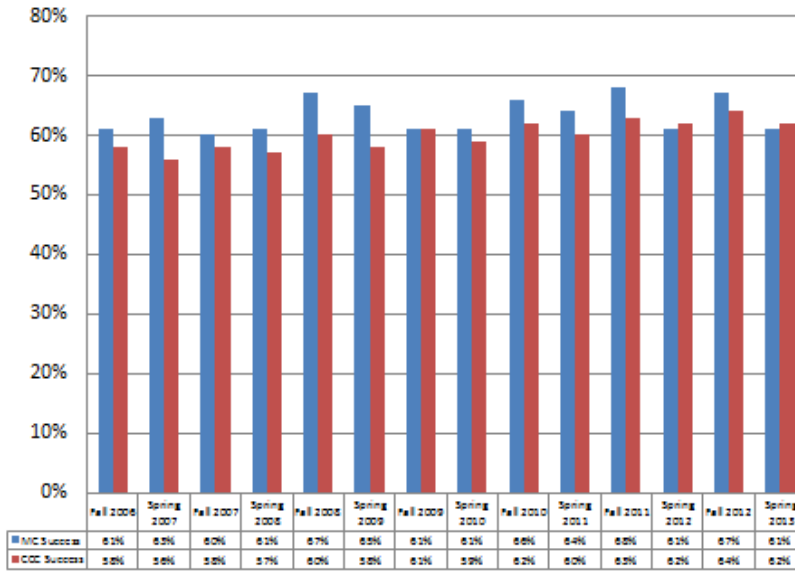


Source: CCCCO DataMart

In each semester since Fall 2006, the overall success rate for Mendocino College has exceeded that of all California Community Colleges by 2-5%. On average, over the period studied, the success rate at Mendocino College was 70%, compared to 67% for all California Community Colleges.

This success is also evident in pre-collegiate Basic Skills courses, as illustrated in Figure 24.

Figure 24: Success rate comparison for pre-collegiate basic skills enrollments; Mendocino College v. all California Community Colleges, Fall 2006-Spring 2013.

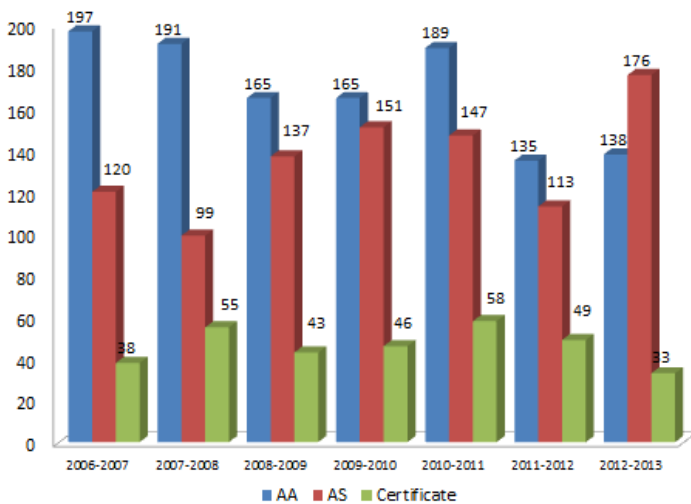


Source: CCCCO DataMart

In pre-collegiate Basic Skills, Mendocino College slightly outperforms all other California Community Colleges. Over the period studied, the average success rate for Mendocino College was 63%, compared to 60% for all California Community Colleges.

In terms of ultimate outcomes, Mendocino College consistently graduates a large number of its students, as shown in Figure 25. Since academic year 2006-2007, Mendocino College has awarded an annual average of 168 Associate of Arts (AA) degrees, 134 Associate of Science (AS) degrees, and 46 Certificates.

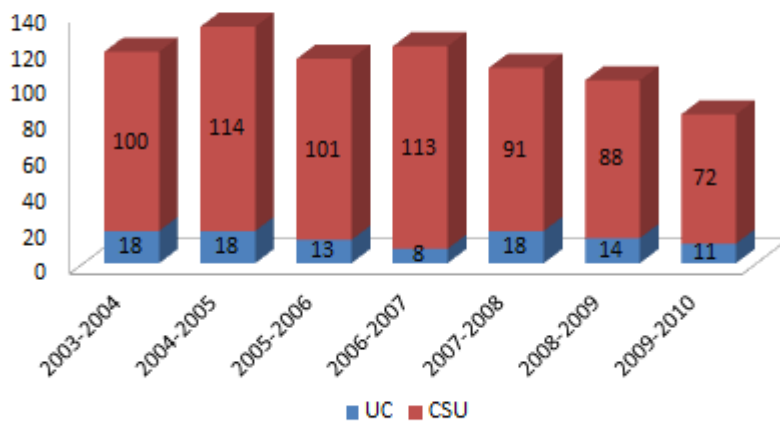
Figure 25: Degrees and Certificates Awarded 2006-2007 through 2012-2013



Source: CCCCO DataMart

In addition to degrees, Mendocino College consistently transfers students to the University of California and the California State University campuses. Over the past seven years, an average of slightly more than 111 students have transferred to UC or CSU campuses, as illustrated in Figure 26. The top five destinations over that period are Sonoma State University, Chico State University, Humboldt State University, Sacramento State University, and the University of California, Davis.

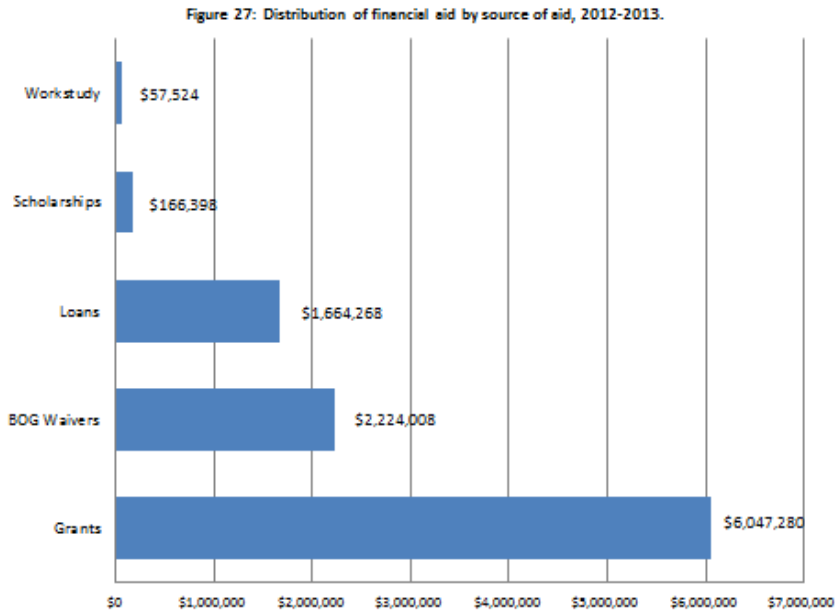
Figure 26: Transfers to public 4 yr. institutions in California, 2003-2009.



Source: California Postsecondary Education Commission (CPEC)

### Student Support

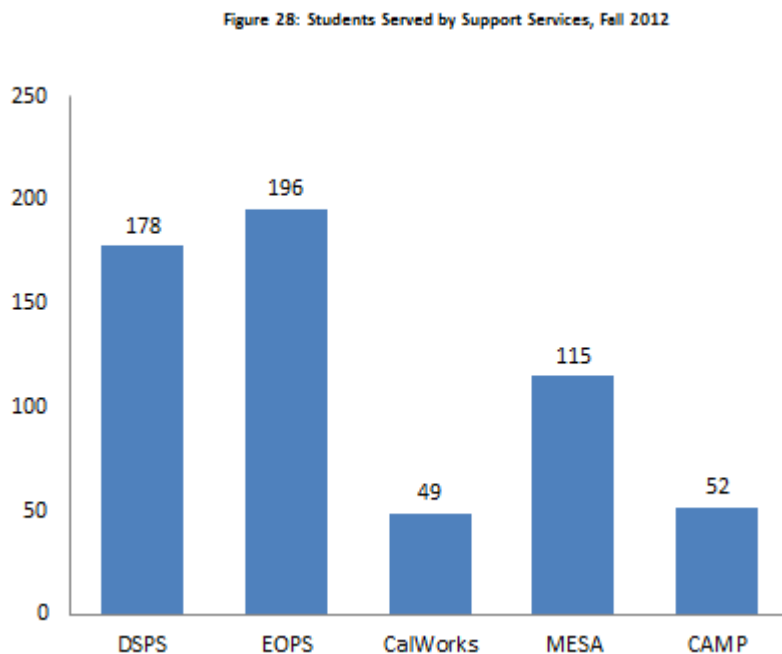
Mendocino College has worked diligently to create a hub of student support services for student access. This includes a consolidated effort through programs such as Financial Aid, MESA, CAMP, Counseling, Instruction, Athletics and Information Technology, as well as the coordination of outreach and recruitment, retention strategies and scheduling. In 2012-2013, more than \$10.1 million was disbursed to students in the form of financial aid; triple the amount that was disbursed in 2005-2006. As Figure 27 shows, the bulk of the aid was distributed in the form of grants (\$6.047 million). This includes both Pell Grants and Board of Governor (BOG) grants.



Source: CCCCO DataMart Referential Files

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

Figure 28 illustrates the fact that in Fall 2012 close to 600 students availed themselves of special counseling and support services through various programs. This represents nearly 16% of enrolled students.



**Key:**

- **DSPS: Disabled Students Programs and Services**
- **EOPS: Extended Opportunity Programs and Services**
- **CalWORKs: California Work Opportunities and Responsibility to Kids**
- **MESA: Mathematics, Engineering, Science Achievement**
- **CAMP: College Assistance Migrant Program**

Source: Mendocino College and CCCC DataMart Referential Files

**Conclusion**

Since its last accreditation cycle in 2008, Mendocino College has made formative improvements which have resulted not only in institutional decision making through a concerted effort of analyzing program reviews and student learning outcomes, but also by concentrating these efforts on student success as the focal point. As an entire District, we are proud to have made such advancement and honored to be able to do so.

## **B. *Organization of the Self Evaluation Process***

Mendocino College began the focused process for the Accreditation Self Evaluation in Spring 2011. Teams, which were designed to include diverse participation by members of the faculty, staff, administration and students, were formed and vetted through the Planning and Budgeting Committee (PBC). These teams conferred periodically over the next several months to develop a plan to prepare the Self Evaluation. In Fall 2012, the Accreditation Steering Committee, which was composed of the team leads for each Standard, met for the first time and received training on the accreditation and Self Evaluation process. Team members attended an ACCJC sponsored workshop in the Fall of 2012; they also attended ACCJC workshops in the Fall of 2013. During this time, a website was created to facilitate communication among the teams and to house key documents. In the Spring 2013, the teams continued to meet and draft their sections of the Self Evaluation. The teams submitted their preliminary drafts to the Accreditation Liaison Officer, and an initial rough draft was developed for review by the Steering Committee. During this process, technology needs were identified. Additionally, a commitment to a culture of evidence was solidified; a coordinator of the evidence vault was identified, and an evidence team was assembled. After review and revision, a compiled draft was sent to the College community for comment in October 2013. Forums were held at the off campus Centers, and the document was reviewed and commented on by the Associated Students of Mendocino College. Upon incorporation of the feedback from the College, a revised draft was reviewed by the Steering Committee and presented to the Board of Trustees in November 2013. The Board received a second draft at its December 2013 meeting and approved the final draft of the Self Evaluation at its January 2014 meeting. Throughout the process of writing the Self Evaluation, the Accreditation Steering Committee worked with all constituencies of the College community to keep them informed and engaged in the process; presentations and updates were given at Inservices, Board meetings, faculty meetings and other College gatherings.

### **Accreditation Steering Committee**

**Virginia Guleff** (Vice President, Education and Student Services)  
Accreditation Liaison Officer / Committee Chair / Standard I.A Chair  
**Cindy Chapman** (Executive Assistant) - Accreditation/Administrative Assistant  
**Patti Gulyas** (Accounting Specialist, Fiscal Services) - Standard I.A Committee Member  
**Minerva Flores** (Institutional Researcher) - Standard I.B Chair  
**Debra Polak** (Former Full-Time Faculty, English/Dean of Instruction) - Standard II.A Chair  
**Dan Jenkins** (Full-Time Faculty, AOD/HUS; SLO Team Coordinator) - Standard II.A Committee Member  
**Cary Templeton** (Dean of Student Services) - Standard II.B Chair  
**John Koetzner** (Academic Senate President; Head Librarian) - Standard II.C Chair  
**Karen Chaty** (Director of Human Resources) - Standard III.A Chair  
**Larry Perryman** (Vice President, Administrative Services) - Standard III.B Chair  
**Karen Christopherson** (Director of Information Technology) - Standard III.C Chair  
**Steve Cardimona** (Full-Time Faculty, Earth Science) - Standard III.C Committee Member  
**Eileen Cichocki** (Director of Fiscal Services) - Standard III.D Chair  
**Steve Hixenbaugh** (Full-Time Faculty, Business; Faculty Center Coordinator) - Standard III.D Committee Member  
**Arturo Reyes** (Superintendent/President) - Standard IV.A Chair  
**Sue Goff** (Dean, Career and Technical Education) - Standard IV.B Chair



## **Standard I: Institutional Mission and Effectiveness**

### **A. Mission**

#### **Virginia Guleff, Committee Chair**

(Vice President, Education and Student Services)

**Patty Gulyas** (Accounting Specialist, Fiscal Services)

**Bob Alto** (Full-Time Faculty, Speech)

**Leslie Saxon-West** (Full-Time Faculty, Dance)

### **B. Improving Institutional Effectiveness**

#### **Minerva Flores, Committee Chair**

(Director of Institutional Research)

**Jaime Cechin** (Full-Time Faculty, English)

**Dan Jenkins** (Full-Time Faculty, AOD / HUS; SLO Team Coordinator)

**Ginger Bushway** (Nursing Program Support Specialist)

**Steve Crossman** (Full-Time Faculty, Counseling)

## **Standard II: Student Learning Programs and Services**

### **A. Instructional Programs**

#### **Debra Polak, Committee Chair**

(Former Full-time Faculty, English; current Dean of Instruction)

**Rebecca Montes** (Full-Time Faculty, History; Curriculum Committee Chair)

**Mary Lamb** (Curriculum Technician)

**Rachel Donham** (Full-Time Faculty, Biology)

**Barbara French** (Full-Time Faculty, Nursing)

**Dan Jenkins** (Full-Time Faculty, AOD/HUS; SLO Team Coordinator)

**Dustin Meineke** (Student)

### **B. Student Support Services**

#### **Cary Templeton, Committee Chair**

(Dean of Student Services)

**Jean Stirling** (Full-Time Faculty, Counseling)

**Jacque Bradley** (Assistant Dean, Financial Aid)

**Eileen Lucas** (Center Assistant, Lake Center)

**Leticia Trejo** (Admissions and Records Specialist I)

### **C. Library and Learning Support Services**

#### **John Koetzner, Committee Chair**

(Full-Time Faculty, Head Librarian; Academic Senate President)

**Jason Edington** (Full-Time Faculty, Mathematics)

**Susan Orozco** (Instructional Assistant, LD/ACT)

**Janet Daugherty** (Learning Center Assistant)

**Sarah Walsh** (Full-Time Faculty, English as a Second Language)

**Tascha Whetzel** (Full-Time Faculty, Disability Resource Center)

### **Standard III: Resources**

#### **A. Human Resources**

**Karen Chaty, Committee Chair**

(Director of Human Resources)

**Roger Hock** (Full-Time Faculty, Psychology)

**Dalene Nickelson** (Administrative Assistant I, Maintenance and Operations)

**Betty Antoni** (Human Resources Technician)

**Kris Bartolomei** (Human Resources Specialist)

#### **B. Physical Resources**

**Larry Perryman, Committee Chair**

(Vice President, Administrative Services)

**Doug Browe** (Full-Time Faculty, Ceramics)

**Kris Bartolomei** (Human Resources Specialist)

**Steve Oliveria** (Director of Maintenance and Operations)

#### **C. Technology Resources**

**Karen Christopherson, Committee Chair**

(Director of Information Technology)

**Steve Cardimona** (Full-Time Faculty, Earth Science)

**John Loucks** (Telecommunications Technician)

#### **D. Financial Resources**

**Eileen Cichocki, Committee Chair**

(Director of Fiscal Services)

**Steve Hixenbaugh** (Full-Time Faculty, Business; Faculty Center Coordinator)

**Rebecca Montes** (Full-Time Faculty, History; Curriculum Committee Chair)

**Barbara Nobles** (Admissions and Records Technician)

**Cindy Chapman** (Executive Assistant)

**Cindey Parker** (Accounting Technician, Fiscal Services)

**Standard IV: Leadership and Governance**

**A. Decision-Making Process**

**Arturo Reyes, Committee Chair**

(Superintendent/President)

**John Koetzner** (Full-Time Faculty, Head Librarian; Academic Senate President)

**Larry Lang** (Theatre Production Technician)

**Roger Ahders** (Full-Time Faculty, Mathematics)

**Amethyst Raybee** (President, Associated Students of Mendocino College)

**B. Board and Administrative Organization**

**Susan Goff, Committee Chair**

(Dean, Career and Technical Education)

**Julie Finnegan** (Full-Time Faculty, Business)

**Anastasia Simpson-Logg** (Director of Admissions and Records)

**Gwen Chapman** (Executive Assistant)

**Accreditation Self Evaluation Editor**

**Deborah White** (Full-Time Faculty, Mathematics)

**Accreditation Self Evaluation Formatting**

**Cindy Chapman** (Executive Assistant)

**Accreditation Self Evaluation Technology and Web Support**

**Erik Alfin** (Programmer/Analyst)

**Accreditation Researcher**

**Minerva Flores** (Director of Institutional Research)

**Accreditation Self Evaluation Evidence Vault Coordinator**

**Candi Whitman**

**Accreditation Self Evaluation Evidence Team Members**

**Cindey Parker** (Accounting Technician, Fiscal Services)

**Patti Gulyas** (Accounting Specialist, Fiscal Services)

**Mary Lamb** (Curriculum Technician)

**Debra Polak** (Dean of Instruction)

**Eileen Cichocki** (Director of Fiscal Services)

**Gwen Chapman** (Executive Assistant)

**Cindy Chapman** (Executive Assistant)

**Minerva Flores** (Director of Institutional Research)

**Sue Goff** (Dean of Career and Technical Education)

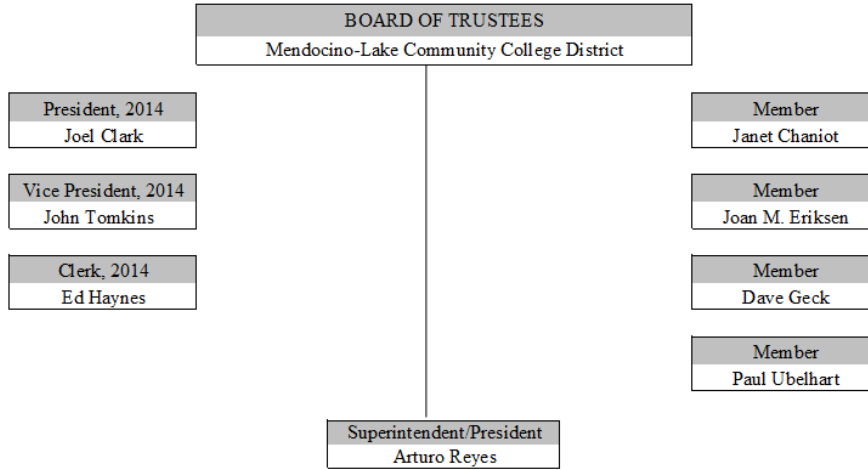
**Karen Christopherson** (Director of Information Technology)

**Accreditation Liaison Officer**

**Virginia Guleff** (Vice President, Education and Student Services)

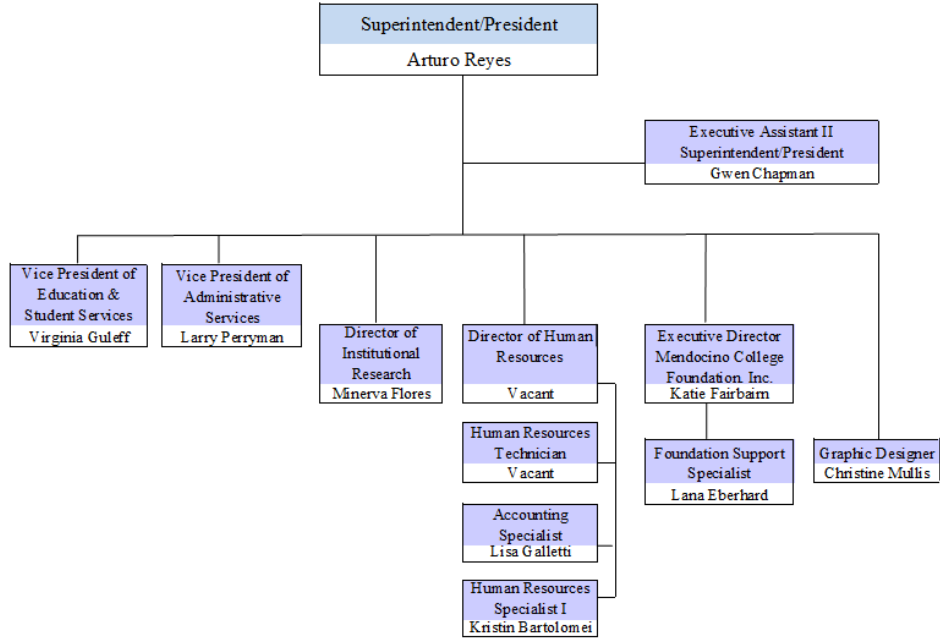
C. *Organizational Information*

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT  
Board of Trustees  
Organizational Chart



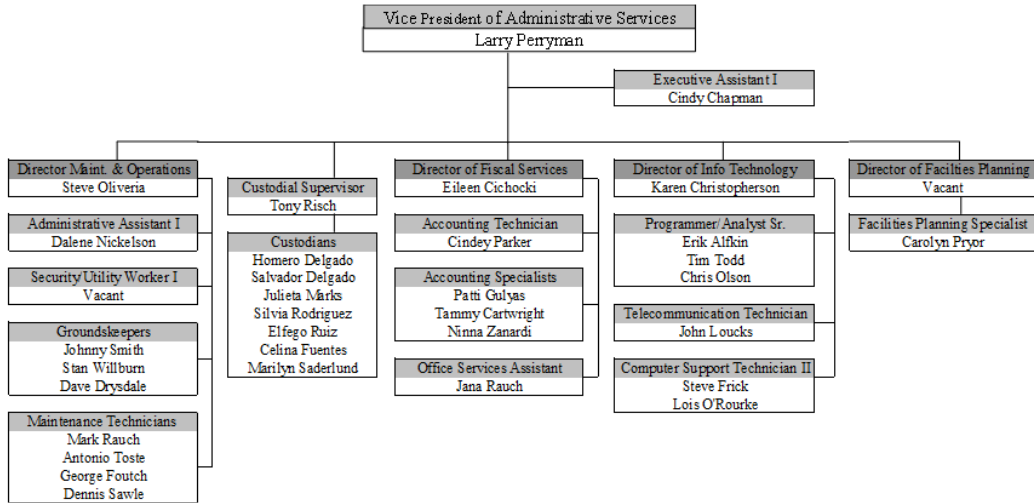
Revised/Reviewed 12/11/13

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT  
Superintendent/President's Office  
Organizational Chart**



Revised /Reviewed 12/11/13

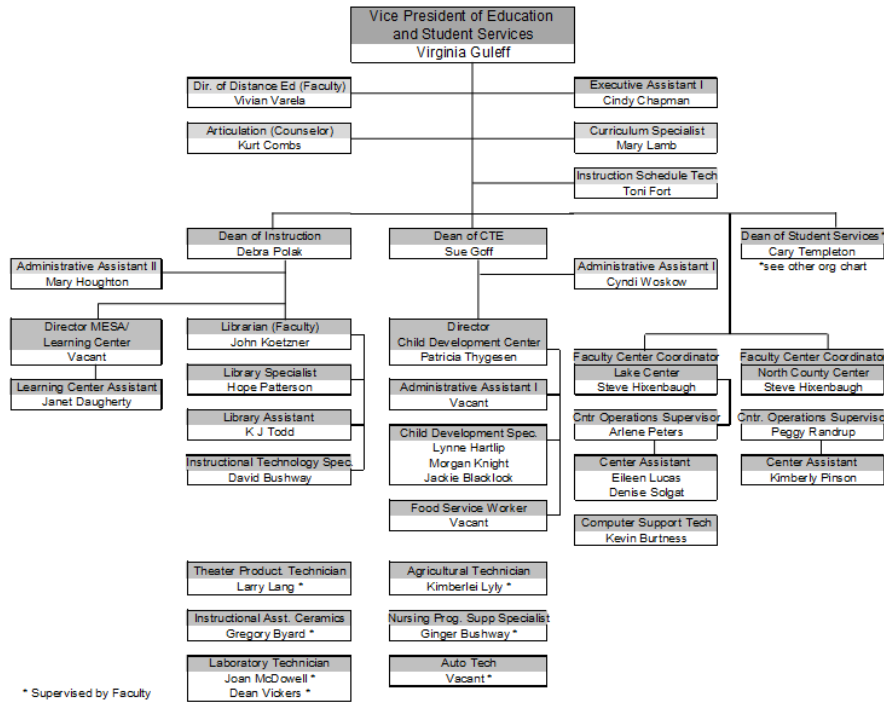
**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT**  
**Vice President of Administrative Services - Organizational Chart**



Revised/Reviewed 12/11/13

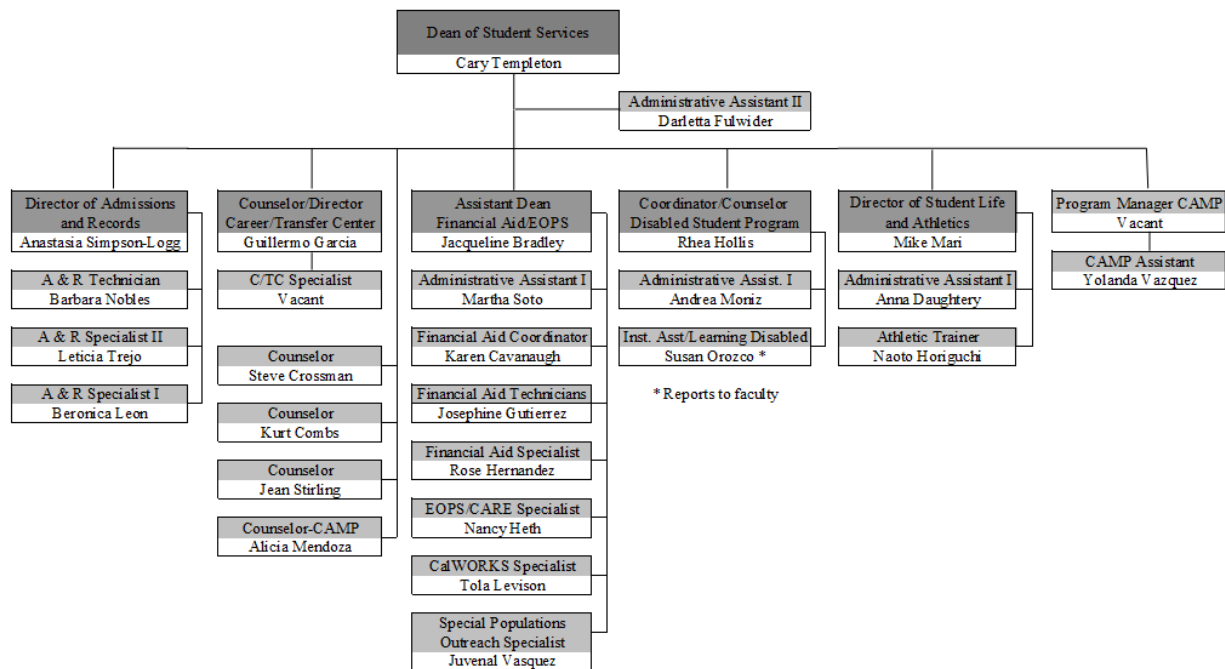


**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT**  
**Education - Organizational Chart**



Revised/Reviewed 12/11/13

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT**  
**Student Support - Organizational Chart**



Revised /Reviewed 12/11/13

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## *D. Certification of Continued Institutional Compliance with Eligibility Requirements*

### **1. Authority**

Mendocino College is authorized to operate as an educational institution and to award degrees by the California Community College Chancellor's Office, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and the U.S. Department of Education. Mendocino College was first accredited by WASC in 1973, and accreditation was last affirmed in 2008.

### **2. Mission**

Mendocino College's Mission Statement clearly defines the institution's commitment to student learning and is appropriate to a degree-granting institution of higher education and its constituency. The Mission Statement is reviewed yearly and was last revised and adopted by the Board in April 2013. It is published in the College catalog, in the class schedule, in each classroom and on the College website.

### **3. Governing Board**

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

### **4. Chief Executive Officer**

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

### **5. Administrative Capacity**

Mendocino College has sufficient administrative staff with appropriate preparation and experience to provide the services to support its Mission. As of Fall 2013, the College has one Superintendent/President, two Vice Presidents and 15 managers. The College has experienced consistency in its administration due to the longevity of its administrative employees. Many have worked at the College for more than five years, with some serving more than ten years.

### **6. Operational Status**

Approximately 4,500 students enroll at Mendocino College each semester, many of whom identify associate degrees as their educational goal. Others attend for personal enrichment, transfer, certificate completion or job advancement.

### **7. Degrees**

Mendocino College offers 27 certificates of achievement and 47 degree programs. A substantial portion of its classes in any given semester will help students advance toward degree completion. In Fall 2013, 71% of students indicated enrollment in a degree or certificate program.

## **8. Educational Programs**

Mendocino College's degree programs are consistent with its Mission, are based on recognized higher education fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. The College offers Associate in Arts and Associate in Science degrees in a variety of majors, as well as Associate in Arts and Associate in Science for Transfer in a variety of programs. The College catalog contains a listing of degrees offered, specific course requirements, and the number of units of study required to complete each program.

## **9. Academic Credit**

Mendocino College awards academic credits based on generally accepted practices in institutions of higher education. The College follows California Education Code standards, Title 5 and the Carnegie unit when determining the appropriate amount of credit to grant.

## **10. Student Learning and Achievement**

Mendocino College has developed Student Learning Outcomes for its programs and courses. Program-level SLOs are published in the College catalog, and course-level SLOs are published in course syllabi. SLO assessment results are incorporated into Program Review and are used by faculty to make program improvements. Faculty members ensure that students who have completed a program have achieved the program's Student Learning Outcomes.

Mendocino College has set Student Achievement Standards for the student course completion, student retention, degree completion, transfer to a four-year institution, and certificate completion. The College also monitors its licensure pass rate. The Student Achievement Standards are reviewed in the Planning and Budgeting Committee. Student Achievement data is presented regularly to the Board of Trustees.

## **11. General Education**

All degree programs at Mendocino College contain a General Education component designed to provide a breadth of knowledge to students. General Education programs and courses meet and exceed the requirements of Title 5 regulations. Requirements ensure breadth of knowledge and encourage intellectual inquiry. General education requirements are listed in the catalog and class schedules, and on the College website.

## **12. Academic Freedom**

Mendocino College's Academic Freedom Policy (BP 411) creates an environment where faculty and students may express ideas freely. The policy is stated in the College catalog and is available on the College website.

## **13. Faculty**

Mendocino College has 49 full-time faculty who have met minimum qualifications as determined by the California Community College's Statewide Academic Senate. Faculty duties are outlined in their job descriptions and in their collective bargaining agreement; these duties include development and review of curriculum as well as assessment of student learning.

#### **14. Student Services**

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

#### **15. Admissions**

Mendocino College has admissions procedures consistent with its Mission and California Code of Regulations, Title 5, that clearly identify the qualifications needed for admission. These requirements and procedures are printed in the catalog and schedules and are available on the College website.

#### **16. Information and Learning Resources**

Mendocino College library services are available to all enrolled students and staff. These services include a physical location on the Ukiah Campus with trained librarians on duty to assist students, as well as extensive online research databases available on and off campus. All library holdings and services are developed in conjunction with faculty and support the Mission of the College and the instructional programs.

#### **17. Financial Resources**

Mendocino College receives the bulk of its financial resources from state allocations based on enrollments, categorical funds and some federal sources such as Perkins. It has sufficient funding to support its Mission and educational programs, and it prudently carries a reserve adequate to address any unforeseen expenses without interrupting services to students. Audited financial statements and budget updates are presented to the College community and the Board of Trustees on a regular basis. Additionally, the College has an active, well-funded Foundation.

#### **18. Financial Accountability**

Mendocino College is audited annually by an independent audit firm, which notes any audit exceptions in writing. The Board of Trustees reviews the audit report as well as any exceptions and recommendations. Management responds to any exceptions on a timely basis. In all fiscal matters, the College adheres to specific, Board-approved policies and parameters governing the responsible allocation of funds to support its educational programs and support services.

#### **19. Institutional Planning and Evaluation**

Mendocino College has an Educational Master Plan, a Technology Master Plan and a Facilities Master Plan, which inform the Strategic Action Plan. Additionally, institutional planning is guided by an Integrated Timeline, which is reviewed yearly. Mendocino College continues to refine its well-established Program Review process and its inclusive decision-making structure to better meet student needs and the College Mission. SLO and SAO assessments are fully integrated into the Program Review process. Through its Director of Institutional Research, the College regularly evaluates progress toward its Goals and disseminates information to the College community via all-College Inservice sessions, meetings and the website. It also prepares press releases and research reports for the community at large.



## **20. Integrity in Communication with the Public**

Mendocino College publishes an annual catalog, which is available in printed form and on the website. It includes:

### **General information**

- Official name, address, telephone numbers and website address
- Mission Statement
- Course, program and degree offerings
- Academic Calendar and program length
- Academic Freedom Policy
- Financial Aid information
- Learning and student support resources
- Names and degrees of administrators, faculty and classified staff
- Names of trustees

### **Requirements**

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

### **Major policies affecting students**

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

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

## **21. Relations with the Accrediting Commission**

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

## ***E. Certification of Continued Institutional Compliance with Commission Policies***

### **Policy on Distance Education and Correspondence Education**

***Development, implementation, and evaluation of all courses and programs, including those offered via Distance Education or correspondence education, must take place within the institution's total educational mission.***

In order to meet changing student needs, Mendocino College offers Distance Education courses through hybrid and online class offerings. Mendocino College does not offer any courses through the correspondence modality. Mendocino College meets the Policy on Distance Education and on Correspondence Education through the following:

***•Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via Distance Education or correspondence education.***

Distance Education courses are developed by appropriate faculty through the existing curriculum process (BP 402 – Curriculum Development), which directs faculty to consider the appropriateness of, need for, quality of, and feasibility of all courses and programs. Distance Education courses align with Mendocino College's Mission and Goals and meet the same standards as on ground courses. Further, an additional College policy (BP 407 – Distance Education) requires separate review and certification for courses offered via Distance Education, which certifies the course quality and requirements of student-instructor interaction.

***•Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through Distance Education or correspondence education. Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.***

All courses and programs have clearly defined and appropriate Student Learning Outcomes. Faculty members are required to use the same Student Learning Outcomes for all courses, regardless of delivery method. The Distance Education Committee provides professional development for online instructors, reviews and recommends Distance Education courses to the Curriculum Committee for approval, and ensures that Distance Education courses at Mendocino College meet the requirements for regular and effective contact. The Distance Education Committee has designed a Distance Education Faculty Handbook that delineates course and institutional requirements, assessment and troubleshooting. Online instructors engage in the SLO assessment process and utilize assessment results to improve student learning. Online instructors, both part-time and full-time, are regularly evaluated following the general evaluation schedule for full-time and part-time faculty. Finally, Mendocino College offers Distance Education students the opportunity to assess their readiness to take online classes through the Successful

Online Student course and provides an orientation to all students on Etudes, the learning management system for Distance Education at Mendocino College.

***•Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode through the substantive change process. Institutions are expected to provide the Commission advance notice of intent to offer a program, degree, or certificate in which 50% or more of the courses are via Distance Education.***

Complying with the Commission's requirement of delivery and substantive change notice, the College submitted and the Commission accepted a substantive change proposal that allows the institution to offer degrees and certificates via Distance Education in May 2010. All Distance Education courses are regularly reviewed to determine whether 50% or more of any degree or certificate program is delivered in this instructional mode. Since the last substantive change report, the College has added an online astronomy lab and is in the process of submitting an updated substantive change report.

***•Institutions which offer Distance Education must have processes in place through which the institution established that the student who registers in a Distance Education course is the same person who participated every time in and completes the course and is awarded academic credit.***

The College issues every student a unique identifying number in its Datatel System, known internally as a Colleague ID but generally referred to as a Student ID. This student identification number is required for log in to Etudes every time the student participates in an online class. This secures that a student who registered for an online class is the student who is participating in the course and receiving credit.

### **Policy on Institutional Compliance with Title IV**

***During the course of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.***

Mendocino College meets all requirements of the ACCJC for the Policy on Institutional Compliance with Title IV. Mendocino College submits required annual financial aid audits and compliance audits in a timely manner. Mendocino College publishes mandated information and requirements for federal financial aid, including satisfactory academic progress, on its website and in the College catalog. The current Mendocino College 2-year default rate is 15.1% for Fall 2010. The current Mendocino College 3-year default rate is 26.5% for Fall 2010.

## **Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status**

*Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including electronic format. In institutional catalogs and /or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.*

Mendocino College strives to deliver accurate, pertinent up-to-date information to the public. The Mendocino College Instruction Office and Graphics Department ensure that the College's publications and promotional literature meet the College, state and federal guidelines; the College catalog and College website accurately depict College contact information, the College Mission, Vision, Values and Goals, information about academic programs and student services, and other information in accordance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. As an open-access institution, Mendocino College does not actively recruit students. Mendocino College maintains in its catalog and on its website an accurate description of its accreditation status as well as information about national and state legal requirements for licensure eligibility or professional entry requirements for any of the programs it offers.

## **Policy on Institutional Degrees and Credits**

Units of credit, standardized in accordance with Title 5 Regulations and the California Community College Chancellor's Office Program and Course Approval Handbook, require three hours of student learning per week throughout the semester for each unit of credit. Mendocino College offers degree-applicable and non-degree-applicable credit courses, ranging from CSU/UC transferable to Basic Skills. Course descriptions, located in the catalog, schedule of classes, WebAdvisor, and CurricUNET include this information. Graduation from Mendocino College with an Associate degree is granted upon successful completion of an approved program of study, which requires a minimum of 60 degree-applicable semester units.

## **Policy on Institutional Integrity and Ethics**

Mendocino College has a published Institutional Code of Ethics, which was adopted June 4, 2008 and revised June 5, 2013. Mendocino College annually reviews and publishes its Code of Ethics and other policies and standards of behavior, such as Nondiscrimination, Equal Employment Opportunity, and Academic Honesty Policies, through shared governance committees and legal counsel. Board Policies and Administrative Procedures are posted on the College website and portal. The College catalog and website have specific information for students and community members regarding student services, fees, and descriptions of educational programs. All new employees are given an employee orientation to become familiar with Mendocino College's shared governance practices, ethical expectations and institutional Mission, Vision, Values and Goals.

## **Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

Mendocino-Lake Community College District is a single-College District. The College has no contractual arrangements with non-regionally accredited organizations that affect accreditation requirements.

## *F. Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review*

### **Summary of Responses to the 2008 Accreditation Visit**

As a result of the Spring 2008 visit by an ACCJC accrediting team, the Accrediting Commission for the Community and Junior Colleges, Western Association of Schools and Colleges reaffirmed Mendocino College's accreditation at its meeting on June 4-6, 2008, with seven recommendations:

**Recommendation 1:** As noted in recommendations 1, 3, 4 and 7 contained in the 2002 Accreditation Evaluation Report, the team recommends that the College:

- Complete the reorganization of committees and planning structure to improve the planning process;
- Make effective use of program review data and incorporate an assessment of student learning outcomes in all areas; and
- Engage in dialogue for assessing institutional effectiveness and student success.

The College should move immediately to:

- Develop an educational master plan, a strategic plan, facilities plan, and a technology plan;
- Develop and use measurable objectives to benchmark program and College goals; and
- Link planning to the budget allocation process. (Standards I.A.4, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, II.A.1, II.A.2, II.A.3, II.A.6, II.B.1, II.B.3, II.B.4, II.C.1, II.C.2, III.A.1, III.A.4, III.A.5, III.A.6, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, III.D.3, IV.A.1, IV.A.5, IV.B.1, IV.B.2, including various subsections)

**Recommendation 2:** To comply with recommendation 4 contained in the 2002 Accreditation Evaluation Report, the team recommends that the College complete the development of student learning outcomes for all courses, programs, and services, that it develop methods of assessing attainment of those outcomes and then use the assessment results as part of a continuous effort of improvement. (Standards I.B.1, II.A.1.a, II.A.1.c, II.A.2.b, II.A.2.h, II.A.3, II.A.6, II.B.4, III.A.6, III.B.2.b, III.C.2, III.D, IV.A.5, IV.B.2.b)

**Recommendation 3:** In order to improve, the team recommends that the College complete installations of the Integrated Information System and maximize its potential for reporting, accountability, and assessment of institutional effectiveness, student learning and student success. (Standards I.B.5, I.B.6, I.B.7)

**Recommendation 4:** As was noted in recommendation 6 contained in the 2002 Accreditation Evaluation Report, the team recommends that the College comply with this standard by completing evaluations for all managers by June 2008, and ensure that the systematic process for monitoring completion of evaluations for all College personnel is adhered to in accordance with College policies and procedures (Standard III.A.1.b)

**Recommendation 5:** In order to meet Standard III.A.3.d, the team recommends that the College develop and institute a written code of ethics for all personnel. (Standard III.A.3.d)

**Recommendation 6:** In order to come into compliance with the Accrediting Commissions Substantive Change Policy, the College should immediately work with WASC to obtain substantive change approval for its nursing program and for programs leading to an associate degree that are being offered at the Lake Center. (Standard IV.A.4, ER 21)

**Recommendation 7:** In order to meet Standard IV.B.1.h, the team recommends that the College Board of Trustees adopt a clearly defined policy that addresses violation of its code of ethics. (Standard IV.B.1.h) ([IF.1](#))

The College was directed to submit a Follow-Up Report on March 15, 2009, addressing Recommendations 1 and 2. The College was also directed to submit a Follow-Up Report on March 15, 2010 to address Recommendation 3. The College submitted both Follow-Up Reports, which were accepted by the Commission. Additionally, the College submitted its Midterm Report on March 10, 2011, which was also accepted by the Commission. ([IF.2](#), [IF.3](#), [IF.4](#), [IF.5](#))

**The College's response to and current status regarding each of the seven recommendations from the 2008 visit are provided below:**

**Recommendation 1:** *As noted in recommendations 1, 3, 4 and 7 contained in the 2002 Accreditation Evaluation Report, the team recommends that the College:*

- *Complete the reorganization of committees and planning structure to improve the planning process;*<sup>26100</sup>
- *Make effective use of program review data and incorporate an assessment of student learning outcomes in all areas; and*
- *Engage in dialogue for assessing institutional effectiveness and student success.*

*The College should move immediately to:*

- *Develop an educational master plan, a strategic plan, facilities plan, and a technology plan;*
- *Develop and use measurable objectives to benchmark program and College goals; and*
- *Link planning to the budget allocation process. (Standards I.A.4, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, II.A.1, II.A.2, II.A.3, II.A.6, II.B.1, II.B.3, II.B.4, II.C.1, II.C.2, III.A.1, III.A.4, III.A.5, III.A.6, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, III.D.3, IV.A.1, IV.A.5, IV.B.1, IV.B.2, including various subsections)*

In 2009, the College completed the committee reorganization that it had explained to the visiting team in March 2008 and discussed with the Commission in June 2008. The highlight of this reorganization is a Planning and Budgeting Committee (PBC) with representation from all employee groups. This committee is responsible for making all budget recommendations to the Superintendent/President and ensuring that College resources are used to support planning goals. ([IF.6](#))

The Planning Committee Structure is based on the Program Review Process. Committees have been designed to correspond to different components of the College's Program Review document, which itself has been revised to better guide respondents in their planning. For example, the Staffing Committee receives all staffing requests made through Program Review. It reviews and evaluates the requests based on the rubric developed by the committee, which addresses key planning connections such as the College Mission, the Educational Master Plan and the College Strategic Action Plan. After this process, the Staffing Committee chair brings a list of the ranked staffing requests to PBC, which also considers College planning documents as well as College finances, prioritizes them further and makes recommendations to the Superintendent/President. ([IF.7](#), [IF.8](#), [IF.9](#))

Other planning committees have also benefitted from improvements to these processes. In Fall 2010, the Educational Action Plan Committee submitted to PBC a comprehensive assessment of educational programs (including Student Services) to review program health. This highlighted the College's attempt to lay some groundwork for program development or elimination and to better inform allocation of resources to programs based on planning priorities. The EAP document used Program Review data to recommend further analysis of programs through Program Advisory Teams or designated programs as adequate and not needing additional resources. EAP has continued to compile reports on program health for PBC, based on summaries of Program Review results. ([IF.10](#), [IF.11](#), [IF.12](#))

A useful result of the EAP process was a broad recognition that in some cases programs and departments do not provide sufficient analysis and long-term planning in their Program Reviews. Therefore, the College researcher drafted new guidelines for Program Review writers, which have been used effectively since the 2011 cycle. ([IF.13](#), [IF.54](#))

The other committees in the Planning Committee Structure make similar recommendations to PBC based on information gathered from Program Review and other sources. For example, in Fall 2013, the SLO Team Coordinator presented information regarding trends that are emerging from the Program-Level SLO assessment process. This information has informed further recommendation and prioritization processes including the prioritization of staffing requests. ([IF.14](#))

When the College first implemented this structure, it envisioned a lively and iterative process, which has come to pass. Committees now regularly report to PBC on their committee work and make recommendations to the Superintendent/President.

- Make effective use of program review data and incorporate an assessment of student learning outcomes in all areas.*

As the foregoing discussion of the revised committee structure indicated, the planning process draws directly from Program Reviews prepared by the various units at the College. The College has a long history of requiring all programs – instructional and administrative – to complete annual Program Reviews. The data (such as student success and retention rates) gathered from these documents about program objectives and needs have been continuously used by EAP and other committees to determine funding priorities.



In 2010, the annual Program Review process was changed to a four-year cycle with programs on staggered schedules. One-third of programs completed Parts 1 and 2 of the Program Review document in April 2010, while all others completed only Part 1. Another third completed Parts 1 and 2 in Fall 2011 and another third in Fall 2012. The fourth year, 2013, has been used to reassess the entire process and draw out general trends from the past three years of Program Review data. The information gleaned from 2013 will be incorporated into the Educational Master Plan revision process in Spring 2014. Through this process, departments and service areas have more time to analyze their data more fully and develop multi-year plans under Part 2. The current version of the Program Review document specifically requires an assessment and analysis of SLOs for all instructional and educational support programs in Part 1. The responses to these questions have been considered by EAP in its ongoing planning for educational programs and will inform revisions of the Educational Master Plan. Additionally, these responses have been analyzed by the SLO Team and have been presented to PBC by the SLO Team Coordinator to inform prioritization and allocation activities. ([IF.15](#), [IF.16](#), [IF.17](#), [IF.18](#))

This dialogue has taken place in several different venues at the College, both before the team visit in March 2008 and since that time. The Superintendent/President has consistently called College-wide strategic planning meetings in the fall and spring; the most recent took place in October 2013, and was attended by 40 faculty and staff. As in previous meetings, the group reviewed and revised the five institutional goals to ensure that they are aligned with the College Mission and other key planning documents such as the Educational Master Plan. The faculty, staff and students at the meeting began the development of measurable objectives for the five institutional goals. As in previous years, these objectives will be finalized in early spring in PBC, and plans will be made to measure them over the next 18 months. ([IF.19](#))

Another key venue for dialogue is the semi-annual Inservice meetings. At the Student Services meeting during Inservice in October 2008, the various Student Services units finalized the SAOs for their areas and decided upon processes for measuring those outcomes. The results and plans based on those results are included in subsequent Program Review documents. During the Spring 2012 Inservice, the Student Services units met again to review SAOs for their units. At that time, based on assessment results, a re-focusing from efficiency of processes to support of student success was agreed upon. SAOs for this area have been revised, and the new SAOs are in the process of being assessed. ([IF.20](#))

The Student Learning Outcomes Team (SLOT), led by a faculty member, moved forward with a variety of strategies aimed at helping the College reach the Proficiency Level by 2012 (see Response to Recommendation 2 for more detail). One requirement at the Proficiency Level is engaging in dialogue about SLO assessment. To meet this requirement, all full-time faculty continue to meet twice a year at Inservice to discuss SLOs, and a newsletter highlighting exemplary results and other progress has been published. As a result of this focused effort, when the College completed its Status Report on Student Learning Outcomes Implementation to the Commission, it claimed not only proficiency, but also sustainable, continuous, quality improvement. ([IF.21](#), [IF.22](#), [IF.23](#))

### The Educational Master Plan

The College has taken this recommendation with great seriousness and has completed all four plans. The Educational Master Plan (EMP) was finalized in 2009 and approved by the Board on February 3, 2010. It was drafted by the Education Action Plan Committee (EAP), which was at the time co-chaired by the Dean of Instruction and the President of the Academic Senate; members are primarily faculty, along with the Dean of Career and Technical Education, the Dean of Instruction-Centers, Vice President of Education and Student Services, Director of Institutional Research and one classified representative. To prepare, several models from other Colleges were reviewed, and EAP decided upon a format that suited Mendocino College. The completed EMP has been consulted in development of the Technology Master Plan and the Facilities Master Plan. ([IF.24](#))

### The Strategic Action Plan

The Strategic Action Plan has been in development since 2005, which is when the College's Mission, Vision, Values and Goals were first adopted. An on-going process has been in place since then, and twice a year the Superintendent/President convenes a group of College employees representing all constituencies, including students, to continue work on the plan. At these meetings, goals are reviewed, as are action plans. Measurable objectives and timelines linked to the five College goals are developed, and progress on meeting these objectives is monitored throughout the year. The Strategic Action Plan is integrated with many other planning processes at the College so that it will be a "living document" familiar to staff and students. All printed schedules and catalogs contain the College Goals, and many forms, such as the sabbatical leave request and the Program Review form, direct respondents to link their responses to College Goals and Objectives. ([IF.25](#), [IF.26](#))

### The Facilities Master Plan

Following the restructuring of College committees in Fall 2008, the Facilities Committee revised its own structure (it had previously been the Physical Resources Master Plan Committee) and began regular meetings. Currently led by the Director of Maintenance and Operations, the committee reviews the annual facilities requests generated through Program Review and makes resource allocation recommendations to PBC. In addition, the Facilities Committee gathered all relevant documents and composed the first draft of a Facilities Master Plan, which was completed in February 2009. ([IF.27](#))

After the completion of the EMP and Technology Master Plan, the Facilities Master Plan was revisited and revised with the assistance of the architects working on College Bond projects. The current plan was taken to the Facilities Committee on February 16, 2011, to the Planning and Budgeting Committee on February 22 and the Bond Implementation Planning Committee on February 24, then to the Board of Trustees at their regular meeting on March 2, 2011. The Facilities Master Plan will undergo periodic review to dovetail with the Strategic Action Plan, Technology Master Plan and the EMP.

### The Technology Master Plan

The Technology Committee, chaired by the Director of Information Technology, has met and produced an annual list of priorities for the past several years, which is then brought to PBC for

planning and resource allocation consideration. The Technology Master Plan has been completed and was presented to the Board of Trustees on November 6, 2010. The Technology Plan consciously incorporated goals from the Educational Master Plan and consistently supports directions found in the EMP. Like the EMP, it will be reviewed and revised periodically. ([IF.28](#), [IF.29](#))

To benchmark program goals, a Program Review Task Force met to review and refine the Program Review documents. One primary focus has been the assessment of programs using the information generated through Program Review. The Educational Action Plan Committee (EAP) has regularly read and reviewed Program Review documents for all instructional and Student Services units and has provided summary information from this review to PBC for consideration in planning and budget allocations. To facilitate this process, EAP developed a program evaluation sheet in its Guidelines for Program Management, which EAP has used in determining whether any particular program is in need of assistance. Programs have also written summaries of their own Program Reviews and submitted them to EAP as a self-assessment. This information has been incorporated into the reports given to PBC. ([IF.10](#), [IF.11](#), [IF.12](#))

College Goals, as identified in the Strategic Action Plan, received their initial set of measurable objectives in February 2009, following the College-wide planning meeting. These Goals and objectives have been continuously reviewed and updated since then, with the latest revision occurring at the Fall 2013 annual District planning retreat. These goals and planning objectives are also reviewed in PBC prior to the Superintendent/President disseminating them to the appropriate managers and other staff. Previously, an instructional dean was charged with keeping all responsible parties on task; currently the Director of Institutional Research provides assistance with overseeing the completion of tasks and with determining methods of assessment. As progress is made on Goals, the Board, College community and general public receive updates about results through monthly Board reports and through various College communications. ([IF25](#), [IF.26](#))

The new committee governance structure that the College implemented in Fall 2008 was developed to address the need to better integrate planning and budgeting. The pinnacle of the structure is the Planning and Budgeting Committee (PBC), which advises the Superintendent/President on all resource allocation decisions, such as development of programs and hiring staff. PBC itself acts on recommendations from “second-tier” committees, such as the Staffing Committee, the SLO Team, the Technology Committee and the Facilities Committee. These groups act primarily from annual Program Review requests and data that are gathered each spring and distributed to the appropriate committees for prioritization based on criteria linked to the College Goals. Because individual programs must support their plans (articulated in Program Review) with data, this process ensures a data-driven planning process that will result in transparent and widely-supported resource allocation. At all steps in the process, the College’s Goals are paramount; for example, the Program Review document, the Education and Student Services Budget Request Form, and the sabbatical request form specifically ask respondents to link their plans and resource requests to overall College Goals. ([IF.6](#), [IF.30](#))

In Fall 2008, the College had its first opportunity to put this new structure to the test. The Staffing Committee met and considered the staffing requests from the previous spring’s Program

Review, applied its criteria and forwarded a list of recommended hires to PBC. PBC considered the reasons behind the prioritization and then confirmed the top five recommended positions to the Superintendent/President. The Superintendent/President accepted the recommendation, and searches were commenced. While there is never total acceptance of resource allocation decisions, all groups and individuals involved understood the process, had the opportunity to provide input, and were willing to accept the ultimate results. Staffing lists have been produced in a similar way since 2008, and this process has been consistently followed. PBC has continued to discuss the recommendations and forward conclusions to the Superintendent/President for consideration during final decisions about staff hiring. This process has been integrated into the structure of the College and has gained acceptance among all constituent groups. ([IF.8](#), [IF.9](#))

***Recommendation 2:*** *To comply with Recommendation 4 contained in the 2002 Accreditation Evaluation Report, the team recommends that the College complete the development of student learning outcomes for all courses, programs, and services, that it develops methods of assessing attainment of those outcomes, and then use the assessment results as part of a continuous effort of improvement [citations omitted].*

The College community has been fully aware of the requirement to reach the Proficiency Level on the Rubric for Evaluating Institutional Effectiveness by 2012. With this mandate in mind, the College created a standing Student Learning Outcomes Team (SLOT) in 2003. SLOT is chaired by a full-time faculty member and includes faculty, instructional deans, the Vice President of Education and Student Services and the Director of Institutional Research. It meets monthly and has consistently developed Inservice activities (one each January and one each August) for faculty and staff that assist them in implementing the SLO/SAO mandate. During the year, newsletters are published, and other communication, either to all faculty or to individuals, comes from SLOT to assist faculty and staff in the SLO/SAO process. ([IF.23](#))

Institutional Student Learning Outcomes (ISLOs) have been in place since 2004 and, by December 2008, SLOs for all courses (CLO) and programs (PLO) had been written, along with CLO assessment schedules for each discipline. At present, the College uses a Master SLO Assessment Schedule to ensure completion of all CLO and PLO Assessments on a five-year cycle. Service Area Outcomes (SAOs) are assessed on an annual basis, with the results included in Program Review documents. Institutional Student Learning Outcomes (ISLOs) have gone through one assessment cycle, have undergone revision, and will be assessed again in Spring 2014. ([IF.31](#), [IF.32](#), [IF.33](#), [IF.34](#))

A site accessible to all constituents on the College portal is dedicated to Student Learning Outcomes and contains instructions, assessment forms, and a documents library housing a centralized collection of completed SLO assessments for all programs and service areas, as well as documents containing course-to-program-level SLO mapping and PSLO assessment results. An integrated database to automate the submission and retrieval of course- and program-level SLO assessments, and to link course, program and institutional learning outcomes, is being developed, and an effort is underway to align the SLO assessment, program review and curriculum revision cycles in order to fully integrate these processes and to fully inform institutional decision making.

Dialogue about student learning is ongoing, pervasive and robust. Individual programs, service areas and leadership teams review and discuss SLOs/SAOs and assessment results on an ongoing basis. SLO assessments are an integral part of the Program Review Process; each Program Review is summarized by the EAP committee, and SLO assessment results are used to assess program vitality and needs. SLO/SAO trainings/discussions have been part of biannual Inservice meetings since 2004 and are frequent topics of monthly all-faculty meetings. The faculty meetings are convened by the Academic Senate, which cites SLOs as one of its priorities. ([IF.35](#), [IF.36](#), [IF.37](#), [IF.38](#))

Student Learning Outcomes and assessment are ongoing, systematic and used for continuous quality improvement. In 2011, ILOs were assessed and, as one result, a Teacher Institute on student collaboration was held in Fall 2012. ILOs were linked to Strategic Action Plan objectives in four planning sessions in 2012. Faculty members have engaged in course-to-program-level SLO mapping and PLO Assessments and, as a result, are revising SLOs and degree patterns, especially with respect to restrictive electives. The mapping project generated dialogue between SLO, faculty, and the Curriculum Committee and resulted in nearly 250 courses being inactivated. Furthermore, as the College's understanding and application of SLOs and their assessments improves, CLOs, PLOs, ILOs and SAOs are continuously re-thought and modified in support of student achievement. ([IF.25](#), [IF.34](#), [IF.39](#))

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

Mendocino College passed a General Obligation (Prop. 39) Bond in November 2006 with the intent that the Bond measure would support a new information system for the College. Once the Bonds were issued, the College immediately began the selection process for a new system and, after presentations and College-wide discussion, agreed to purchase the Colleague system from Datatel in August 2007.

In Fall 2008, a Core Team was formed to guide the implementation of the new system. Employees identified information that they used on a regular basis and the Core Team assigned appropriate security levels to safeguard data in the system. New employees must be assigned a level approved by the Core Team when they are hired. This system has been effective in keeping student information confidential by limiting access to only those employees who need it in order to perform their assigned duties. ([IF.40](#))

In Spring 2011, the Colleague system became fully operational for instruction and student services purposes. Faculty access real-time rosters online and grade students electronically. Students browse class schedules, register, pay, and see their grades and transcripts through WebAdvisor. Financial aid awards are applied to student accounts and checks are generated through the system; refunds are also automatic. Students can also see the progress of their financial aid applications on WebAdvisor, which gives them up-to-date information about any forms that are missing. Deans and other administrators can see real-time enrollments in classes and generate a variety of reports concerning scheduling, class costs and efficiency. Management

Information System (MIS) data for the state are entered and audited throughout a semester by end-users rather than after a semester ends.

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

#### A. Reporting and Accountability Improvements

Improvements to state reporting and more general accountability have taken place in several areas. During the migration process, a substantial data “clean up” occurred. Student records, course details, room capacities, and many other pieces of information were examined and corrected. The “cleaned” data result in fewer issues when submitted to the state for MIS purposes. They also facilitate student transactions such as financial aid awards and transcript production.

In instructional areas, deans and faculty can access real-time reports on class efficiency, FTES generation and enrollment trends, all of which are instrumental when making future scheduling decisions. These reports are housed on a Report Server. This has led to more effective discussions of program development or reduction, which require accurate data about enrollment, number of graduates, time to completion, etc. With the new system, these data can be generated by end-users in minutes rather than requiring the Information Technology staff to produce special printed reports. ([IF.41](#))

Overall, data for reporting are more easily accessible to more employees who can check them for accuracy before submitting MIS reports to the state or federal reports such as IPEDS (Integrated Post-Secondary Education Data System). Data on student retention, success and other factors are also more widely available for reports to the Board or community about student achievement.

#### B. Assessment of Institutional Effectiveness

Many types of data are used to assess effectiveness of the College as a whole. Efficiency numbers in various disciplines, student success rates on a course or section level, and student persistence and retention rates are all more readily accessible due to the reports available in Datatel. More specifically, the College has continued to access the following information:

- Cost of programs, using information from Colleague as well as the county system
- Improvement rates in Basic Skills classes, particularly math and English



- Effectiveness of Early Alert system, which involves tracking students who are identified as at-risk by instructors and then contacted by counselors
- Assessment of educational plans, i.e., determining whether students with educational plans complete degrees more quickly and have higher course success rates
- Comparison of instructional programs by looking at success rates, retention rates and enrollment trends

### C. Effects on Student Learning and Student Success

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

- Student access has increased dramatically with online registration (the College still retains the traditional walk-in option for the time being, but due to the implementation of web registration, it eliminated telephone registration in November 2010).
- Student educational plans are entered and updated through the Counseling Office, and students have 24/7 access to those plans through WebAdvisor.
- Students can see their grades as soon as faculty enters them in the system. In the past, many students never reviewed their grades because they had to ask for a paper record from the Admissions and Records Office. They were then sometimes surprised when they did not meet a pre-requisite or graduation requirement.
- Financial aid awards for students are entered into the system as “Pending Aid,” which allows students to register once they have been approved for aid, but prior to an actual check or other payment. Therefore, students register earlier and can focus on acquiring textbooks and other materials rather than delaying formal registration in classes.
- The degree audit system, an automated system which helps students and counselors track students’ progress toward degrees, is fully implemented, and students can participate more fully in educational planning by monitoring their own progress toward completing certificates, degrees or transfer requirements.
- Because faculty have increased access to rosters, they have the contact information for students even when off campus and can let students know about class time changes or other important class events. They can also contact students who are missing class if they choose.

**Recommendation 4:** *As was noted in Recommendation 6 contained in the 2002 Accreditation Evaluation Report, the team recommends that the College comply with this standard by completing evaluations for all managers by June 2008 and ensure that the systematic process for monitoring completion of evaluations for all personnel is adhered to in accordance with College policies and procedures.*

When the Superintendent/President and Accreditation Liaison Officer appeared before the Commission in June 2008, they were able to report that all evaluations for managers that were due had been completed. The Human Resources Department is responsible for monitoring completion of evaluations for all personnel and sending out regular lists of personnel due for evaluation in that semester or year. A systematic process for completion of all evaluations has been implemented. For example, the Superintendent/President receives an annual evaluation from the Board of Trustees per Board Policy 212 and Administrative Procedure 212.1. In the first year of employment and every third year thereafter. College employees are surveyed for feedback, which is reviewed by the Board. The Board of Trustees has adhered to these procedures and timelines since their passage in 2007. ([IF.42](#), [IF.43](#))

Annually in the fall, the Human Resources Department sends lists of all managers and classified who need to be evaluated within that academic year. The College has a clear process of evaluation of managers that includes soliciting feedback from all employees who report directly to the manager; a self-evaluation completed by the employee; and goal-setting for the next two years. Like managers, classified staff are evaluated on a regular basis (every two years after the first year of employment), and their supervisors solicit feedback from other employees before completing evaluation forms. ([IF.44](#))

In the fall, Deans are given a list of faculty due for evaluation that academic year; the list is generated from Human Resources records. Extensive changes to the evaluation procedure for full-time faculty have been negotiated and implemented, which have resulted in a better process to inform probationary faculty about any concerns so that they have an opportunity to rectify problems. The process includes the requirement that a written remediation plan with clear timelines is given to any probationary faculty who falls below standards and a follow-up evaluation be conducted the following semester. This process has been pivotal in helping more than one faculty member improve or in supporting the College's decision not to offer any further contracts.

At the beginning of each semester, Human Resources provide the Deans and Vice President of Education and Student Services a list of part-time faculty due for evaluation. Deans ensure that the contractually agreed-upon process is followed and facilitate the procedure supported by faculty and staff as appropriate. Completed evaluations are reviewed and signed by the Vice President of Education and Student Services and President of the Academic Senate. Again, Human Resources ensures that all evaluations are completed according to the appropriate process and are on file in the Human Resources Department.

**Recommendation 5:** *In order to meet Standard III.A.3.d, the team recommends that the College develop and institute a written code of ethics for all personnel [citation omitted].*



After receiving this recommendation, the College moved quickly to create and approve a code of ethics. Following the procedure for development of all policies, a draft version was taken to the President's Policy Advisory Committee (PPAC), which has representation from management, faculty, classified staff and students. The draft was discussed and distributed to all College personnel for feedback; any feedback received was discussed at PPAC and all revisions were made before forwarding the policy to the Board of Trustees at its next regular meeting. On June 4, 2008, the Board of Trustees approved the District Code of Conduct (Board Policy 302). The Board Policy was reviewed in the Spring of 2013, and the title was changed to the "District Code of Ethics." The revisions to the Board Policy were approved on June 5, 2013. ([IF.45](#))

In addition to a Board Policy, an Administrative Procedure was created and adopted on June 4, 2008. The Administrative Procedure was also revised during the Spring of 2013; the revision was adopted on May 13, 2013. The Procedures include nine key areas:

- **Integrity** – Act with honesty and integrity, avoid actual or apparent conflicts of interest between personal and professional relationships, respect differences of opinion and make best efforts to resolve those differences in an ethical and professional manner.
- **Civility** – Act in a courteous and respectful manner, refraining from unprofessional behavior when interacting and communicating with others.
- **Individual Responsibility** – Act in good faith; act responsibly; and exercise due care, competence, and diligence, without misrepresenting material facts.
- **Confidentiality** – Respect the confidentiality of information acquired in the course of one's work, except when authorized or otherwise legally obligated to disclose. Confidential information acquired in the course of one's work shall not be used for personal advantage.
- **Accountability** – Comply with current rules and regulations of federal, state and local governments and other appropriate private and public regulatory agencies.
- **Knowledge** – Share knowledge and maintain skills important and relevant to the needs of those we serve.
- **Accuracy** – Provide information that is accurate, complete, objective, relevant, timely, and understandable.
- **Professionalism** – Proactively promote professional standards of conduct as a responsible partner among peers, in the work environment, and in the community.
- **Sustainability** – Achieve responsible use of and control over all assets and resources employed or entrusted.

This Board Policy and Administrative Procedure AP 302.1 have been posted on the College website. They have been helpful in resolving disputes between employees as well as supplementing the Student Code of Conduct in some cases involving student discipline. ([IF.46](#))

**Recommendation 6:** *In order to come into compliance with Accrediting Commission's Substantive Change Policy, the College should immediately work with WASC to obtain substantive change approval for its nursing program and for programs leading to an associate degree that are being offered at the Lake Center.*

### Nursing Program

During the team visit in March 2008, team members were made aware that the nursing program, which began in 2003, had never been reviewed as a substantive change. After conferring with the Commission, team members conducted interviews with staff and obtained additional information about the nursing program that satisfied all concerns. In subsequent communications between Superintendent/President Lehner and the Commission, the College was informed that it would not have to submit a substantive change proposal for the program. (IF.47)

### Lake Center

The College submitted a Substantive Change Proposal for the Lake Center in October of 2011. The College identified the programs in which 50% or more of the required courses for both degrees and certificates are offered at the Lake Center location. The College also articulated the relationship between the College's Mission, Vision, Values and Goals, Strategic Action Plan and the Educational Master Plan and Lake Center programming. The Substantive Change Proposal was accepted by the Commission in Fall 2011, and the College was directed to submit another Substantive Change Proposal upon the opening of the new, permanent facility for the Lake Center. A new Substantive Change Proposal was submitted in October 2012; the proposal was accepted and confirmed by a follow-up visit, which was conducted by a Commissioner in Spring 2013, after the opening of the new permanent Lake Center in Lakeport. (IF.48, IF.49, IF.53)

### Distance Education

While not addressed by the visiting team in 2008, the College proactively submitted a Substantive Change Proposal for Distance Education Programs in late Spring 2010. The College made an effort to identify all programs likely to be offered 50% or more through Distance Education (almost exclusively online) in the next three to five years. This proposal was reviewed and approved by the Commission on July 19, 2010; the Commission confirmed that the College has provided appropriate support and quality assurance for its Distance Education program. (IF.50, IF.51)

**Recommendation 7:** *In order to meet Standard IV.B.1.h, the team recommends that the College Board of Trustees adopt a clearly defined policy that addresses violation of its code of ethics.*

The College has addressed this recommendation fully and completely by revising Board Policy 208 (approved May 7, 2008) to include the following language: (IF.52)

*Violation of the Law and/or the Board's Code of Ethics:*

*The Superintendent/President and Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.*

*Violations of the Board's Code of Ethics policy will be addressed by the President of the Board, who will first discuss the violation with the Trustee to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Board President may appoint an ad hoc*

*committee to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the Board President (or committee) and may include a recommendation to the Board to censure the Trustee. Censure is an official expression of disapproval passed by the Board. If the President of the Board is perceived to have violated the code, the Vice President of the Board is authorized to pursue resolution.*

*If illegal or unethical behavior occurs during a Board meeting (such as remaining at the Board table when the Trustee has a conflict of interest, engaging in debate or discussion with audience members on topics not on the agenda, attacking a speaker or staff member or not following the Board's meeting procedures), the President of the Board can state what the expectations and standards are of Board behavior and/or state that the behavior or violation does not meet Board policy.*

*Reference: Accreditation Standard IV.B.1.a, e, & h.*

## Introduction A-F Evidence List

- IF 1 Accreditation Evaluation Report May 2008
- IF 2 Letter Affirming Accreditation June 30, 2008
- IF 3 Accreditation Follow Up Report March 13, 2009
- IF 4 Accreditation Follow Up Report 2010
- IF 5 Mendocino College Midterm Report
- IF 6 Planning Committee Structure
- IF 7 Staffing Report - Program Review
- IF 8 Staffing Committee Rubric
- IF 9 PBC Minutes - Ranking of Staffing Requests
- IF 10 Guidelines for Program Management - Program Review Summary Sheet
- IF 11 EAP Summary of Program Review Report
- IF 12 PBC Minutes - EAP Presentation of Program Review Summaries - Fall 2013
- IF 13 Part 1 Program Review Manual
- IF 14 SLOT Presentation to PBC (November/December 2013?)
- IF 15 Sample Program Review Data
- IF 16 Program Review Cycle Chart
- IF 17 EAP Educational Master Plan Review Cycle
- IF 18 SLO segment from Program Review Template
- IF 19 Fall 2013 Planning Retreat Agenda
- IF 20 Spring 2012 Inservice SAO Workshop Agenda and notes
- IF 21 Spring 2013 SLO Report to ACCJC
- IF 22 Inservice Agendas - SLOs
- IF 23 SLO Newsletter
- IF 24 Educational Master Plan
- IF 25 2012/13 Strategic Action Plan
- IF 26 2013 draft Strategic Action Plan
- IF 27 Facilities Master Plan
- IF 28 IT Minutes Program Review Prioritization
- IF 29 Technology Master Plan
- IF 30 Mendocino College Goals
- IF 31 ISLOs
- IF 32 Master SLO Assessment Schedule
- IF 33 SAO Report from Program Review
- IF 34 ISLO Assessment - Inservice
- IF 35 Management/Supervisory/Confidential SAO Minutes
- IF 36 SLOT Minutes
- IF 37 Inservice Agendas - SLOs and SAOs
- IF 38 Academic Senate Priorities - SLOs
- IF 39 SLO course-to-Program Mapping

- IF 40 Team leads approval
- IF 41 Dean's Enrollment Report
- IF 42 Board Policy 212
- IF 43 Administrative Procedure 212.1
- IF 44 Annual list of Evaluations due from Human Resources
- IF 45 Board Policy 302
- IF 46 Administrative Procedure 302.1
- IF 47 Email from ACCJC - Nursing Letter from ACCJC - Nursing Substantive Change
- IF 48 Lake Center Substantive Change Report 2011
- IF 49 Lake Center Substantive Change Report 2012
- IF 50 District Education Substantive Change Report 2010
- IF 51 ACCJC Letter of Acceptance of Distance Education Substantive Change Report
- IF 52 Board Policy 208
- IF 53 Substantive Change Approval Lake Center
- IF 54 Part 2 Program Review Manual

## Standard I: Institutional Mission and Effectiveness

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

**I.A. Mission: The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.**

### **Descriptive Summary**

The Mendocino College Mission Statement defines its broad educational purposes, intended student population and commitment to achieving student learning. It reads as follows:

“Mendocino College partners with a dynamic community of diverse students to help them achieve their educational goals. Informed by research, reflection and dialogue, the College offers programs in Basic Skills, Transfer Preparation and Career and Technical Education as well as Workforce Improvement. The College demonstrates its commitment to student success through high-quality and innovative instruction, providing individual attention to student needs in an inclusive and accessible learning environment. Mendocino College embraces its role as an intellectual, economic and cultural anchor for the region.”

[\(I.A.1\)](#)

**Educational Purposes:** The Mendocino College Mission Statement succinctly defines the purpose and scope of all College activities, which are appropriate and consistent with the California Education Code, Title 5, Accreditation Standards and recent directives within the California Community College System. The Mission Statement’s specific reference to the kinds of programs offered, “Basic Skills, Transfer Preparation, and Career and Technical Education as well as Workforce Improvement,” aligns with the overall mission of the California Community College System and offers evidence of the primary qualities and purposes of the College’s programs and services.

The appropriateness of the Mission Statement is further exemplified through the inclusion of the institution’s commitment to help its students, “achieve their educational goals.” With the passage of the Student Success Act and with the shift nationwide to a Completion Agenda, it is incumbent upon institutions of higher-learning to support and guide their students in their efforts to succeed; the Mendocino College Mission Statement clearly expresses the institution’s commitment to this.

**Intended Students:** The Mendocino College Mission Statement identifies its intended students as a “dynamic community of diverse students.” In determining its intended population, the College relies on a variety of sources for demographic information, including analysis of trends identified by sources such as the Legislative Analyst’s Office, the U.S. Census Bureau, and the Lake and Mendocino County Offices of Economic Development. Additionally, the Office of Institutional Research coordinates and maintains statistics on student demographics and enrollment trends, student survey data, and feedback from student and community representatives. Analysis of this information occurs in a variety of areas: in the Educational Action Plan Committee during the

development of the Educational Master Plan; in the Planning and Budgeting Committee during the development of the Mission Statement; in the Program Review process as departments analyze their programs; and the College uses these reviews to inform institutional decision making. ([I.A.2](#), [I.A.3](#), [I.A.4](#), [I.A.5](#))

As a result, the institution shares a common understanding of its intended students. It is well understood that Mendocino College serves a District of changing communities with flat population growth and declining manufacturing industries. These communities are largely rural and generally low income. There is an increasing Latino population and an active Native American community. As the primary option for those seeking higher education in an area of limited resources, Mendocino College understands and accepts the responsibility it has to assist the community in offering Transfer, Basic Skills and Career and Technical Education opportunities. The College also enriches the local community through cultural activities including theatre, dance and music performances, gallery exhibits, public lectures and book readings. This has compelled the College to state in the Mission Statement that it “embraces its role as an intellectual, economic and cultural anchor for the region.”

Commitment to Student Learning: The Mendocino College Mission Statement indicates its commitment to student learning with this statement, “The College demonstrates its commitment to student success through high-quality and innovative instruction, providing individual attention to student needs and in an inclusive and accessible learning environment.”

The Mission Statement is the anchor for Program Review and for Master Planning documents, and the College’s commitment to student success is ensured through the annual Program Review process. In this process, programs connect staffing and other requests to the College’s Mission Statement. Student Learning Outcomes Assessment and Service Area Outcomes Assessments are analyzed to determine program quality and to prompt resource requests. The Educational Action Plan Committee (EAP) reviews all Program Review documents for Education and Student Services. If resources and support are needed to ensure high-quality and innovative instruction, a Program Advisory Team (PAT) is assigned. Information from Program Review, SAO /SLO assessments and PATs is then brought to the Planning and Budgeting Committee where resource allocation is determined. ([IF.8](#), [IF.10](#), [I.A.6](#), [I.A.7](#))

The Educational Master Plan is also driven by the Mission Statement of the College and is generated by the Educational Action Plan (EAP) Committee. The Educational Master Plan is on a four-year cycle: for the first three years, EAP summarizes Program Review information and provides updates; during the fourth year, the Educational Master Plan is reviewed in its entirety, and a new, revised document is vetted through College processes. This continual review and renewal of the Educational Master Plan provides a means for the College to engage in a yearly renewal of its commitment to the Mission Statement and to student success. ([IF.24](#), [I.A.8](#))

Because Mendocino College is a small, it is possible to provide individual attention to students. Through the Early Alert System, faculty and counselors work in tandem to identify and provide support for students who are in need of assistance. Admissions and Records protocols include a District email distribution which effectively provides information to students. The Associated

Students of Mendocino College conducted a survey in conjunction with Administration to determine student preferences for scheduling. This helpful collaboration provided the Instruction Office and Student Services with much needed information. Additionally, Associate Degrees for Transfer were developed based on student need. ([I.A.9](#), [I.A.10](#), [I.A.11](#))

Mendocino College is also committed to an inclusive and accessible learning environment. The institution's Distance Education program provides academic opportunities for many of the remote, rural area students in the District who cannot easily commute to the Ukiah Campus or the Lake and North County Centers. Computer labs and support are provided to students in the Library / Learning Center on the Ukiah Campus and in the dedicated computer labs in both the Lake and North County Centers. All sites recently underwent an ADA analysis and are compliant with all accessibility regulations. Mendocino College also holds classes at off-campus sites; for instance, the English as a Second Language program offers classes at the local Catholic school and at a neighborhood grammar school to include language-learning students and to provide them with accessible instruction that matches with their work schedules. ([I.A.12](#), [I.A.14](#))

### **Self Evaluation**

The College meets the Standard. Overall, the College and its staff are mindful of the District's student population, the mission of the California Community College System and Mendocino College's Mission, Vision, Values and Goals. The Mission Statement drives the College's analysis of programs, and College planning and budgeting processes are directly tied to the Mission Statement.

Mendocino College is sensitive to the role it plays in the rural community in which it is located and strives to meet the needs of its students. Recent programs that were developed to meet current community needs include the Sustainable Technology Program, Human Services Paraprofessional Programs, the Culinary Arts program, the Small Farm Program, the Viticulture Program, and an expanded English as a Second Language program. Student Service programs expressly addressing community needs include Extended Opportunity Programs and Services (EOPS), CalWORKs, and CARE.

Mendocino College is also proud to have achieved an Hispanic Serving Institution (HSI) designation status in 2012. During the last decades, as the institution's Latino student population has increased, the College has received a federal grant, the College Assistance Migrant Program (CAMP). Mendocino College is also proud to include the American Indian Science and Engineering Society (AISES) as one of its STEM programs at the College. The College also has a long-standing successful Mathematics Engineering and Science Achievement (MESA) Program which further serves the needs of students pursuing STEM careers. ([I.A.15](#), [I.A.16](#), [I.A.17](#), [I.A.18](#))

### **Actionable Improvement Plans**

None



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

#### **Descriptive Summary**

Regular discussions are held among key constituents regarding the relevance of the Mission Statement to student learning. Board Policy 103 documents the current Mission, Vision, Values and Goals of the District. Board Policy 103 also serves as a record of all revisions and indicates that the Mission Statement has been reviewed and revised continuously since 1978. Per the Integrated Timeline for Programs and Budget, the Planning and Budgeting Committee reviews the Mission, Vision, Values and Goals each February in preparation for submission to the Board of Trustees in March. ([I.A.19](#), [I.A.20](#))

The Mission Statement was substantially revised in 2005, updated in 2007 and, most currently, again in 2013. In 2005, the Mission Statement was revised by a subcommittee of the Strategic Planning Task Force, a group consisting of the Superintendent/President, Director of Institutional Research, and representatives of each shared governance group. The subcommittee used Education Code section 66010.4 as a primary resource as well as data from student and staff surveys in considering the relationship between the Mission Statement and student learning. Building upon these earlier patterns of collaboration and inclusion, subsequent revisions followed a similar review and approval process. The most recent (2013) Mission Statement revision activity occurred within the framework of the constituent-based Planning and Budgeting Committee (PBC) and included subsequent review and approval by the College Governing Board on April 10, 2013. In revising the Mission Statement, consideration was given to the California Community College Mission Statement, Title 5 requirements and the requirements of Standard I.A. of the Accrediting Commission. PBC also reviewed mission statements from other colleges. ([I.A.4](#), [I.A.23](#), [I.A.24](#))

The Mendocino College Mission Statement explicitly states the institution's dedication to student learning by stating its focus on "high-quality and innovative instruction, providing individual attention to student needs in an inclusive and accessible learning environment." The Mission Statement also includes a statement that indicates the focus of instruction on Basic Skills, Career and Technical Education, Transfer and Workforce Development. The institution explicitly recognizes its purpose as a primary regional resource in its acknowledgement of its role as "an intellectual, economic and cultural anchor for the region."

The institution evaluates the degree to which it is addressing the needs of its student population in a variety of ways. Through faculty and staff surveys, the District gauges its effectiveness in delivering instruction and student support. Through student surveys, the District gleans critical information in the ways in which it meets student needs. The aforementioned survey of students regarding class scheduling provided crucial information about students' ability to attend class. Additionally, the Office of Institutional Research regularly surveys students. Survey results are discussed in the Planning and Budgeting Committee and inform the creation of the Mission Statement. ([I.A.11](#), [I.A.25](#))

The institution reviews a number of reports to assess its effectiveness in fulfilling the promises made in the Mission Statement. At the Foundation Skills Teaching and Learning Community

meetings, data on Basic Skills students are reviewed and inform the focus of the committee. Student Learning Outcomes Assessments are discussed in faculty department meetings, faculty meetings and the Academic Senate. The Curriculum Committee reviews data from the Office of Institutional Research, Admissions and Records and Counseling to make determinations about courses and programs. The Educational Action Plan committee reviews demographic information from the Office of Institutional Research as well as Program Review data to assess program health and to provide focus for the Educational Master Plan. The larger planning group, the Planning and Budgeting Committee, reviews data from the ARCC report, the Student Success ScoreCard and the institutionally-set Student Achievement Standards. Together, this information provides a clear picture of areas of success and areas to strengthen. ([I.A.26](#), [I.A.27](#), [I.A.28](#), [I.A.29](#))

### **Self Evaluation**

The College meets the Standard. The Student survey from July 2012 indicates that 80% of the student respondents were “Very Satisfied” with their experience as a Mendocino College student. Based upon other responses in the survey, this satisfaction seems to stem primarily from the quality of interactions they had with faculty, staff and other students. Additionally, 95.6% indicated they would recommend Mendocino College to family, friends or co-workers without any reservations. ([I.A.30](#))

The Fall 2013 Student survey also indicates a high-level of student satisfaction. 90% of the students surveyed responded that Mendocino College is supportive of students. Additionally, 88% responded that they would recommend Mendocino College to a friend, family member or business associate. ([I.A.31](#))

Also, the Faculty/Staff survey from February 2013 indicates that 89.5% of the respondents to the statement, “Mendocino College employs faculty and staff who are qualified to further student learning and institutional effectiveness,” responded with either “Strongly Agree” (25%) or “Agree” (64.5%). The survey also indicated 85.5% agreement to the statement, “What Mendocino College does daily, as an institution, accurately reflects the College’s Mission, Vision, Values and Goals statement.” ([I.A.32](#))

The Fall 2013 Full-time Employee survey continues to indicate agreement to the statement that the Mission Statement is central to planning and decision making. Additionally, 83% of the respondents agreed with the statement, “The way in which the Mission Statement is developed, approved and communicated is effective.” ([I.A.33](#))

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

The Board approved the most recent revision of the Mission Statement on April 10, 2013. Beginning in July, 2006, the College began using a publicly-accessible Integrated Timeline to visually represent the planning process and to establish annual calendar-based deadlines for the

completion of each planning activity, including an annual review of the Mission Statement by the Planning and Budgeting Committee (PBC). Per the Integrated Timeline, after the annual review of the Mission Statement by PBC, it is submitted to the Board of Trustees for approval. It is then published as Board Policy No. 103. The approved Mission Statement appears on the District website and is published in the College catalog, student handbook, Strategic Action Plan, Educational Master Plan, and the Facilities Master Plan. The Mission Statement is also posted at all three College locations (main campus in Ukiah and the off campus Centers in Lakeport and Willits), and is included in orientation materials for new full-time and part-time faculty. ([I.A.19](#), [I.A.20](#), [I.A.23](#), [I.A.34](#), [I.A.35](#), [I.A.36](#))

### **Self Evaluation**

The College meets the Standard. The College has consistently reviewed, updated and revised its Mission Statement through formal College-wide review and Board adoption processes. It has published and presented the Mission Statement in a variety of formats and methods to assure that it is accessible to staff, students and the community.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

The institution employs an effective process for the periodic review of the Mission Statement. As stated in I.A.1., per the Integrated Planning Timeline, the Planning and Budgeting Committee (PBC) reviews the Mission, Vision, Values and Goals each February and prepares any revisions for the Board of Trustees, who review and approve in March. The institution relies on discussion in the Planning and Budgeting Committee (PBC) as well as District surveys to analyze the effectiveness of its process for developing the Mission Statement. PBC is composed of representatives from all constituent groups. These groups receive the draft Mission Statement, circulate it amongst their constituents and provide evaluative feedback on it. The feedback is then discussed further at PBC, and the Mission Statement is revised as deemed appropriate by this shared governance committee. This draft revised Mission Statement is then submitted to the Board for its formal consideration. ([I.A.4](#), [I.A.20](#))

The Mission Statement is posted on the Mendocino College website and is included in the Catalog, the Student Handbook, the Educational Master Plan, the Facilities Master Plan and the Distance Education Handbook. It is posted in meeting spaces and classrooms at all three College locations and is included in orientation materials for new full-time and part-time instructors.

In a staff survey completed in Fall 2007, 83% agreed that the College's actions clearly align with its Mission, Vision, Values and Goals. The Faculty/Staff survey from February 2013 reported that 61.8% of respondents agreed with the statement, "I am satisfied with my opportunities to participate in key institutional decisions, such as long-term planning, budget and mission." Also, as stated previously, 85.5% agreement to the statement, "What Mendocino College does daily, as an institution, accurately reflects the College's Mission, Vision, Values and Goals statement." As

stated previously in I.A.2, the Fall Full-Time Employee survey continues to indicate that the College Mission is central to planning and decision making, with 85% of respondents in agreement with this statement. ([I.A.32](#), [I.A.33](#), [I.A.37](#))

A change in circumstances can prompt a revision of the Mission Statement. For example, with the Chancellor's Office directive to focus on Basic Skills, Career and Technical Education and Transfer, the Mission Statement was revised to reflect more clearly this emphasis. A review of Title 5 and accreditation standards has also prompted revision efforts to the Mission Statement. In all cases, the institution strives to reflect accurately its focus and activities in the Mission Statement.

### **Self Evaluation**

The College meets the Standard. The institution periodically reviews its Mission Statement to ensure that it accurately captures the scope and purpose of educational activities at the College. Constituent group members participate in the regularly schedule review process, and input via discussions in the Planning and Budgeting Committee as well as through District faculty and staff surveys is collected.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

The ideals of the institution's Mission, including its Vision, Values and Goals, are reflected throughout the College's planning and decision-making processes. The College uses a Mission-driven Program Review process for all planning and resource allocation requests. The importance of the Mission in planning and decision making is evidenced through a number of examples:

**Integrated Timeline:** The Integrated Timeline synchronizes the review of the Mission Statement so that any revisions are made prior to the next Program Review cycle. In this way, Program Review documents reflect the College's current Mission, Vision, Values and Goals. Likewise the planning retreat, in which the Strategic Action Plan is set, is informed by an updated Mission Statement. ([IF.13](#), [IF.19](#), [IF.54](#), [I.A.20](#))

**Multi-leveled, Inclusive Integrated Planning Process:** The institutional planning process at Mendocino College is mission-centric and guides decision making at all levels on an annual and day-to-day basis. The process is inclusive and multi-leveled: it utilizes the knowledge, motivation and insights of constituent representatives, members of planning committees, participants in the annual Program Review and Strategic Planning processes, participants in College-wide faculty, staff and student surveys, and others from the College community.

**Level 1 – Program Review:** Program Review information provided by all sectors of the College focuses on the Mission, Vision, Values and Goals (MVVG) which are reviewed annually by the Board of Trustees. Programs which demonstrate compelling evidence that their needs and

requests are linked to the MVVG and to SLO / SAO assessment results are expected to receive commensurate levels of support and institutional resources for that planning cycle.

Level 2 – Institutional Planning: The major institutional planning committees base recommendations on Program Review information; these committees are: Educational Action Plan Committee (EAP), Technology Committee, Facilities Committee, Outreach and Marketing Committee, Staffing Committee, Professional Development Committee, and Student Learning Outcomes Team. These seven committees were developed from earlier planning committees; the new planning structure allows for more careful consideration of requests for each area. (IF.6)

In this level of planning, the institutional planning committees receive Program Review requests and information for their areas. Requests are prioritized, using the Mission Statement, the College Vision, Values and Goals and any current planning priorities from key planning documents such as the Educational Master Plan, the Facilities Master Plan, the Technology Master Plan and/or the Strategic Action Plan. Per the Integrated Timeline, the prioritized requests are forwarded to PBC for consideration. As stated previously, the Integrated Timeline ensures that the Mission Statement is reviewed and revised in a timely manner so that program review requests are based on the most current statement and so that PBC considers requests in light of the most current and fitting version. (I.A.20)

The influence of the Mission Statement is also present in the development of new programs and in the program discontinuance process. The Guidelines for Program Management, which are reviewed by the Educational Action Plan Committee, indicate the need to articulate the relationship between program proposals and the Mission Statement. Likewise, the program discontinuance process directs the discontinuance of programs that no longer meet the Mission of the College. In addition, the Guidelines for Enrollment Management, established by the Enrollment Management Committee, give highest priority for scheduling to the three areas listed in the Mission Statement: Basic Skills, Career and Technical Education and Transfer. (I.A.7, I.A.38)

### **Self Evaluation**

The College meets the Standard. Mendocino College’s Mission Statement prompts planning and decision making on a variety of levels. Each of the areas refers to the Mission Statement when conducting annual reviews and setting yearly goals for the Institutional Planning Process. Key planning documents also refer to the Mission Statement and rely on the statement for guiding principles in determining future actions in support of student learning.

### **Actionable Improvement Plans**

None

## Standard I.A. Evidence List

- I A 1 Mendocino College Mission Statement
- I A 2 Institutional Research TrendMaster
- I A 3 EAP Minutes - Educational Master Plan
- I A 4 PBC Minutes - Mission Statement Fall 2013
- I A 5 Program Review Template
- I A 6 Sample SLO and SAO Analysis from Program Review
- I A 7 Guidelines for Program Management
- I A 8 EAP Educational Master Plan Review Cycle
- I A 9 Early Alert Form
- I A 10 Sample Email Communication to Students From A & R
- I A 11 ASMC Scheduling Survey
- I A 12 Distance Education Homepage Screen Shot
- I A 14 Schedule of Classes
- I A 15 HSI Documentation
- I A 16 CAMP Documentation
- I A 17 AISES Documentation
- I A 18 MESA Documentation
- I A 19 Board Policy 103
- I A 20 Integrated Planning Timeline
- I A 23 Board of Trustee Minutes – April 10, 2013
- I A 24 PBC Mission Statement Handout
- I A 25 PBC Minutes - Survey Results Presentation
- I A 26 FSTLC Agenda - Basic Skills Report
- I A 27 Curriculum Committee Minutes - Data Review
- I A 28 EAP Minutes - Demographic Review
- I A 29 PBC Minutes - Student Achievement Standards
- I A 30 Student Survey Report 2012
- I A 31 Student Survey Fall 2013
- I A 32 Faculty Staff Survey Analysis February 2013
- I A 33 Fall 2013 Full-time Employee Survey
- I A 34 Screen Shot of Mission on District Website
- I A 35 2013/2014 Mendocino College Catalog
- I A 36 Student Handbook - Mission Statement
- I A 37 Faculty Staff Survey Fall 2007
- I A 38 Guidelines for Enrollment Management

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## **Standard I.B: Improving Institutional Effectiveness**

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

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

#### **Descriptive Summary**

Mendocino College supports the continuous improvement of student learning and institutional processes through a variety of venues for ongoing dialogue and governance among all constituency groups. In 2009, Mendocino College completed a redesign of its dialogue structure to fully integrate the Program Review process. A committee reorganization was completed so that committees now correspond to the different components of the College's Program Review document, which itself has been revised to better guide respondents in their planning. The Program Review process aligns with the Mendocino College Educational Master Plan, is ongoing and systematic, and creates a self-reflective process of program analysis that includes its strengths, weaknesses, assessment, future planning and student success and achievement. ([IF.5](#), [IF.6](#), [IA.5](#))

#### **Mendocino College Planning, Budgeting and Review Process**

The College has seven committees that are designed to plan, evaluate student learning and institutional processes, and communicate these issues to members of their constituency groups and the public. ([I.B.1](#))

These include:

- Educational Action Plan Committee
- Technology Committee
- Facilities Committee
- Staffing Committee
- Outreach and Marketing Committee
- Professional Development Committee
- Student Learning Outcomes Team

#### ***Educational Action Plan Committee***

Comprised of faculty, classified staff, academic administrators and student representatives, the Educational Action Plan Committee (EAP) is instrumental in evaluating, developing, revising or eliminating educational and student service programs. Established in 1984, EAP bases its function on an Educational Master Plan and the Guidelines for Program Management, both of which were developed in reference to the Mission, Vision, Values and Goals (MVVG).



Consequently, the MVVG are addressed when considering new programs or modifications of existing programs and services. The purpose of EAP is to develop, monitor, and evaluate educational programs (instructional, student services, and programs created through outside funding) in accordance with the College Mission, Vision, Values and Goals and the Strategic Action Plan. Typical committee actions include:

- Preparing a written summary of Part II Program Review information for presentation at PBC.
- Developing and regularly reviewing Guidelines for Program Management.
- Forming Program Advisory Teams to evaluate program health.
- Making recommendations regarding program health to PBC.
- Determining processes for the development and approval of new educational program start-ups.
- Assisting with the development of new programs.
- Assisting faculty in developing action plans to strengthen programs.
- Developing the Educational Master Plan and performing ongoing reviews and revisions to that document on a regular basis.

### ***Technology Committee***

Established in 1996, the Technology Committee makes recommendations to the Planning and Budgeting Committee and assists with the development of long-range technology maintenance and replacement plans. Comprised of faculty, classified staff and representatives from the management /supervisory / confidential group, this committee assesses emerging technology needs based on requests from Program Reviews. Program Review requests are justified with SLO assessment results, and are considered by PBC with respect to how they may fulfill the institution's MVVGs. The purpose of the Technology Committee is to provide technology planning in the areas of instructional laboratories and faculty education. Typical committee actions include:

- Maintaining computer replacement schedules
- Updating and maintaining software in instructional programs
- Reviewing and recommending applications for Grant and Bond initiatives

### ***Facilities Committee***

The Facilities Committee was formed as part of the master planning process developed in response to the 1989 accreditation team visit and recommendation. Its purpose is to ensure that facilities planning is responsive to the educational programs and needs within the District. Typical committee actions include:

- Annually reviewing the Facilities Master Plan.
- Making facilities recommendations to the Planning and Budgeting Committee.
- Reviewing District facility needs.
- Reviewing District projects for facilities impact.
- Seeking input for the utilization of District space

### ***Staffing Committee***

Established in 2008, the Staffing Committee was formed to review and analyze the human resource needs of Mendocino College. The goal of this Committee is to recommend the most efficient and effective use of human resources that best carry out the District's Mission, Vision, Values and Goals. Comprised of faculty, classified staff and representatives from the management/supervisory/confidential group, the Staffing Committee makes recommendations to the Planning and Budgeting Committee based on Program Review requests for new staffing. Typical committee actions include:

- Reviewing all Program Review documents and requests for new staff positions, including those positions to be funded with categorical monies.
- Preparing a written summary of all new staffing requests from Program Review.
- Maintaining a system of prioritization that supports and accomplishes District goals and objectives.
- Preparing a written recommendation of prioritized staffing needs for presentation to PBC (this recommendation may be organized by "clusters," indicating the positions necessary to fulfill a particular goal or objective).

### ***Outreach and Marketing Committee***

Comprised of faculty, classified staff and representatives from the management/supervisory/confidential group, this committee was established in 1990 as the Marketing Advisory Committee. The purpose of the committee is to promote the use and understanding of marketing as one of several components contributing to achieving the District's MVVG. The committee was formed to advise the District concerning priorities for institutional marketing and communications, to coordinate resources and to improve communication among the various constituencies conducting, requesting, or affected by the outcomes of various institutional marketing activities of the District. Recent recommendations by the Outreach and Marketing Committee have resulted in specific improvements in the College's outreach and marketing efforts. Typical committee actions include:

- Assisting in the setting of priorities of marketing and communications activities annually, based on needs identified in Program Review.
- Reviewing and explaining marketing and communications activities to the respective constituencies represented by the membership of the committee.
- Reviewing institutional research data and District demographics as they relate to the institution's MVVG as a basis for decision making.

### ***Professional Development Committee***

Comprised of faculty, classified staff and representatives from the management/supervisory/confidential group, this committee was established in 2005-06 to evaluate District-wide training needs. The purpose of the committee is to assess the professional development needs of District employees as they relate to the institution's Mission, Vision, Values and Goals and to recommend to PBC training activities to support those needs. This needs assessment is based largely on needs identified in Program Review, and includes responding to changes in regulations or accreditation requirements. Typical committee actions include:

- Recommending training and professional development activities.

### ***Student Learning Outcomes Team (SLOT)***

Established in 2003, SLOT is a faculty-driven committee comprised of full-time and part-time faculty, classified staff, academic administrators and a student representative. The committee was established to help transform the College from a teaching-oriented institution to a learning-oriented institution. Its initial purposes were:

- To respond to new accreditation standards, particularly those concerning the development and assessment of Student Learning Outcomes (SLOs).
- To engage in dialogue about Mendocino College's assessment efforts.
- To document and guide the establishment of institutional, program, and course level SLOs.

Once the initial Student Learning Outcomes were developed and assessed, the committee became the body primarily responsible for ensuring that the institution is compliant with accreditation standards as they concern SLOs and Service Area Outcomes (SAOs). This includes monitoring and supporting the ongoing creation, assessment and modification of SLOs and SAOs at all levels, and assisting in the policies and practices that ensure that the institution engages in regular and meaningful dialogue regarding SLO/SAO assessments.

Typical committee actions include:

- Assisting faculty and staff to define and assess SLOs and SAOs at all levels.
- Assisting in the development and monitoring of policies and practices that ensure SLO/SAO assessment results are used effectively to improve student learning.
- Providing workshops to educate faculty on accreditation standards and best practices regarding SLO assessments and the use of assessment results to improve institutional effectiveness.

Using information gathered from Part I of the Program Review process, seven standing committees with representatives of all constituency groups meet to discuss program requests that are justified based on SLO/SAO assessment results and in relation to the College Mission, Values, Vision and Goals. Each committee has designed its own annual objectives which it revisits and assesses at the end of each academic year. Program Review serves as the catalyst that drives institutional decisions and assessment of student learning, while the standing committees provide insight on validity, rationality and feasibility of requests. The Office of Institutional Research provides data on longitudinal trends, labor and unemployment information, enrollment, awards and FTES information to facilitate dialogue on institutional decisions. Mendocino College embraces and understands the purpose of dialogue through the cycle of Program Review, committee dialogue and discussion, and planning and budgeting allocation as demonstrated by Figure 1. ([I.A.2](#), [I.A.5](#), [I.B.2](#))

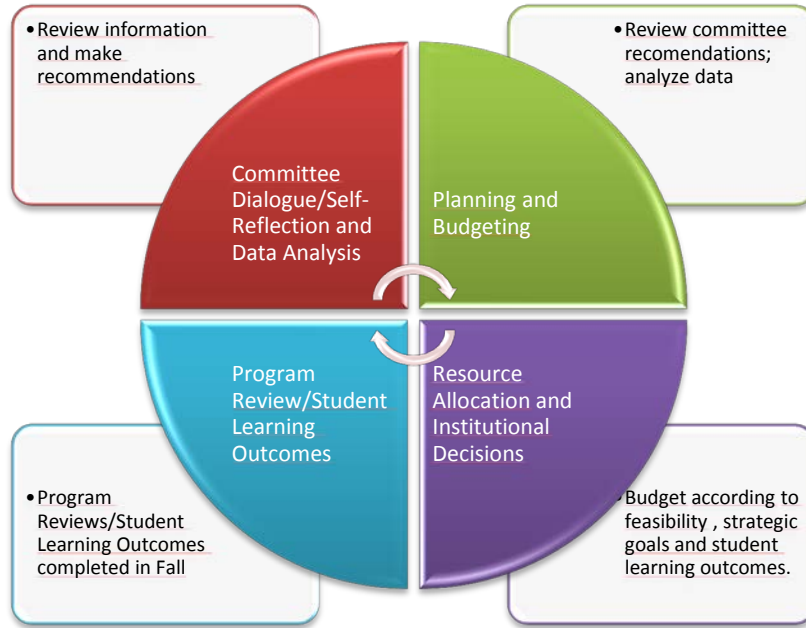


Figure 1: Dialogue, Planning & Resource Allocation Cycle

At the apex of the Program Review process, the College’s Mission, Vision, Values and Goals guide the analysis of programs, services, learning and student success. Upon completion of Program Reviews, the Office of Institutional Research disseminates the information to standing committees in which dialogue and discussion ensue. Recommendations are then made to the Planning and Budgeting Committee. To support this process, the Office of Institutional Research provides current data that include unemployment rates, enrollment trends, student success and persistence rates, FTES generation and award completions. Information for all constituency groups is posted on the “team portal” sites to further institutional dialogue and solicit feedback.

Figure 2 represents the cyclical planning process at Mendocino College:



Figure 2: Planning Process

### **Self Evaluation**

The College meets the Standard. Communication and dialogue regarding institutional processes and Student Learning Outcomes are pervasive at Mendocino College. The College conducts annual staff and student surveys to measure institutional effectiveness and communication. In Fall 2012, Mendocino College conducted a survey of faculty and staff, one of a series of on-going survey research efforts designed to increase communication and contribute to the planning process. In this survey, 57.9% of employees indicated that there is effective communication at Mendocino College. A recent Fall 2013 Full-time Employee survey shows some improvement in this area; 61% of respondents now indicate that there is effective (clear, current and widely available) communication at Mendocino College. Additionally a majority of the respondents indicated that they have sufficient opportunity to participate in dialogue about improvement of student learning. Through the standing committees the College has demonstrated its effectiveness in communicating institutional decisions, changes and reorganizations. (I.B.3)

In Spring 2011 the portal was installed and available for faculty and staff use. Included in the portal are “team sites” where agendas, minutes, documents and calendars are easily accessible. Furthermore, there is a single portal page with links to all committee agendas and minutes. This greatly assists communication within each group and provides institution-wide access to internal discussions and decision making. Generally, minutes and agendas posted on this site are up-to-date and reflect the dialogue which takes place in the meetings. All constituency members are able to view documents that relate to certain institutional decisions and make suggestions or comments to their constituency chairs.

Communication from the Superintendent/President and the Vice Presidents has been a hallmark of the College discussions and decision making. The principle venue for this has been Inservice days at the beginning of Fall and Spring semesters. During the morning presentations, the Superintendent/President has led a general discussion regarding the state of the College and important planning themes for the coming semester. The Vice President of Administrative Services leads a presentation on the College budget situation and how pending State and Federal legislation is likely to affect Mendocino College. Lastly, the Vice President of Education and Student Services highlights programmatic and curricular changes and presents plans for the coming semester. ([IF.22](#))

During 2011-12, at a time of budgetary changes, the former Superintendent/President held three open forums in the Center for the Performing and Visual Arts (CVPA) theatre which were open to all faculty, staff and students. The sessions were noteworthy both for the transparency regarding budgetary issues and the amount of input provided, via an open question-and-answer session, from faculty, staff and students. As decisions were made and at various key points in the budget debates, the Superintendent/President also communicated via email with all faculty and staff, providing considerable detail and rationale for decisions that had been made.

As a way of fostering ongoing dialogue, the College regularly surveys faculty and staff and students on a rotating schedule. The surveys and analysis of responses are shared with all members of the College community. The surveys provide important information for planning and budgeting. For example, as the Library/Learning Center neared completion, planning began on the renovation of the former library space to serve as a new and expanded student center. The Spring 2011 Student Survey contained questions regarding students' vision for the new center, which were developed by the Associated Students of Mendocino College (ASMC). The responses to these questions were incorporated into the detailed planning for the new center. ([I.A.30](#))

### **Actionable Improvement Plans**

Planning committees will create action plans linked to Student Achievement Data, SLO/SAO assessment results, and Program Review requests to address objectives that were not met.

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

### **Descriptive Summary**

The Mendocino College Strategic Action Plan for 2009-2015 identifies five pertinent goals that assist in prioritizing institutional decisions and planning. Every year, per the Integrated Planning Timeline, the College organizes the annual planning retreat in which all constituency groups are invited to discuss and address College-specific goals and objectives led by the Superintendent/President. Prior to the planning retreat, the constituent groups review the College's Mission, Vision, Values and Goals, the Educational Master Plan, the Technology Master Plan, the Facilities Master Plan, and the Strategic Action Plan. These key documents

provide the foundation for the work at the planning retreat and facilitate the broad-based understanding of District planning directions. The outcome of this planning process is the revisiting of the Strategic Action Plan and its specific goals. ([IF.25](#), [I.A.20](#))

The current Strategic Goals, as revised in the Fall 2013 Strategic Planning Retreat, are as follows:

1. *Foster student success and learning as measured by outcomes and by considering the educational achievement gaps among all students.*
  2. *Promote student access to College programs and services.*
  3. *Support and enhance a vibrant, inclusive, equitable and culturally diverse student-centered experience in the classroom, campus and community.*
  4. *Maximize the efficient, sustainable and student-centered use of financial, human, physical and technology resources.*
  5. *Develop new and strengthen existing relationships with educators, business, public agencies and other constituents of our communities and regionally.*
- ([I.B.6](#))

In addition to the annual planning retreat, the Superintendent/President reviews these goals with all constituency groups at Inservice days (once each semester) and asks College staff to suggest metrics, comment on progress, or give their understanding of the goals. These processes help provide the College staff and community a broad-based understanding of institutional Goals and objectives. Additionally, departments and standing committees formulate annual objectives related to strategic goals upon the first meeting of the academic year. Objectives are assessed at the end of the academic year to measure the committee or department's effectiveness. In this way, all College staff are regularly reminded of the goals and encouraged to form individual and unit objectives to help further these goals. Figure 3 below represents an understanding of the College Goals: ([IF.22](#), [I.B.2](#), [I.B.7](#))



Figure 3: Use of College Goals

The College Goals are posted to the website and reviewed during semiannual Inservice meetings, which the majority of staff and faculty attend. The achievement of these Goals has been incorporated into the Program review documents. Outcomes are measured through a variety of means, such as student satisfaction surveys, enrollment and achievement data, financial reports, and SLO assessment results organized by the Student Learning Outcomes Team Chair and evaluated by administrators, faculty and staff with the assistance of the Director of Institutional Research, Effectiveness and Grants. Key performance indicators have been identified for objectives 1, 2 and 4 and have been assessed. ([IF.25](#))

The College has set Student Achievement Standards for course completion, retention, degree completion, transfer to a four-year institution, and certificate completion. The College also monitors its licensure pass rates. The College standard for course completion and for retention is based on a statewide rate. The standard for degree completion, transfer to a four-year institution and certificate completion is based on a rolling five-year average. The Student Achievement Standards were formalized in Spring 2013 and were presented and discussed in the Planning and Budgeting Committee. They will be reviewed again in Spring 2014. ([I.B.25](#))

### **Self Evaluation**

The College meets the Standard. The College Goals are clear, appropriate and accurately reflect the College's Mission and Strategic Action Plan. All are centered on student success and were developed via College-wide input. Staff is aware of the Goals and integrates them into Program Review documents and other planning efforts. The College is entering a phase where it assigns measurable outcomes to each Goal, gathers data and communicates results. Of employees surveyed in Fall 2012, 89.5% believe that the College Goals accurately reflect what the College is doing. This is supported further by the Fall 2013 Full-Time Employee survey, in which 77% of the respondents indicated that the College's budget reflects Mendocino College's Goals and priorities. ([I.A.33](#), [I.B.3](#))

To assist in the next phase of planning, the Educational Master Plan is in the process of being revised and updated by the Educational Action Plan Committee. The previous draft was widely disseminated for College-wide input and review, was finalized by constituent groups in 2009, and was approved by the Board of Trustees on February 3, 2010. The Facilities Master Plan is a five-year plan which is updated annually in accordance with Chancellor's Office regulations and is driven by the Educational Master Plan. ([IF.27](#))

The construction financed by the 2006 Measure W Bond funds is an example of the success the institution has had in achieving some of its most important goals. Information regarding Measure W is found on the College website, which is up-to-date, comprehensive and very informative. It includes links to a newsletter, projects, the Bond Implementation Planning Committee, the Citizens Bond Oversight Committee, news releases and resolutions, and Quarterly Reports. Each of these links also provides useful, complete and timely information. ([I.B.9](#))

Various surveys have been completed to provide data for planning and assessment. The Faculty/Staff survey completed in Fall 2012 showed a high level of faculty and staff satisfaction with leadership and the direction of Mendocino College. The Fall 2013 Full-time Employee



survey indicates the same. In addition, the College has designed an assessment plan for each of its strategic objectives as well as Key Performance Indicators. ([IF.25](#), [I.A.33](#))

Access to College programs and services (Goal #2) has been improved through increased allocation of resources to marketing and other outreach efforts; evidence of success appears in enrollment reports and higher numbers of EOPS, DSPS and CalWORKs students over the last year. The College successfully obtained a 1.2 million dollar CAMP grant in 2009; three mini-grants through the Mexican Consulate; an Eisenhower Fellowship grant in the amount of \$20,000 for transportation related internships; and AISES mini-grant for Native American students wanting careers in the sciences. The CAMP grant added one full-time faculty and one full-time manager, along with scholarship monies to assist students of a migrant/seasonal farm working background.

The third stated College goal is to *enhance the student learning experience by providing educational, cultural and social opportunities beyond the classroom*. In order to address this goal, the College has:

- Offered Friends of the Library readings several times each semester.
- Increased the number of field trips to local museums and businesses.
- Provided mentorships through the MESA program.
- Provided internships and excursions through CAMP.
- Expanded the Summer and Winter Math Institutes to include all math levels.
- Opened a newly constructed student center.
- Presented public theatre, dance and music performances as well as gallery exhibits.
- Opened the College to local youth through student matinees of performing arts events and campus tours.

Each of these achievements demonstrates the College's commitment to serving as a cultural and intellectual anchor for our community, as well as expanding opportunities for students beyond the classroom. In addition, in order to create more comprehensive services for students, in 2012 the College appointed a Director of Student Life and Athletics to build a robust College life. Led by the Superintendent/President, employees participate in community organizations like Rotary, Ukiah Lions and the Boys and Girls Club, and use every opportunity to build effective relationships with all community groups. The Superintendent/President reports each month to the Board of Trustees on the meetings and presentations he makes in the community and also met this goal. Finally, the balanced budget and healthy reserve funds are clear evidence of our efficient use and procurement of financial, human, technology and physical resources. ([I.B.5](#), [I.B.10](#))

### **Actionable Improvement Plans**

Develop a mechanism to ensure that institutional decisions are based on the results of goal assessments and Student Achievement Standards as well as committee and department objectives and action plans.

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

**Descriptive Summary**

Through its well established and College-wide Program Review process, the lynchpin of planning and budgeting, the College has implemented a continuous cycle of evaluation, planning, resource allocation, implementation and re-evaluation. Every year, the College organizes the annual planning retreat led by the Superintendent/President, in which all constituency groups are invited to discuss and address College-specific goals and objectives. The outcome of this planning process is the revisiting of the Strategic Action Plan with its specific goals. Figure 4 below captures the integrated planning process: ([IF.19](#), [IF.25](#), [IF.26](#))



Figure 4: Mendocino College Integrated Planning Process

In Fall 2008 and Spring 2009, the Program Review Task Force, with broad participation from all constituency groups, undertook a major reassessment and revision of the Program Review process in order to provide better information to the Planning and Budget Committee (PBC) and its recommending committees, resulting in three key revisions. These revisions were accepted by EAP and PBC in 2009. This has also entailed simplifying the process by housing it on an electronic platform, which in turn generates reports on program needs and collects narratives on success. ([LA.5](#))

The Program Review Task Force, working at the direction of EAP, developed new forms for both academic programs and non-academic units to present annual requests for new resources. Each requestor is now asked to discuss his or her requests in terms of advancing student learning

and the College Mission, Vision, Values and Goals. Also included in Part I is the reporting of Student Learning Outcome (SLO) or Service Area Outcome (SAO) assessment.

The Program Review Task Force also developed a new Student Learning Outcome (SLO) or Service Area Outcome (SAO) assessment self-assessment. Part II combines both qualitative and quantitative assessment provided by the Office of Institutional Research. Academic programs are asked to:

- Review, assess and discuss trends in enrollments over the past five years as seen in the Program Review spreadsheets.
- Complete a self-assessment rubric.
- Assess their program in relation to each of the five strategic goals of the College. This discussion focuses upon how the program has furthered these goals since the last Program Review and how plans and goals are determined for the next five years.

Non-academic units, including Student Services, are asked to:

- Complete a self-assessment rubric and assess how well they have met previously developed goals and objectives and key performance indicators.
- State their unit's mission or purpose and how it relates to furthering the College's mission.
- Develop program/unit objectives for the next three years.
- Indicate Key Performance Indicators which will be assessed to judge how well the program/unit is meeting those objectives.

Lastly, as part of the revision process, a new Program Review cycle was established that integrates with the College's Educational Master Plan cycle. Each program/unit will continue to complete Part I annually. However, because of the depth of assessment required in Part II, each program would complete it every three years unless otherwise requested by EAP. EAP, in turn, would comprehensively review the Part II submissions from academic and Student Services units. The fourth year of the cycle was left empty so that EAP could compile various program plans and integrate them into the major revision of the Educational Master Plan. ([IF.16](#))

A second major revision was undertaken in Spring 2009. At this time, the College contracted with Governet to move Program Review from a paper (MS Word files) process to a web-based process. This change reflects the need to generate reports for programs and standing committees as well as to make the process of writing Program Review more accessible and convenient for faculty and staff. The web-based program is password protected and allows multiple members of programs to work on separate parts at the same time. It also provides an electronic database of historical Program Review documents. The programming was complete and training sessions were held in Spring 2011. The first use of the web-based Program Review was in Fall 2012. ([I.B.12](#), [I.B.13](#))

The third change which reflects the College's commitment to evaluation and process improvement occurred when, in Spring 2012, the Planning and Budgeting Committee (PBC), in its annual review of the Integrated Planning Timeline, decided to shift Program Review from the

Spring semester to the Fall semester. Availability of data from Institutional Research and the on line system allowed the due date to be shifted to October 15. This shift means that the standing committees which review requests would be able to start their work in November and make recommendations to PBC in December and January. This allows requests to be fully considered in a timely fashion and assists with planning for the following year. ([I.A.20](#))

### **Self Evaluation**

The College meets the Standard. The Program Review process is integral to planning and budgeting at Mendocino College. Not only is it well integrated into the culture of the College, it also lays the groundwork for the integrated planning and budgeting processes which take place in PBC and in the standing committees. With the implementation of the web-based process, opportunity to participate in and contribute to program review is extended to more faculty and staff.

The Director of Institutional Research has played a pivotal role in providing data for program review. The office has maintained an up-to-date website that houses Program Reviews, enrollment trends, student demographics, awards given, retention and persistence rates and staff surveys. For the Fall 2013 Program Review cycle, a number of noticeable improvements were made in the delivery and format of data provided to program review participants. Departments received disaggregated data in a more user-friendly format. They received data not only about their departments but about the College as a whole. As the Fall 2013 Full-Time Employee survey indicates, 93% of respondents indicated that they have participated in the improved Program Review cycle. 83% also indicated agreement with the statement that Program Review results have been taken into account when changes are considered in their departments or areas. ([I.A.33](#))

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

Per Board Policy 213, the Board ensures that members of the District's constituent groups participate in developing recommended policies for Board action and administrative procedures for action by the Superintendent/President. Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate. Furthermore, Board Policy 302 directs the Superintendent/President to ensure that the District has and implements a broad-based comprehensive, systematic and integrated planning process that involves appropriate segments of the College community, including participatory governance representatives. As the policy indicates, the planning process shall be supported by institutional effectiveness research and outcomes assessments and linked to budget development. ([I.B.14](#))

The primary mechanisms in place for participation in College planning are through:

- constituent representation on College standing committees
- participation in governance/constituency groups and
- participation in annual program review planning.

The composition of governance/constituency groups includes representatives from administration, faculty, classified staff, and students to assure broad involvement in the institutional decision-making process. In the staffing process, for example, requests are extracted from Program Reviews along with institutional data on enrollment, persistence and retention rates for academic departments. The Staffing Committee, comprised of at least two members from each constituency group, scores staffing requests in relation to College Mission, Vision, Values and Goals as well as strategic objectives and student learning outcomes. A formal report with scores is given to the Planning and Budgeting Committee in which further discussion ensues, taking into consideration the current budget climate and institutional need supported by data and research. The Superintendent/President makes final decisions for resource allocations that align with the College's Goals and the District's learner-centered approach. ([IF.8](#), [I.B.1](#), [I.B.15](#))

To further broaden involvement in institutional planning, the College organizes an annual Planning Retreat in which all constituency groups are invited to discuss and address College-specific goals and objectives led by the Superintendent/President and the Director of Institutional Research. The basis and outcome of this planning process is the revisiting of the Strategic Action Plan with its specific goals. ([IF.19](#), [IF.25](#), [IF.26](#))

All of the College's primary planning committees are designed to have representatives from each of the different constituent groups. Each of the constituent groups is responsible for identifying representatives, or in some cases, representatives are the leaders of those constituent groups. For example, the President's Policy Advisory Committee is comprised of the Superintendent/President, the two Vice Presidents, the Classified Senate President and Vice President, the Academic Senate President and Vice President, the Associated Students of Mendocino College President and Vice President, and the Management/Supervisory/Confidential President and Vice President. ([I.B.1](#))

The Superintendent/President, after considering input by appropriate constituencies, prioritizes decisions based upon the College Goals, research and enrollment data. This ultimately leads to broad-based, inclusive, institutional decisions being grounded on core institutional priorities and standards involving retention, persistence and completion.

In addition, the College has been actively searching for supplemental resources to offset costs. This is evidenced by the inclusion of grant duties in a recent hire and our efforts to become designated as HSI.

In 2006, upon the passage of Measure W, the College has been able to expand its facilities and thus its services to the Ukiah Campus and the Lake and North County Centers. A new Library/Learning Center was completed in the summer of 2012, providing expanded classroom space as well as state-of-the-art facilities for the Learning Center, CAMP Program, MESA

Program, and increased study space for students in all areas of the building. In the summer of 2013, the new student center was completed, centrally locating food services, bookstore, ASMC and student life activities. In the Spring of 2013 and Fall of 2013, the Lake and North County Centers opened with added space that centrally located services, thus providing students a polished academic environment.

### **Self Evaluation**

The College meets the Standard. Board Policies 213 and 302 provide clear direction for broad involvement in College planning. The committee structure, from the recommending bodies to the Planning and Budgeting Committee, ensures that all constituency groups have the opportunity to present their concerns and be involved in the planning and decision-making process. In addition, all College constituents have had the opportunity to participate in strategic plan development and a planning survey for staff development. Of employees surveyed in Fall 2012, 89.5% believe that the College Goals accurately reflect what the College is doing. Likewise, in the Fall 2013 Full-Time Employee survey, a high number of respondents (77%) indicated that the College budget reflects Mendocino College's goals and priorities. ([I.A.33](#), [I.B.3](#))

### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

Using several different methods, Mendocino College communicates quality assurance matters to appropriate internal and external constituencies. Through the Office of Institutional Research, the College collects information on student enrollment, class size, student success, student retention, student persistence, transfer numbers and placement test results. The Office of Institutional Research disseminates reports internally, via email, portal site postings, and presentations, and externally in documents such as the 2007 Economic Impact report, the 2012 Accountability Reporting for the California Community Colleges, and the Student Success ScoreCard. ([I.A.2](#), [I.B.16](#))

ARCC and now the Student Success ScoreCard contain peer group comparisons, so Mendocino College can compare its results with similar institutions. The entire ARCC, containing data for all the California Community Colleges individually and for the system as a whole, has been posted on the Chancellor's website and has been used by the legislature and local boards of trustees as one indicator of quality assurance. Accountability Reporting for the Community Colleges results are presented to the Board annually as required by the State of California. Also, the Student Success ScoreCard is the new statewide assessment for measuring performance and student success at all 112 community Colleges. The ScoreCard, which measures persistence and completion rates as well as success rates for Basic Skills and Career and Technical Education, has also been presented to the Board. The College also maintains a direct link to the ScoreCard on the homepage of its website so that ScoreCard data are easily accessible to students, staff and the general public.



Mendocino College widely communicates to staff assessment plans and results internally and externally. Instructors enter course-level Student Learning Outcome assessment plans and results in CurricUNET software, which the College then uses to produce reports and summaries of SLOs and SAOs which are then posted on the SLO Team portal site. Also posted on the Institutional Research portal are enrollment statistics, surveys and census statistics. ([I.A.2](#), [I.B.17](#))

In the Fall of 2012, the Office of Institutional Research conducted a staff survey which assessed effective communication and institutional quality. For question nine, which prompted the respondent to agree or disagree that there is clear and effective communication on campus, 57.9% indicated that they were satisfied with the communication at the College. In addition, Mendocino College conducts annual student surveys, requesting that respondents rate their overall satisfaction with Mendocino College. In the 2009-2010 Graduate survey, 97.2% of respondents indicated that they were satisfied with their overall experience at Mendocino College, and 91.7% indicated that they would recommend Mendocino College to a friend, family member or business associate. The Fall 2013 Student survey also indicated a high-level of agreement with this statement. ([I.A.33](#), [I.B.3](#), [I.B.18](#))

Though Mendocino College does not currently have an official public relations office, the Mendocino College Foundation has reported on institutional decisions and awards, student success stories and key events taking place at Mendocino College. This information is disseminated to all College staff via email, website and College portal to keep employees updated on the status of the College and its students. The College also distributes a campus security report which summarizes incidents that occurred on or near the College campus to College staff and students. ([I.B.19](#))

### **Self Evaluation**

The College meets the Standard. Internal and external communication has become vastly stronger and more prominent at the College in the last six years. At the semiannual Inservice days, the Superintendent/President highlights pertinent research data related to quality assurance, budget, personnel changes and campus improvements. The Director of Institutional Research maintains a web page with a wide range of data available for review. Demographic data and enrollment trends are presented during Inservice days and information is provided on the Institutional Research website.

ARCC data and ScoreCard information is available to the public through the Mendocino College website. The Foundation (and the College) regularly issues press releases which detail student success, educational activities, as well as College and institutional standards.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

The College has worked intensively for several years on a clear and logical planning and allocation process, beginning with the Strategic Action Plan and Integrated Timeline mentioned earlier in this section. The timeline has been modified several times, through an open and collaborative process, to better meet fiscal deadlines, research imperatives and other College requirements.

Using information gathered from Part I of the Program Review process, seven standing committees with representatives of all constituency groups meet to discuss program requests that are justified based on SLO/SAO assessment results and in relation to the College Mission, Vision, Values and Goals. Each committee has designed its own annual objectives which each revisits and assesses at the end of each academic year. Program Review serves as the catalyst that drives institutional decisions and assessment of student learning, while the standing committees provide insight on validity, rationality and feasibility on request. The Office of Institutional Research provides data on longitudinal trends, labor and unemployment information, enrollment, awards and FTES information to facilitate dialogue on institutional decisions. ([I.A.2](#), [I.B.20](#))

Mendocino College embraces and understands the purpose of dialogue through the cycle of Program Review, committee dialogue and discussion, planning and budget allocation. As noted in I.B.3., the College revisits its processes annually during the Strategic Planning Retreat and makes modifications to the current plan, allowing for discussion and changes suggested by all constituency groups.

### **Self Evaluation**

The College meets the Standard. The institution has satisfactorily integrated resource allocation and planning processes. Planning committees have adequate financial data to assist in decision making. The College also regularly receives input and assessment of its planning and budgeting processes. As previously noted in I.B.1., the institution implemented a complete redesign of its planning and budgeting structure to more fully integrate the Program Review process.

This revision of processes was based on feedback from a variety of sources, including leaders from key constituent groups as well as the Program Review Task Force and the Planning and Budgeting Committee. Currently, the planning committees set committee objectives for the year and receive informal feedback on their processes. To strengthen the feedback loop, the planning committees should devise an internal assessment mechanism.

### **Actionable Improvement Plans**

- Develop a committee assessment mechanism.
- Develop a report-back mechanism from committees to Program Review participants to close the loop on Program Review requests.
- Inform program and course funding by the effective use of, as well as evaluation of, program and course-level SLOs.



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

**Descriptive Summary**

The institution relies on a variety of mechanisms to assess the effectiveness of programs and services. The primary mechanism which involves all departments, programs and service areas is Program Review. Data are provided by the Office of Institutional Research; for instructional programs, disaggregated data is available at the course and section level as well as for the general program. Data for Distance Education are also provided as are general institutional data.

Student Achievement Standards have been set for the College and achievement data are discussed in the Planning and Budgeting Committee. Student Success ScoreCard data are discussed widely, at Inservice, at PBC, and at Board of Trustee meetings, all with an eye toward improving programs and services. ([I.A.29](#), [I.B.16](#))

Faculty and service areas regularly assess SLOs and SAOs to improve programs and services. ISLOs have been assessed and revised; during the assessment process, a need to provide faculty with training on assessing group work emerged. This resulted in several professional development opportunities for faculty. ([IF.34](#), [I.B.17](#))

Career and Technical Education (CTE) faculty receive Core Indicator Data from the State. The Core Indicator Data are discussed in CTE meetings, and work plans are developed to address identified needs during the Perkins application cycle. The Foundation Skills Teaching and Learning Community regularly reviews Basic Skills student achievement data and addresses identified areas of improvement in the annual report to the Chancellor's Office. ([I.B.22](#), [I.B.23](#), [I.B.24](#))

**Self-Evaluation**

The College meets the Standard. The institution regularly receives evidence about the effectiveness of programs and services through data produced internally by the Office of Institutional Research, through SLO and SAO assessments, and through external sources such as the California Community College Chancellor's Office and others. The evidence is shared and reviewed in a variety of venues including Board meetings, PBC meetings and individual committee meetings. The data are carefully considered and inform work plans and College directions.

**Actionable Improvement Plans**

None

## Standard I.B. Evidence List

- I B 1 Mendocino College Committee Handbook
- I B 2 Committee Goals Template
- I B 3 Faculty Staff Survey Fall 2012
- I B 5 Board of Trustees President's Report – Minutes and Agenda
- I B 6 Mendocino College Strategic Goals
- I B 7 Committee Chairs Meeting Agenda
- I B 9 Measure W Summary Sheet
- I B 10 2013/14 Adopted Budget
- I B 12 CurricUNET Screen Shot
- I B 13 Program Review Training Session Schedule
- I B 14 Board Policy 213
- I B 15 PBC Agenda / Staffing Ranking Activity from Spring 2013
- I B 16 BOT Minutes - Score Card
- I B 17 SLO/SAO Summary Sheet
- I B 18 2009/2010 Fall Graduate Survey
- I B 19 Clery Report
- I B 20 Committee Goals Report to PBC
- I B 22 Current CTE Core Indicator Data
- I B 23 Sample CTE Perkins Work Plan
- I B 24 2013 Basic Skills Report
- I B 25 Student Achievement Standards

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## **Standard II: Student Learning Programs and Services**

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

### **II.A. Instructional Programs**

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

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

#### **Descriptive Summary**

The Mission of Mendocino College is to offer high quality courses and programs in Basic Skills, Transfer and Career and Technical Education as well as Workforce Improvement, and student support services, all of which are dedicated to the achievement of Student Learning Outcomes. Processes designed for approving and modifying curriculum and scheduling course offerings are consistently evaluated through the lens of the Mendocino College Mission Statement. ([I.A.1](#), [I.A.14](#))

The College offers 13 degrees for transfer, 34 Associate of Arts and Science Degrees and 27 Certificates. All were developed by faculty, approved by the Educational Action Plan Committee (EAP) and the Curriculum Committee with appropriate course outlines, and, when appropriate, community or labor market surveys were conducted. In development of Associate Degrees for Transfer as well as general articulation requirements, the Curriculum Committee works with faculty to align courses with C-ID descriptors. The Curriculum Committee follows well established procedures for course approval that appear in the Curriculum Handbook. This handbook is reviewed and revised by the Curriculum Committee. ([I.A.35](#), [II.A.1](#), [II.A.2](#))

The composition of the Curriculum Committee is a faculty Chair, the Vice President of Education and Student Services as Vice Chair, five full-time faculty approved by the Academic Senate, one part-time faculty approved by the Mendocino Part-time Faculty Association, and one student. The committee also includes the Dean of Instruction, Dean of Career and Technical Education, the Director of Admissions and Records, the Articulation Officer, and the Chair of the Student Learning Outcomes Team (SLOT) as non-voting members. Its primary duties are “studying and reviewing recommendations in the general area of curriculum proposals and procedures,” including courses, programs, and grading policies, among other areas. One of its

duties is to approve alternate means of delivery for courses based on the recommendations of the Distance Education Committee. ([II.A.3](#))

The College website and portal provide access to CurricUNET and Curriculum agendas and minutes. CurricUNET allows users to create, revise, or delete a course or program.

### **Self Evaluation**

The College meets the Standard. The Curriculum Committee functions effectively with full participation of its members. Procedures and resources are continuously evaluated and revised, and new committee members receive an orientation from the Chair. Courses and programs are reviewed and discussed thoroughly in relation to the College Mission and the standards of quality the institution strives to maintain. The Committee responds to State directives and procedural changes by supporting faculty in revising and developing courses and programs. In particular, the Committee has supported faculty in developing Associate Degrees for Transfer, aligning courses with C-ID descriptors, implementing new repeatability mandates, deactivating courses and programs that have become outdated, and maintaining a regular review cycle. These practices ensure that programs and courses are current in their field, are of high quality and appropriate to transfer, and align with the Mission of the college.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

In order to accomplish its mission - Basic Skills, Transfer Preparation and Career and Technical Education as well as Workforce Improvement and preparing students to receive Associate degrees and certificates of achievement - Mendocino College uses a variety of assessment tools and research methods to identify the educational needs of its students and to assess their educational progress.

The Director of Institutional Research prepares reports on the external community as well as the characteristics of incoming college students. These reports are widely disseminated to College staff via the portal and address demographics, student characteristics, local employer needs, fast-growing professions, and other relevant information. The College relies on this information when proposing new programs or assessing current programs through Program Review. For example, the Educational Action Plan Committee recently approved the Sustainability Technology Program, including Certificates of Achievement based on a projection of job growth and other local information. ([1.A.2](#), [II.A.4](#), [II.A.5](#))

On an individual basis, the College makes available skill-level assessments and counseling for each student whose goal is to transfer or to obtain a degree or certificate. Assessment tests are

given for math, English and ESL to ensure proper placement in courses. Individual students and counselors work together to create an educational plan to map their progress toward certificate, degree or transfer. This educational plan includes information concerning students' educational goals and interests, and also enables counselors and advisors to connect students with needed services such as financial aid, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), College Assistance Migrant Program (CAMP) and Math Engineering Science Achievement (MESA). Each student's progress is monitored, and the counseling staff contacts students who receive an unsatisfactory progress report. Also, students placed on academic progress probation are notified and advised to meet with a counselor. Those who are on academic probation/dismissal are required to complete an academic contract. ([II.A.7](#), [II.A.8](#), [II.A.9](#))

The Enrollment/Admissions Form identifies a student's educational goal, identifies members of special populations, and lists any special services students may require. ([II.A.10](#))

A number of programs have been made available to assist the area's special populations. CAMP is particularly focused on the large and growing Hispanic population in the area; MESA is focused on the needs of first-generation college students underrepresented in math and science; and the College has recently hired a full-time counselor to lead Native American outreach and advising. One of our newest programs at the College is the American Indians in Science and Engineering Society (AISES), working to increase American Indian representation in Science, Technology, Engineering and Math (STEM) fields.

The College's work on the Basic Skills Initiative (BSI) has resulted in an active Foundation Skills Committee which reviews achievement data of students who enroll in Basic Skills courses, including their rate of success persisting into college and transfer-level courses. As part of this early work with BSI funding, a full-time ESL faculty was hired. New College Career Success courses have been developed to address the needs of these students. The Chancellor's Office Basic Skills Cohort Tracking Tool has been used to assess the progress of Mendocino College students enrolling in Basic Skills and ESL. These assessments are then used to develop the Action Plan submitted to the Chancellor's Office. ([I.B.24](#), [II.A.11](#))

Upon completion of their programs or degrees, students complete a follow-up survey. These surveys provide information concerning individual continuing educational plans and goals, employment and overall experience at Mendocino College. ([I.B.18](#))

When Mendocino College considers adding new Career and Technical Education (CTE) programs, a labor market survey is conducted. Local employers are contacted to validate the need for the program, and each Career/Technical Education program has an advisory committee that includes individuals from the industry or profession. Each advisory committee meets at least annually to evaluate the program and provide guidance. Proposals for new programs are then sent to the North Far North Regional Consortium for approval in order to prevent duplication of programs. ([II.A.12](#), [II.A.13](#), [II.A.14](#))

In general, student learning improvement is a visible priority in all practices and structures across the College. Program Review, the center of the institution's planning and decision-making process, incorporates SLO/SAO assessments as an integral part of the review and planning

process. Each Program Review is summarized by the EAP committee, and SLO assessment results are incorporated into recommendations for program improvement. In 2011 Institutional Learning Outcomes (ILOs) were assessed, and, as one result, a Teacher Institute on student collaboration was held in Fall 2012. ILOs were linked to Strategic Action Plan objectives in four planning sessions in 2012. After engaging in course- to program-level SLO mapping and PLO assessments, faculty members revised SLOs and degree patterns, especially with respect to restrictive electives. The mapping project conducted in 2012 generated a dialogue between the SLO Team, faculty, and the Curriculum Committee and resulted in nearly 250 courses being inactivated in 2012-13. ([IF.11](#), [IF.25](#), [IF.34](#), [I.B.17](#), [II.A.15](#))

In addition to the research conducted internally through all of the programs and tools referred to above, Mendocino College recently participated in the Research and Planning (RP) Group's study, "Student Support (Re)Defined." This study provided qualitative and quantitative data for the College to review and use for planning. College faculty and staff from every constituency group have been involved in reviewing these data and using it to inform planning. The document was a core element of the College's recent Student Success Summit attended by faculty, deans, counselors and various management personnel. It also was presented at an Inservice workshop and an Academic Senate meeting and has been referred to at a variety of meetings. ([II.A.16](#))

### **Self Evaluation**

The College meets the Standard. Mendocino College is constantly working to evaluate and assess student achievement and learning and makes extensive use of SLO assessment data provided by the Chancellor's Office and the College's researcher in those efforts. Mendocino College is planning for and implementing the Student Success Act, including integration of Student Services and instruction. It develops and revises instructional programs regularly to meet student and employer needs; for a small college, it offers a wide range of instructional programs. Its placement tests are validated both externally and internally. Special programs such as EOPS, DSPS, CAMP and MESA continually assess their students' performance compared to other students. The College offers support programs for Latino students, Native American students and other identified groups in the community. Students enrolled in Basic Skills courses are provided with supplemental support through activities such as Learning Communities, Reading and Writing Labs, and Writing Workshops. The College ESL Program supports language learning from the low-beginning level up through advanced-level ESL (three levels below transfer level). SLOs at course-program- and institution-levels and student-centered service/administrative area outcomes have all been developed and assessed. A stratified random sample of course-level SLO assessments has been evaluated for validity and to identify specific institution-wide themes, which have been used to inform our Strategic Planning process. Course-level SLOs have been through a cycle of assessment and have been mapped to Program-level SLOs (PSLOs) for assessment of programs. ([II.A.17](#))

### **Actionable Improvement Plans**

None

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

## **Descriptive Summary**

Mendocino College serves a 3,200 square mile District. Many students struggle to find transportation to the main campus, or the Centers in Willits and Lakeport. In addition, many students have full-time jobs, families and other obligations that prevent them from attending classes that meet on a regular weekly basis. Finally, students expect pedagogy which utilizes technology and media to convey course materials.

To address the needs of students in remote locations, the College offers a wide range of courses in both off campus Centers, focusing on transferable General Education. In addition to off campus Centers, Mendocino College strives to meet the needs of ESL students by offering classes at various locations in the community, including local elementary schools, high schools, and community centers. These off-site classes are instrumental in increasing access to education for students unable to come to the main campus or off campus Centers. Classes are also held in rented locations in Round Valley.

The College has significantly expanded its online offerings via the Etudes software. Enrollment trends indicate that online classes are growing in popularity. As evidence, online enrollment grew 15.88% between Fall 2009 and Fall 2013. The College anticipates continued growth in its online program over the next few years. The Distance Education Coordinator and Committee work to ensure compliance with best practices for effective instruction. These practices include “regular effective contact,” substantive interactions among students via discussion boards or other communication methods, and development of effective online study skills (Administrative Procedure 407.1 – Distance Education Procedures Regular Effective Contact). ([II.A.18](#), [II.A.19](#))

The Etudes online course delivery system is also used for some in class courses for students to communicate with each other and the instructor outside of class time. Additionally, the College portal allows for instructors to keep “faculty sites” where they can post course materials and links to supplemental media for further exploration of course content.

The College has supported efforts by individual faculty to learn new methods of teaching to meet student needs, through Teacher Institutes and a Regional Teaching Conference held at Mendocino College. Probationary faculty are also encouraged to observe more experienced faculty to gain insight into methods of teaching District students. To meet the requirements of a growing Latino population in the District, the College has offered ESL courses paired with CTE courses such as Automotive Technology to enable better access of Spanish speaking students to the curriculum. ([II.A.20](#), [II.A.21](#))

## **Self Evaluation**

The College meets the Standard. The Distance Education program at Mendocino College has been developed and has become our fastest growing area of enrollment, meeting the needs of our far reaching geographical area. Standards of instruction such as regular effective contact have been established and maintained through committee processes and professional development. Distance Education instructors are provided with a Distance Education Handbook to ensure consistency in best practices and to support DE instructors. In general, technology is utilized extensively beyond online courses. All classrooms are “Smart” classrooms, and faculty have portal sites to post materials for students.



The College continues to serve the language learners in our community. Since our last Accreditation visit, we have hired a full-time ESL faculty who has increased ESL student enrollments, developed new course offerings, and built new partnerships with CTE and other departments. A new Language Lab, which provides additional support to language learners, opened in Fall 2012.

The work of the Foundation Skills Teaching and Learning Community has institutionalized a regular cycle of professional development which includes a Teacher Institute each semester and an annual full day “Teachers on Teaching” conference. ([II.A.41](#))

### **Actionable Improvement Plans**

None

**II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

### **Descriptive Summary**

Institutional Student Learning Outcomes (ISLOs) have been in place since 2004, and, by December 2008, SLOs for all courses (CSLO) and programs (PSLO) had been written, along with assessment schedules for each discipline. At present Mendocino College uses a Master SLO Assessment Schedule to ensure completion of assessments on a 4-year cycle. Service Area Outcomes (SAOs) have been assessed on an annual basis with the results included in Program Review documents. ([IF.32](#), [II.A.23](#))

Faculty course and program developers are responsible for creating and modifying CSLOs and PSLOs. The Curriculum Committee (which includes the SLO committee chair in its membership) reviews all new and modified CSLOs and PSLOs to ensure measurability and appropriateness to the course or program. All instructors are required to include the course SLOs in the course syllabi.

An portal site accessible to all constituents on the Mendocino College portal is dedicated to SLOs and contains instructions, assessment forms, and a documents library housing a centralized collection of completed SLO assessments for all courses, programs and service areas, as well as documents containing course-to-program and course-to-institution level SLO mapping. Course, program, and institution level SLOs and their assessment results can be found on the college website. Students as well as counselors have access to all course-level SLOs through the website or our curriculum inventory program CurricUNET. The catalog contains PSLOs as well as ISLOs. Student Awareness of SLOs has been increased by placing ISLO posters in all classrooms, and by providing counselors with flyers containing individual PSLOs to handout to students when education plans are developed. ([II.A.15](#), [II.A.24](#), [II.A.25](#))

The College has committed 70% FTEF to focus on SLOs. A full-time faculty member receives 50% reassigned time for the express purpose of managing SLO activities, and 20% FTE is dedicated to assisting with the completion of SLO assessments (particularly with adjunct faculty in departments without FT faculty leadership). SLO assessment is a required activity for full-

time faculty, and adjunct faculty receive a \$75 stipend for each course assessed for SLOs. The College requires that budget requests demonstrate need based on SLO assessment results and staffing requests must also be associated with SLO assessments as indicated in Program Review documentation. Dialogue about student learning is ongoing, pervasive and robust. Individual programs, service areas and leadership teams review and discuss SLOs/SAOs and assessment results on an ongoing basis. SLO assessments are an integral part of the Program Review process; each Program Review is summarized by the EAP committee, and SLO assessment results are used to assess program vitality and needs. When a program needs additional institutional support, a subcommittee reviews (among other criteria) SLO assessment results. SLO/SAO trainings/discussions have been part of semiannual Inservice meetings since 2004 and are frequent topics of monthly all-faculty meetings. The faculty meetings are convened by the Academic Senate, which cites SLOs as one of its priorities. ([IF.21](#), [II.A.26](#), [II.A.27](#), [II.A.28](#), [II.A.29](#))

Student Learning Outcome assessments are ongoing, systematic and used for continuous quality improvement by both on ground and online instructors. In 2011 ISLOs were assessed and, as one result, a Teacher Institute on student collaboration was held in Fall 2012. ISLOs were linked to Strategic Action Plan objectives in four planning sessions in 2012. After engaging in course- to program-level SLO mapping and PSLO assessments, faculty members revised SLOs and degree patterns, especially with respect to restrictive electives. The mapping project conducted in 2012 generated a dialogue between SLO, faculty, and the Curriculum Committee and resulted in nearly 250 courses being inactivated in 2012-13. Furthermore, understanding and application of SLOs and their assessments improve, the institution continues to rethink and modify CSLOs, PSLOs and ISLOs. The ISLOs have been reviewed numerous times and have undergone several modifications, most recently in Fall 2013. ([IF.21](#), [IF.25](#), [IF.34](#), [II.A.31](#))

A Student Learning Outcomes Team (SLOT), comprised of faculty members, including a part-time faculty, an academic counselor, instructional administrators, the Institutional Researcher, and a student representative, has been meeting since 2003 to support and further the creation, implementation, assessment and integration of SLOs throughout the institution's decision-making processes. Since Fall 2012 the SLO Team chair has had over 800 email exchanges with faculty and administrators regarding SLOs, and over 50 meetings have occurred with adjunct faculty to assist with the completion of SLO assessments. ([IF.21](#))

Additionally, the College has set Student Achievement Standards for course completion, retention, degree completion, transfer to a four-year institution, and certificate completion. The College also monitors its licensure pass rates. The College standard for course completion and for retention is based on a statewide rate. The standard for degree completion, transfer to a four-year institution and certificate completion is based on a rolling five-year average. The Student Achievement Standards were formalized in Spring 2013 and were presented and discussed in the Planning and Budgeting Committee. They will be reviewed again in Spring 2014. ([I.B.25](#))

### **Self Evaluation**

The College meets the Standard. Much has been accomplished regarding SLOs, even though the initial cycle of SLO creation, assessment and integration had been approached cautiously, even tentatively at times, in a climate of experimentation and discovery. Through ongoing evaluation

of Student Learning Outcomes processes, the institution is now clear on what needs to be done, how it should be done, by whom, when and for what reason.

The initial approach to SLO development, by and large, had been to address each aspect of SLOs independently, with the understanding that they all needed to align somehow (much like building car components separately and then attempting to fit them together). While some strategic action planning occurred with reference to ILOs, SLO planning largely occurred without the benefit of an integrated/integrating SLO framework.

Approaching the alignment process was found to be a challenging retrospective exercise. The institution has a much better understanding now, not only of the purpose of each SLO component, but how they are meant to integrate. One key insight is that program-specific learning outcomes should relate to the major area of emphasis, and that General Education core courses required for degree and transfer should be the basis for ILOs; consequently, the College's ILOs were updated in 2013. An integrated database to automate the submission and retrieval of course- and program-level SLO assessments, and to link course, program and institutional learning outcomes, is being discussed, and an effort is underway to align the SLO assessment, program review, and curriculum revision cycles in order to fully integrate these processes and to fully inform institutional decision making.

#### **Actionable Improvement Plans**

- Implement an integrated database to automate the submission and retrieval of course- and program-level SLO assessments, and to link course, program and institutional learning outcomes.
- Implement a six-year assessment cycle to align with Program Review and Title V curriculum updates.

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

#### **Descriptive Summary**

Mendocino College offers collegiate, developmental, and pre-collegiate courses and programs, all approved by the Curriculum Committee and appropriate State regulatory agencies (e.g. California Board of Registered Nursing). It also has continuing and community education coursework to serve our surrounding community population needs. For example, nurses in the community can take their State required continuing education units at the College and receive a certificate of completion which is then sent to the Board of Registered Nursing. All of these offerings, if for credit, must also receive Curriculum Committee approval. ([II.A.2](#))

The College has active work experience courses. There are currently no specific programs for international students, although online education allows for access to College coursework globally. All instructional programs and the community education program submit yearly

program reviews each Fall term in which they evaluate their accomplishments and areas of needs, develop objectives, and address course-level and program-level SLO evaluations. These evaluations are directly tied to funding of courses and programs through Dean and committee review.

### **Self Evaluation**

The College meets the Standard. The Program Review and curriculum processes ensure the quality and improvement of instructional courses and programs offered for credit. The College provides limited Contract Education and Community Extension courses (ComEx) based on employer and community interest.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

All programs and courses added to the college inventory must first be proposed through the use of CurricUNET. This is an online platform in which curriculum changes, updates, proposed courses, course deletions and changes can be initiated, tracked, and are automatically reviewed by appropriate parties (author of proposed change/addition, Curriculum Committee members, EAP, the Distance Education Committee for DE courses, and the SLO Team chair). Anyone may propose a program, but he or she must have the sponsorship of a full-time faculty member. A proposal is submitted to EAP, and a Program Advisory Team (PAT) is assigned to evaluate the proposal and bring back recommendations to EAP. If approved, the program moves forward to the Curriculum Committee, Educational Master Plan Committee, and ultimately to the Board of Trustees. Designing, identifying learning outcomes for, and approving courses are all covered in the Curriculum Committee Organization and Procedures Handbook, which is a document revised regularly. During the transition to CurricUNET, free training was offered to faculty and staff, and there is help available through the Office of Instruction for users. When changes arise that faculty should be alerted to, the committee contacts them and, when appropriate, seeks input through both CurricUNET and email systems. The Curriculum Committee Chair is a faculty member, while the Vice President of Education and Student Services is Vice Chair and provides clerical support through her staff. ([I.A.7](#), [II.A.2](#), [II.A.3](#))

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

- Faculty representation on Curriculum Committee.
- Reviewing and discussing proposed changes to course and degree requirements (e.g., information competency, AA/AS degree requirements, etc.), often under Academic Senate auspices.
- Faculty representation on the Educational Action Plan Committee.
- Faculty representation and involvement on program advisory committees.

- Faculty representation and involvement on regional and State program-specific committees (such as Northern California Directors of Associate Degree Nurses).

Student Learning Outcomes and assessments are established for each course, program, certificate and degree. Assessment information from each of these SLOs is used to evaluate course, program, certificate and degree effectiveness. Through the Program Review process, programs report assessment findings and any planned program changes that are a result of these assessments. ([II.A.17](#))

### **Self Evaluation**

The College meets the Standard.

- *Courses:*  
All courses, including short term and distance education offerings, are reviewed through the standard curriculum process and evaluated according to established procedures. Distance Education courses, in addition to the usual process, are also evaluated by the Distance Education Planning Committee.
- *Faculty Role:*  
In the Fall 2012 Staff survey, 82.9% of respondents agreed that faculty members have a substantial voice on matters relating to educational programs (with 6.6% disagreeing). In that same survey, 81% agreed that College administration encourages and supports faculty and staff to better serve student needs. All faculty members have access to current guidelines for course design and evaluation through the faculty and curriculum handbooks that are online, and through CurricUNET. By utilizing standardized forms and procedures faculty can become better able to navigate the process. ([I.B.3](#))
- *Student Learning Outcomes:*  
Faculty have been actively participating with SLO in developing, assessing and updating course-level and program-level SLOs. All courses and programs have SLOs which have been, or are in the process of being, assessed. Part-time and full-time faculty have been involved in SLO training since 2003 as part of their Flex commitment and required professional development (Inservice) training. Course-level SLOs are now included on syllabi for student awareness. Copies of course syllabi are available via the Instruction Office. Course- and program-level SLOs have been assessed, and the course-level SLO assessments have been evaluated. Assessments and the evaluation of these assessments are performed by faculty with expertise in SLOs. Further, 83% of respondents to the Fall 2013 Full-Time Employee survey indicated they use SLOs and SLO assessment results to inform their approach to teaching. 90% indicated that they have been part of the development of SLOs/SAOs and 91% indicated that they understand the SLO/SAO assessment process. In the 2012 Faculty/Staff Survey, 68% agreed that Mendocino College provides adequate resources for completion of Student Learning Outcomes assessment. ([I.A.33](#), [I.B.3](#))

### **Actionable Improvement Plans**

None

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

**Descriptive Summary**

Faculty, including program directors, have taken the lead role in identifying competency levels and measurable Student Learning Outcomes for courses and programs. With the support and assistance of a faculty-led SLO Team, a faculty member with release time to assist in developing SLOs, and an SLO Handbook and website, full-time faculty have been active in submitting SLOs for each of their courses – often with the full involvement of part-time faculty in the discipline. Administration was supportive in this process by utilizing release time for full-time faculty and stipends for part-time faculty involvement. For Career and Technical Education programs, there is now a full-time CTE Dean to oversee programs. CTE advisory committees meet at least once a year to review curriculum, identify competencies needed in the industry or profession, and offer general advice to faculty. Incentives for Advisory Committee members have included lunches provided by the CAM Program. A joint CTE Advisory Event in October of 2013 focused on improving advisory committee involvement and success. The competencies identified from Advisory Committees often are reflected in course and program SLOs. Some programs do annual post-graduation employer reviews where identified lead managers in industry are surveyed our graduates on the readiness to enter the workforce. One such program is the nursing program, which survey local hospitals, convalescents, and clinics where the graduates obtain employment. ([IF.21](#), [II.A.26](#), [II.A.32](#), [II.A.39](#))

**Self Evaluation**

The College meets the Standard. The assessment of student learning using SLOs was initiated by 2008 and now is widely utilized in courses and programs. Most courses have gone through one or two SLO course evaluation cycles. In the 2012 Faculty/Staff survey 89.5% of respondents agreed that Mendocino College employs faculty and staff who are qualified to further student learning and intuitional effectiveness. In the Fall 2013 Full-Time Employee survey, 85% of respondents indicated that SLO/SAO assessment results have been used to inform changes in their departments or areas. ([I.A.33](#), [I.B.3](#))

**Actionable Improvement Plans**

None

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

**Descriptive Summary**

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



approved through established College processes. Courses are examined by Curriculum Committee members, who evaluate the appropriate level of the course based on the breadth, depth and rigor. All disciplines with degree programs submit an annual Four Semester Course Sequence which the Instruction Office consults when scheduling classes. This document, when followed, ensures that students can complete a program without unnecessary delays due to a course not being offered. At this time, 57 Four Semester Course Sequence documents are available on the College portal for review by faculty, counselors, and staff. ([II.A.2](#), [II.A.33](#))

### **Self Evaluation**

The College meets the Standard. Student surveys have long indicated great satisfaction with the quality of instruction at the College, as have individual faculty evaluations. Involvement by counseling staff on the Curriculum Committee as well as advisory committees allows for communication regarding student programming needs and actual program plans. In the 2012 Faculty/Staff survey 84.2% agreed that student success is clearly uppermost in the minds of employees at Mendocino College. In the Fall 2013 Student survey, 94% of the students surveyed indicated agreement with the statement “Mendocino College is supportive of students.” The faculty hiring process is rigorous, and the evaluation process for probationary faculty takes into account student feedback, peer evaluations, and administrative feedback. ([I.A.33](#), [I.B.3](#))

### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

Mendocino College instructors incorporate a variety of delivery modes and teaching methodologies in their on campus and online work with their students. The primary delivery mode is in person classroom instruction. In these courses, instructors rely on a variety of participant structures from whole class lecture and discussion to collaborative learning structures such as group work and pair work. These on-ground courses are often web enhanced, with instructors posting relevant classroom materials on College web and portal pages that are easily accessible to students. ([II.A.34](#))

The College recognizes that learners come with a variety of learning styles and instructional needs. To accommodate these students, both math and English faculty have lab environments in which students can receive additional support for their classroom work. Many lecture courses also contain regularly scheduled lab components and/or field trips, which provide students with hands-on application of material they have been studying in class. Mendocino College is also committed to providing quality Distance Education for its students. This commitment includes a Distance Education Coordinator. The growing online program is under the oversight of this Director. The District selected Etudes as its Learning Management System (LMS) in 2006, and the Distance Education Coordinator has certification through Etudes as a Training Facilitator. As of 2008-2009, 33% of full-time faculty were Etudes trained; now as of 2012-2013, 52% of all full-time faculty are trained. There were 42 part-time faculty trained in Etudes as of 2008-2009; now as of 2012-2013, 73 part-time faculty are trained. Encouragement to take and teach via

Etudes is provided as trainings are offered monthly by Etudes. After successful completion of the Etudes training, faculty can choose to be reimbursed their enrollment fees. Distance Education faculty are also provided with the Distance Education Handbook which articulates best practices and requirements for Distance Education classes.

In addition to on ground and online instruction, Mendocino College offers other learning environments for students through both the Learning Center and the Computer Labs. In the Learning Center, students sign up for one-on-one tutorials and work with peer tutors in the subject area they are studying. The Learning Center was recently expanded, along with the new library project, and has many instructors who offer “drop in” hours in which students can come and get help directly from an instructor in their subject area. The Learning Center staff solicits and encourages faculty to do a portion of their office hours in the Learning Center and has quiet areas where students with special needs may take their tests in a minimum distraction environment. Additionally, English faculty teach credit and noncredit English labs, where instructors meet one-on-one with students from varied disciplines who need help with written assignments. The Mendocino College Language Lab is part of the expanded Learning Center. The Language Lab houses computer software and materials for self-study and supplemental practice during drop in hours and ESL Lab class times. In the Computer Labs, students have access to the internet and to word processing programs. Instructors strongly encourage students to make use of these resources to further enhance their learning at Mendocino College.

The Information Technology Department actively seeks to update software and replace dedicated computers for both student and faculty/staff use. There is a four-year replacement schedule for student lab computers, and a five year faculty/staff replacement cycle. This is done at all three sites (the Ukiah Campus, and the Lake Center in Lakeport, and the North County Center in Willits) which comprise over 500 desktop computers, laptops and Thin Clients. The Thin Client technology is being utilized in the Library and Nursing Lab with great success. In the 2012 Faculty/Staff survey, 73.7% were satisfied with the systematic maintenance, upgrade and replacement of the technical resources they use in their work. Satisfaction with technological resources was also noted in the Fall 2013 Full-Time Employee survey. ([I.A.33](#), [I.B.3](#))

### **Self Evaluation**

The College meets the Standard. Mendocino College is dedicated to offering a variety of delivery modes and to incorporating a variety of teaching methodologies in instruction in order to serve all students. From on ground to online, instructors apply the latest in technology and learner-centered approaches to meet student needs. Instructors also engage in a process of self-reflective teaching. The Learning Center provides multiple supports to meet diverse student needs. All classrooms have “Smart” technology so that internet, audio and video presentations are possible. The College Library has a vast catalog of books that are available for student use, as well as textbooks on reserve that may be used in the Library. The Library also has closed captioned DVDs available to augment student learning.

### **Actionable Improvement Plans**

None



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

### **Descriptive Summary**

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

- All courses are initially reviewed and approved by the Curriculum Committee, and thereafter the courses are reevaluated at least every five years.
- All programs complete a Program Review process annually which addresses strengths, weaknesses, and SLO assessment.
- Campus-wide student surveys are conducted on an ongoing basis as needed.
- For programs requiring state certification such as Fire Science, the appropriate regulatory agency approves classes and instructors as well as issuing certificates of completion. The Fire Science degree program is approved by the Chancellor's Office with review by the State Fire Marshal. Similarly, the Nursing (RN) Program is accredited by the California Board of Registered Nursing State Department of Consumer Affairs accrediting agency.
- Campus-wide self-study, analysis and plans are created every six years as part of the accreditation process.

### **Self Evaluation**

The College meets the Standard. The Curriculum Committee is proactive in streamlining its forms, alerting faculty to changes in procedure, and encouraging faculty members in various departments to update course outlines/program requirements as needed. Through the use of CurricUNET the process has been standardized, and help is available through the Office of Instruction. While all courses are reevaluated at least every five years, Career and Technical Education courses need to be reviewed on a two-year cycle. Program Review is an annual important opportunity for faculty to assess their progress in achieving various goals; it also gives departments a chance to identify future objectives and request the resources needed to make those visions a reality.

### **Actionable Improvement Plans**

Implement the two-year Career and Technical Education review cycle.

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

### **Descriptive Summary**

Mendocino College recognizes Student Learning Outcomes as living, active guidelines that inform and reflect institutional practices. The Student Learning Outcomes Team (SLOT) at Mendocino College actively supports the SLO assessment cycle. There is a resource handbook

for faculty, staff and administrators which discusses essential topics related to assessment such as various approaches taken, the importance of reliability and validity, as well as suggestions for various instruments, including the use of rubrics to measure success. This handbook is a valuable source for faculty and is available for consultation and review on the College portal. Annual Program Reviews address SLOs for course and program levels, and these are tied to course/program funding. All course-level SLOs must be reviewed and re-evaluated at least once every four years. The College will continue to work with the Institutional Researcher in the reporting of the assessment data. ([IF.21](#), [II.A.32](#))

### **Self Evaluation**

The College meets the Standard. Mendocino College values the opportunity that the SLO assessment cycle provides for creating institutional excellence. The College is actively engaged in the process of evaluating course-level and program-level SLOs. The College considers these documents to be living and evolving, and a powerful tool for informing institutional practices. The Academic Senate recently revisited the institutional level SLOs (ISLO) for currency, accuracy and measurability.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

The Nursing Department has continued to utilize departmental course and program examinations through Assessment Technologies Incorporated (ATI) which supports NCLEX-RN test preparedness as well as demonstration of individual course content knowledge. These examinations (and accompanying review modules for study), or ones similar, are standardized and utilized by most nursing programs in the State of California and nationwide in assessing their student learning. Students who are certified as having a disability can be given extra time and test in a quiet environment. These examinations are not used solely for a student's grade, but rather as a portion of course grade. Remediation is available through ATI and is discussed between student and faculty on an as-needed basis.

### **Self Evaluation**

The College meets the Standard. With ATI examinations, the Mendocino College nursing students are evaluated in comparison to other nursing students and programs in the State of California, as well as nationally. Mendocino College students have consistently ranked above the mean in these tests and subsequently score higher than other colleges in the area on the National State Board of Nursing Licensing Examination (NCLEX). There have been no anomalies in testing results for College students. ([II.A.40](#))

### **Actionable Improvement Plans**

None

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

**Descriptive Summary**

All courses approved by the Curriculum Committee include Student Learning Outcomes, evaluation processes, and award of credit. These course outlines are available via the Instruction Office or CurricUNET. Instructors are required to hand out syllabi that are consistent with the course outline which includes Student Learning Outcomes and methods of evaluation at the first class meeting.

All courses are evaluated and approved by the Curriculum Committee according to Title V standards before being taught at any location. The requirements for credit—48-54 hours for 1 unit of lab or 16-18 hours for 1 unit of lecture—are based on Title V of the California Code of Regulations, Section 55002, and the California Community Colleges Chancellor’s Office’s “Program and Course Approval Handbook,” which bases its requirements for credit on the Title V regulations. Requirements for credit are included in the course outlines (units, hours, total hours, etc.). New course proposals or modifications to transferable courses are compared with existing California Community College, California State University and University of California courses as part of the CurricUNET process and Curriculum Committee meetings for articulation purposes. The Articulation Officer has developed written agreements in numerous transfer majors. Student Learning Outcomes for all existing courses are formalized as items for Curriculum Committee approval. Course-level SLOs are archived after approval along with the course outline of record and are also available online. ([II.A.2](#))

**Self Evaluation**

The College meets the Standard. The Curriculum Committee rigorously enforces the credit requirement as well as grading policies when it reviews course outlines. It also insists on articulating transferable courses with senior institutions. The Articulation Officer, as a permanent member of the Curriculum Committee, maintains continuous contact with universities and keeps the Curriculum Committee updated on articulation matters and issues of equivalency in higher education. As annual Program Reviews must assess course and program level SLOs, we should have a clear picture of all courses and programs, meeting the goal of awarding credit based on the stated learning outcomes.

**Actionable Improvement Plans**

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

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

**Descriptive Summary**

The requirements for degrees and certificates are listed in the Mendocino College Catalog and are available in an online format for public access. The General Education requirements follow California Code of Regulations, Title 5 requirements for the awarding of degrees. The catalog

major requirements reflect the individual course outline development within the program and approval process through the Curriculum Committee. ([I.A.35](#))

### **Self Evaluation**

The College meets the Standard. When students submit an online petition for a degree or certificate, Admissions and Records evaluates the student's progress toward the degree or certificate and informs the students via a letter if they have a missing requirement. If students pass the courses, they can be awarded the degree or certificate. Individual course instructors and program directors evaluate if SLOs have been met. General Education courses used for the awarding of degrees may be linked with the Institutional Student Learning Outcomes, but no assessment of those courses has yet been fully evaluated as we are in the first cycle of evaluation. Student learning outcomes are included for each course on the course syllabus.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

All degrees require the completion of at least 18 units of General Education courses. The College philosophy on General Education is clearly stated in the College catalog and is rooted in Title 5, Section 55805 which states that a General Education is “designed to introduce students to the variety of means through which people comprehend the modern world.” The requirement that all students pursuing a degree complete GE courses reflects the importance placed on this philosophy. Mendocino College requires 3-6 units of GE coursework in the following four categories: Natural Science, Social Science, Humanities, and Language and Rationality. This course work exposes students to “certain basic principles, concepts and methodologies both unique to and shared by the various disciplines.” ([I.A.35](#))

Courses included on the GE list must be approved by the Curriculum Committee based on criteria clearly identified in the Curriculum Handbook. The Curriculum Committee evaluates the Course Outline of Record to ensure that the course meets appropriate criteria based on its Student Learning Outcomes, objectives, topics and scope, and methods of instruction and evaluation.

Mendocino College's Institutional Learning Outcomes are connected to the GE areas. The ISLOs serve not only to provide a means of assessment for GE success but also convey to all members of the institution the importance placed on General Education.

**General education has comprehensive learning outcomes for the students who complete it, including the following: ([IF.31](#))**

**ISLO #1 (Area A English Language Communication and Critical Thinking)**

Students will be able to apply critical thinking and information competency skills to reach well-supported factual or judgmental conclusions which are effectively communicated in written and oral English.

**ISLO #2 (Area B Scientific Inquiry and Quantitative Reasoning)**

Students will be able to apply the scientific method, principles and concepts in order to test scientific hypotheses and theories.

**ISLO #3 (Area B Scientific Inquiry and Quantitative Reasoning)**

Students will be able to explain and apply mathematical concepts to solve problems through quantitative reasoning.

**ISLO#4 (Area C Arts and Humanities)**

Students will be able to express themselves subjectively as well as objectively when engaging with the creative arts and humanities in various cultural contexts.

**ISLO #5 (Area D Social Sciences)**

Students will be able to apply methods of social scientific inquiry to analyze key current and historical social, political, economic and personal issues in a variety of cultural contexts.

**ISLO #6 (Area E Lifelong Learning and Self-Development)**

Students will possess the means for their lifelong development by applying critical thinking, scientific inquiry (both physical and social) and quantitative reasoning skills; and by their ability to express themselves subjectively as well as objectively when engaging with the creative arts and humanities.

**Self Evaluation**

The College meets the Standard. Mendocino College academic and vocational degree programs all require at least 18 units of GE coursework. The College has a robust offering of rigorous courses which expose students to the major areas of knowledge, including the humanities and fine arts, the natural sciences and the social sciences. In order to be designated a part of the GE list, the Curriculum Committee must vote to approve that GE status. This process requires the Curriculum Committee to scrutinize the course and its outcomes and objectives with the full-time faculty of record for the course. This process assures that the courses approved for GE have the appropriate rigor and cover the required content and discipline methodologies. This process is the same regardless of whether or not the class is intended to be taught on ground, through Distance Education or both.

The recent finalization of new Institutional SLOs based on the GE categories will only improve an already strong process. The ISLOs will help us to evaluate the extent to which students are “understanding the basic content and methodologies of the major areas of knowledge.”

**Actionable Improvement Plans**

None

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

### **Descriptive Summary**

Full-time faculty drive the process of determining the content and methodology of the major areas of knowledge. When a course is proposed for GE, the curriculum committee requires the proposing faculty to provide a rationale for designating a course as GE. The Curriculum Committee considers their rationale and scrutinizes the course outline of record to verify that the course, as proposed, exposes students to relevant content and methodology. It is expected that the SLOs of GE courses will appropriately reflect the breadth and rigor of the area of knowledge. Each GE course should provide students with Basic Skills and concepts upon which they will build in future classes. When there is a dispute over the appropriateness of the GE application, the Committee often turns to the CSU GE Breadth Requirements Executive Order and the Standards, Policies, and Procedures for IGETC for their directives regarding content and methodology.

### **Self Evaluation**

The College meets the Standard. This process happens effectively within the regular Curriculum Committee review process. Additionally, assessment of ISLOs provide a clearer picture of the appropriateness of GE course SLOs as mapped to the ISLOs.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

To succeed in GE courses, students must acquire oral and written communication skills, information competency and computer literacy. These are clearly outlined in the objectives, outcomes, and methods of evaluation for GE courses. Courses in the Language and Rationality group specifically reinforce critical analysis and logical thinking, skills which are embedded in most GE courses. GE courses are designed to promote lifelong learning and introduce the content and methodology of major areas of knowledge: Natural Sciences, Social Sciences, Humanities, and Language and Rationality. By taking classes in these major areas, students are exposed to knowledge through a variety of means. ([I.A.35](#), [II.A.2](#))

### **Self Evaluation**

The College meets the Standard. The breadth and rigor of GE course offerings ensure that students will acquire lifelong learning skills of oral and written communication, critical analysis and the ability to acquire knowledge from a variety of means. The Curriculum process through which potential GE courses are evaluated guarantees that GE courses contribute to this outcome. The new ISLOs will offer a further check on this process.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

In addition to the GE courses required in Humanities and Fine Arts, Language and Rationality, Natural Science and Social Science, Mendocino College also has two institutional requirements designed to shape students into thoughtful, knowledgeable and healthy citizens. The first is a Studies in Culture requirement. This requirement is specifically designed to foster appreciation of cultural diversity as well as to provide students with historical and contemporary information to help them be informed citizens prepared to act ethically. Second, the Social Sciences area, students are required to take one course in American Institutions to reinforce this emphasis on good citizenship. ([I.A.35](#))

Additionally, students taking the GE courses are exposed to courses in history, sociology, ethics, humanities, the arts, and political science which require them to think about the connections between past and present and the requirements of ethical citizenship, and to communicate with other students effectively regarding critical issues.

### **Self Evaluation**

The College meets the Standard. The institutional requirement in Studies in Culture demonstrates the college's commitment to exposing students to issues of cultural diversity, historical and current inequalities, and the ethical challenges of good citizenship. In addition, GE courses in American Institutions, the Social Sciences, and Language and Rationality expressly require students to engage with complicated social issues.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

The Guidelines for Program Management outlines the process whereby a new program is created. This is a rigorous process in which the proposed program is reviewed multiple times by a variety of committees. This includes review by the Educational Action Plan committee. For CTE programs, EAP must form a PAT to scrutinize the viability of the program and also seek input from the faculty at large. After a program is approved by EAP it must be approved by the Curriculum Committee, which will discuss the program in at least two meetings. The Curriculum Committee verifies that the program of study meets the Title 5 requirement to "guide students through a program of study." ([I.A.7](#), [II.A.2](#))



Program-level SLO assessment also provides an opportunity to refine programs and verify that they are meeting this standard. Implementing Program-level SLO assessments led the Curriculum Committee and faculty, in discussion with the Dean of Instruction and Vice President of Education and Student Services, to reconsider the Area of Emphasis degrees. The SLO assessment process raised questions about whether or not all of the Area of Emphasis degrees were indeed tightly focused on one area of study or established interdisciplinary core. As a result of lively and productive conversation, several Area of Emphasis degrees were eliminated, and the remaining were redesigned to be more focused. ([II.A.35](#))

### **Self Evaluation**

The College meets the Standard. Mendocino College has solid processes in place for verifying that programs are well designed. The Curriculum Committee, SLO Team and EAP are effective bodies for safeguarding these standards.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

Mendocino College currently has 12 vocational areas of study offering a number of certificate and degree options to prepare students for employment opportunities. These categories include Culinary Arts Management, Agriculture, Nursing, Child Development, Administration of Justice, and Automotive Technology, among others. The process by which a Career and Technical Education (CTE) program is created is quite rigorous and requires input from an advisory committee knowledgeable about local needs and opportunities, labor market data which is analyzed by a regional group of vocational Deans, as well as the recommendation of an EAP subcommittee, approval by Educational Action Plan (EAP) at large, and approval of the Curriculum Committee. This process is designed to ensure that CTE programs are relevant and useful to our students. ([I.A.7](#), [II.A.2](#), [II.A.12](#))

Mendocino College CTE programs prepare students for local job opportunities and also for relevant certification requirements. For example, nursing students are prepared for the NCLEX exam, which is the standardized licensing exam to become a Registered Nurse. Automotive Technicians are prepared to pass ASE certification tests in brakes, suspension, electrical systems, engines and engine performance. The Automotive Tune-Up and Electronics Specialist Certificate satisfies the California Bureau of Automotive Repair training requirement to become a licensed smog inspector.

### **Self Evaluation**

The College meets the Standard. Recent Student Success ScoreCard data indicate a high level of retention, persistence and attainment among CTE students at Mendocino College. High pass rates on licensure exams such as the NCLEX also indicate a high level of student success at the institution.



## **Actionable Improvement Plans**

None

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

## **Descriptive Summary**

The College provides clear and accurate information to students and prospective students about education courses and its transfer policies. Most of this information is published annually in a Catalog available in print and through the college website. Each course description in the Catalog includes information about content, pre-requisites, unit value, and other basic information needed prior to enrollment. Educational program descriptions include a description of purpose, course requirements and, in the case of CTE programs, information about possible career options. Additionally, the Catalog includes information about Associate Degree and Transfer requirements, including listings of General Education requirements and the courses that meet them. Course schedules, published in the Fall and Spring, are mailed to more than 40,000 households in the District and contain abbreviated course information, a listing of degrees and certificates, and general policies. ([I.A.14](#), [I.A.35](#))

For more specific information on courses, CurricUNET is available from the College website. Students and prospective students can look up any course or program outline. These documents provide details on topics covered, teaching objectives, learning outcomes, typical assignments and representative texts.

Through the faculty evaluation process, syllabi are evaluated in relation to the course outline of records. All faculty are required to list SLOs on their syllabi.

To gain a better understanding of student knowledge regarding Student Learning Outcomes, a survey was distributed in Fall 2013. Survey results indicate that progress has been made in terms of creating awareness of SLOs among Mendocino College. For instance, 60% of the students surveyed indicated that they know what SLOs are, and 72% of the students who participated in the survey stated that they understand the SLOs for their classes. Additionally, 64% of the students surveyed indicated that they have read the SLOs for at least some of their current classes. ([I.A.31](#))

## **Self Evaluation**

The College meets the Standard. Mendocino College has solid processes in place for verifying that programs are well designed. The Curriculum Committee, SLO Team and EAP are effective bodies for safeguarding these standards.

Along with the documents mentioned above, the College relies upon counselors, faculty and other Student Services staff to assist students in understanding course and program information. The College has six full-time counselors.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

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

The “Transfer Credit” section of the current Catalog provides a thorough description of various forms of transfer credit accepted at Mendocino College, including prior college work, non-traditional learning, military schools and service, AP exams, foreign college coursework, and high school course articulation. Additionally, students can receive credit in some disciplines through credit by examination. This occurs at Mendocino College mostly in foreign languages. This process is also explained in the current college Catalog. ([I.A.35](#))

Evaluating coursework from other institutions where articulation is not clearly specified is done through the Admissions and Records Office in collaboration with discipline faculty. Expected learning outcomes, assignments, and objectives are compared with Mendocino College course SLOs to determine transferability.

Articulation of Mendocino College courses to other institutions is maintained by the Articulation Officer and publicized to students through ASSIST, a statewide student transfer database, and course numbers are linked to comparable statewide higher education courses. ASSIST is also the venue to certify General Education courses that are then passed along to other colleges and universities on the IGETC or CSU GE patterns. The Articulation Officer, in collaboration with the Curriculum Committee, and faculty within academic disciplines have been actively working to have courses approved through California’s Course Identifying Number System (C-ID), a statewide numbering system designed to ease the process of transferring credit.

### **Self Evaluation**

The College meets the Standard. Counselors use the ASSIST site during student appointments, and the Transfer Center provides a link to ASSIST for students to access the articulated courses.

Course outlines are reviewed and updated to maintain currency and transferability. As a permanent member of the Curriculum Committee, the Articulation Officer advises faculty about transferability and serves as liaison between Mendocino College and other colleges and universities. The number of Articulation Agreements and Associate Degrees for Transfer which rely on C-ID approval indicate a robust level of transferability of Mendocino College courses.

The Mendocino College annual Catalog publishes a thorough explanation of how students may earn transfer credit from previous work, including a complete list of AP exams and their transfer values.

This year's (2013-2014) Catalog has undergone a thorough revision, reorganizing and editing for clarity, thoroughness, and accuracy, especially in light of the past several years of statewide changes in policies and local changes in curriculum.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

The elimination of programs is a rare occurrence. EAP has created the Guidelines for Program Management that governs the elimination of programs and the appropriate steps that need to happen to enable the process to occur with a minimum of disruption to students. ([I.A.7](#))

Program requirements, on the other hand, change more frequently, as faculty make efforts to respond to industry demands and, currently, the move toward Associate Degrees for Transfer. All program changes must be approved by the Curriculum Committee, which includes a full-time counselor, and, generally, changes are not effective until the following academic year to allow students and staff to be informed. Students retain the ability to complete program requirements identified in the catalog in effect when they originally enrolled as long as they have been continuously enrolled.

### **Self Evaluation**

The College meets the Standard. The guidelines for eliminating programs require a significant process guided by EAP, which includes a thorough review by faculty, deans and the institutional researcher. This team makes a recommendation which is vetted by the entire faculty for comments. This process insures that programs are eliminated only after thorough consideration.

Since program modifications are more common, the impact on students is greater. Catalog rights and the College course substitution process allow for students to complete programs in a timely manner as new requirements become part of a degree.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

The College catalog is published annually, and the full class schedule is published semiannually. Each area of the catalog and schedule is written or reviewed by the person in charge of that area. Every area of the catalog and schedule is reviewed and updated with each new edition by various faculty and staff according to their area of expertise. Those reviewers include the Articulation Officer, counselors, Curriculum Committee, area directors, Dean of Instruction, Dean of CTE, and the Vice President of Education and Student Services. With the many recent changes to Community College policies on enrollment repeatability and the resulting changes to curriculum, the College Catalog has undergone a thorough review and reorganization. Representation of information has been clarified and streamlined. New Associate Degrees of Transfer have been included. ([I.A.35](#))

The web version of the catalog duplicates the print version. However, the online class schedule accessible to the public through Web Advisor is updated consistently as changes occur. Changes in curriculum information appearing in the catalog are updated online through CurricUNET. Links to Web Advisor and CurricUNET are on the Mendocino College home page. ([I.A.14](#))

Information on Student Achievement is available electronically on the College website. Currently, the Student Success ScoreCard is available under the Consumer Information link on the web page.

The Mendocino College portal also provides information related to instruction, including a link to Institutional Research for College faculty and staff. Institutional research includes data on student enrollment and achievement. Students may use the portal for catalog information and important announcements.

### **Self Evaluation**

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

### **Actionable Improvement Plans**

None

**II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or**

**worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.**

**Descriptive Summary**

In order to assure the academic integrity of the teaching-learning process, the Mendocino College Board of Trustees has adopted Board Policy 411 – Academic Freedom. Board Policy 411 specifically states, “Academic freedom in its teaching aspect is fundamental for the protection of the rights of the instructor in the teaching and of the student to freedom in learning.” This policy is available on the College website as well as in the Office of the Superintendent/President. ([II.A.36](#), [II.A.37](#))

The District has also adopted Administrative Procedure 533.2 – Academic Honesty Guidelines. This Administrative Procedure defines various types of dishonesty, including plagiarism, cheating, fabrication and aiding in dishonesty. In addition, it indicates the consequences of academic dishonesty at Mendocino College. This procedure is also available on the College website as well as in the Office of the Superintendent/President.

**Self Evaluation**

The College meets the Standard. Mendocino College and its Board of Trustees make Academic Freedom and Student Academic Honesty their responsibility through clear policies made available to the public.

**Actionable Improvement Plans**

None

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

**Descriptive Summary**

This standard is addressed in the Mendocino-Lake Community College District Board Policy 411 – Academic Freedom. Specifically, the policy states, “The instructor is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter which has no relation to his/her subject. This right also carries with it the responsibility of the instructor to present to the best of his/her ability the pros and cons of such controversial ideas as he/she may discuss under the protection of academic freedom.” ([II.A.36](#))

Few issues of academic freedom have arisen since the last accreditation visit. When students bring concerns to administrators that center on the perception that faculty are inappropriately promulgating person views, a meeting with the faculty member will occur promptly to clarify what should happen in the classroom.

**Self Evaluation**

The College meets the Standard. Copies of the Mendocino-Lake Community College District Policy governing academic freedom are available in the Superintendent/President’s Office and on the web page. The policy gives faculty clear language to distinguish between personal

conviction and professionally accepted views. In addition, the policy directs faculty to provide discussion of multiple views when teaching about controversial issues. Overall, the Board Policy is clearly stated and provides faculty with concrete guidelines while embracing the spirit of academic freedom.

### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

The College's expectations regarding student academic honesty and the consequences for dishonesty are printed in the general catalog. More specific information on academic honesty is available in the Administrative Procedure 533.2 – Academic Honesty Guidelines from the Dean of Student Services. ([II.A.37](#))

Consequences for academic dishonesty such as plagiarism or cheating can include reassignment of the paper project or exam, or assignment of a failing grade. The procedure also states the process students may use to appeal a faculty member's decision.

The Dean of Instruction and Dean of CTE highly recommend that faculty include specific statements regarding penalties for academic dishonesty in their syllabi. These policies are covered in new student orientations and College and Career Success classes.

#### **Self Evaluation**

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

### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

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

These standards are addressed in the Mendocino-Lake Community College District Board Policy 533 titled "Code of Student Conduct" which is referenced in the College Catalog. Board Policy 302, "District Code of Ethics," addresses standards of professional ethics for all District

employees. Specific expectations for staff conduct can be found in their respective contracts. ([IF.45](#), [II.A.38](#))

**Self Evaluation**

The College meets the Standard. Board Policies are accessible on the website and in various offices. Employee contracts are reviewed annually and made available through constituent group/union leadership.

**Actionable Improvement Plans**

None

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

This Standard (II.A.8) does not apply to the Mendocino-Lake Community College District. The College does not offer curricula in foreign locations to students other than U.S. nationals.

## Standard II.A. Evidence List

- II A 1 Curriculum Committee Agendas and Minutes - ADTs
- II A 2 Curriculum Committee Handbook
- II A 3 Distance Education Handbook
- II A 4 Program Review Data - Fall 2013
- II A 5 Sustainable Technology Proposal
- II A 7 Accuplacer
- II A 8 Education Plan Form
- II A 9 Academic Contract for Probation
- II A 10 Admissions Forms
- II A 11 2012 Basic Skills Report
- II A 12 Examples of Labor Market Surveys
- II A 13 Advisory committee Minutes
- II A 14 North Far North Regional Consortium (NNFRC) Forms
- II A 15 CLO-PSLO Mapping/Assessment
- II A 16 RP Report, Student Support (Re)Defined
- II A 17 SLO Assessment Spreadsheet
- II A 18 Distance Education Institutional Report
- II A 19 Administrative Procedure 407.1
- II A 20 Teacher Institute Announcements
- II A 21 Teachers on Teaching Conference Programs
- II A 23 SAO Assessment Spreadsheet
- II A 24 Public Website Screen Shots
- II A 25 Catalog pages: ISLOs; PSLO
- II A 26 Special Projects Memo: Reassign Time – SLO Coordination
- II A 27 MCFT Faculty CBA (section 7.9.10)
- II A 28 MPFA Collective Bargaining Agreement (Section 16.14)
- II A 29 Budget Request Form
- II A 31 Curriculum Committee Agendas - Course Inactivation
- II A 32 SLO Handbook
- II A 33 Four-Semester Sequences
- II A 34 Faculty Sites on Portal
- II A 35 PSLO Assessment Sheet
- II A 36 Board Policy 411
- II A 37 Administrative Procedure 533.2
- II A 38 Board Policy 533
- II A 39 CTE Advisory October, 2013 Event
- II A 40 Nursing Program Survey
- II A 41 Teacher Institute: Collaborative Spaces and Practices



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## **II.B. Student Support Services**

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

### **Descriptive Summary**

As per the College Mission, Mendocino College exercises an open admission policy which allows a diverse population of students who are able to benefit from college programs to take advantage of Basic Skills, Career and Technical Education and Transfer Preparation opportunities. ([I.A.1](#))

Students meeting the following criteria may be admitted to Mendocino College:

- Anyone 18 years of age or older;
- Anyone under 18 years of age who:
- Has graduated from high school or has passed the California High School proficiency test.
- Is a kindergartener through high school sophomore and has approval of his or her school principal, parent or guardian, Mendocino College faculty of record and the Mendocino College Dean of Instruction.
- Is a high school junior or senior and has approval of his or her school principal and parent or guardian.

Multiple measures are employed to determine if a student is able to benefit from Mendocino College programs. Assessment placement exams are provided to students who wish to enroll in English and math courses. Admissions policies and procedures are systematically reviewed by representatives from faculty, student, classified staff, and administration in the President's Policy Advisory Committee (PPAC). Student Services Council meetings are also a key forum in which discussions regarding student access, progress, learning and success occur. The steps for matriculation, now required by the Student Success Act, have been reviewed, and efforts to streamline and strengthen the process have begun. ([II.B.1](#), [II.B.2](#), [II.B.3](#), [II.B.4](#))

To comply with state authorization requirements for Distance Education courses, the Director of Admissions and Records identifies on-resident students with out-of-state addresses as well as non-resident students with California classes that are taking online courses. Currently, all of the students identified are not fully online students; all are taking classes on-ground at Mendocino College as well. If a non-resident student with an out-of-state address taking only online courses is identified, then the Director of Admissions and Records would request authorization from the non-resident student's state.

Student surveys of Distance Education students have also been consistently conducted to determine student readiness for online courses. Survey results are discussed in the Distance

Education Committee, and best practices for ensuring student success are reviewed and implemented as appropriate. Additionally, potential Distance Education students are provided with an online assessment tool, “Test of Online Learning Success,” and an online orientation to Etudes, the Mendocino College Distance Education platform, to assess their readiness for Distance Education. ([II.B.5](#), [II.B.6](#))

### **Self Evaluation**

The College meets the Standard. The institution regularly assesses its students’ abilities in order to ensure that they benefit from its programs. Assessment data comes from placement testing and student surveys. This information is also regularly discussed in a variety of District venues in support of student access, progress, learning and success. Students are also provided with tools for self-assessment.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

The College assures the quality of its Student Support Services through the annual Program Review process and through engaging in the Service Area Outcomes assessment process. Program Reviews are completed for all Student Services areas including Admissions and Records, CalWORKs, CAMP, Career and Transfer Center, Counseling, the Disability Resource Center, EOPS, Financial Aid, the Learning Center, MESA and Veteran Services. In the Program Review process, areas such as staffing, information technology and facilities are analyzed in Part I; program health and responsiveness are analyzed in Part II. Any program strengths as well as areas for improvement are identified in a collaborative Student Services meeting. Information regarding Student Services also flows from Program Review to the District planning committees and ultimately to the Planning and Budgeting Committee (PBC) for resource allocation and support. ([IF.6](#), [I.A.5](#), [II.B.7](#))

Student Services at the College also engage in Service Area Outcomes assessments. This process began in October 2008 at a Student Services Inservice during which the various Student Services units finalized the Services Area Outcomes for their areas and decided upon processes for measuring those outcomes. Both the Service Area Outcomes and the assessment results are reported in Program Review. Resulting plans based on the Service Area Outcome assessments are also reported in Program Review. The Service Area Outcomes were revisited during the Fall 2013 semester. Previous Service Area Outcomes were found to focus on productivity rather than students and student success. A cross-departmental review of Service Area Outcomes and the process was conducted in order to better align with student success-oriented outcomes. ([II.B.8](#))

Distance Education student support services are regularly evaluated for comparability with face-to-face course/program student support services. The College has seen a jump in the number of

online courses, averaging 23% of the total schedule per semester. The number of students taking Distance Education only classes has also increased from 6% in Spring 2010 to 14% in Spring 2013. ([II.B.9](#))

Students taking courses online have a dedicated counselor assigned to help them. Starting in the Spring of 2014, all online students will receive a general letter via email explaining the online program and services available to them from the College at the beginning of each term. In addition, the online resources found on the home page provide students with a number of online orientation resources such as the basics of how to use Etudes, the online interface, and a video tutorial for Etudes. Registration services are offered both in person and online. Orientation to the College is provided using an online college orientation program. The Distance Education website provides information about Tips for Success, academic information and regulations, a listing of our institutional student learning outcomes, information about our Web Advisor status and more. The Dean of Student Services and the dedicated counselor for online students serve on the Distance Education Committee to ensure the needs of online students are addressed in both this committee and in the Student Services Council. Currently Learning Center staff are working to roll out online tutoring in Spring 2014. Required equipment has been ordered and collaboration with math faculty and Learning Center staff is underway to offer online math tutoring. ([I.A.12](#), [II.A.3](#), [II.B.10](#))

### **Self Evaluation**

The College meets the Standard. The institution gathers data regarding the quality and effectiveness of its student support services through a variety of means including Program Review and Service Area Outcomes assessment cycles. This information is discussed with student services units at the Student Services Council and at a broader District level at the Planning and Budgeting Committee. The institution also ensures that it provides the same support services to on ground students as it does to Distance Education students. College orientation, counseling and registration services are all provided via the internet or other Distance Education means. Additionally, students receive support via Etudes, the Distance Education platform. Students are provided with a self-assessment so that they can gauge their readiness for online coursework. Students are also provided with an online orientation to Etudes with more general College information through the Distance Education website.

### **Actionable Improvement Plans**

- Implement new technology in Spring 2014 to further develop online tutoring.
- Increase extent of services by collaborating with faculty from diverse disciplines and the Distance Education Coordinator.

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

### **Descriptive Summary**

Mendocino College publishes a full catalog every year which contains precise, accurate and current information and is available on the College website and portal. The Vice President of Education and Student Services is responsible for coordinating the annual review of catalog

information submitted by managers and others accountable. The 2013-14 Catalog contains the following information on the pages indicated: ([I.A.35](#))

- a. General Information, pp. 6-14
  - Official name, back cover and p. 1
  - Addresses, p. 1
  - Telephone numbers, p. 241
  - Website, back cover
  - Educational Mission, p. 12
  - Course Offerings, pp. 132-234
  - Program Offerings, pp. 67-131
  - Degree Offerings, pp. 67-131
  - Certificates, pp. 67-131
  - Academic Calendar, p. 4
  - Program Length (Units), pp. 67-131
  - Academic Freedom Statement, p. 9
  - Available Student Financial Aid, pp. 24-28
  - Available Learning Resources, pp. 29-30
  - Names and Degrees of Administrators and Faculty, pp. 236-238
  - Names of Governing Board members, p. 5
  
- b. Requirements
  - Admissions, pp. 16-20
  - Student Fees and Other Financial Obligations, p. 18-20
  - Degrees, pp. 67-131
  - Certificates, pp. 67-131
  - Graduation, pp. 61-63
  - Transfer, pp. 64-66
  
- c. Major Policies Affecting Students
  - Academic Regulations, pp. 48-57
  - Nondiscrimination, p. 39
  - Acceptance of Transfer Credits, pp. 57-58
  - Student Rights, pp. 36-38
  - Privacy of Student Records – Family Educational Rights and Privacy Act, pp. 36-37
  - Grievance and Complaint Procedures, pp. 37-38
  - Sexual Harassment, pp. 38-39
  - Students Responsibility for College Records, pp. 40-41
  - Academic Honesty, p. 40
  - Alcohol and Drug Use Policy, p. 40
  - Standards of Student Conduct, pp. 41-42
  - Refund of Fees, pp. 18-20

d. Locations or Publications Where Other Policies May Be Found

The catalog the College produces is current, complete, clear, easy to understand, easy to use and well structured. In order to ensure this, the catalog is regularly revised and reviewed; feedback from users is also solicited. As a result, the catalog has undergone two major revisions: one for the 2012-2013 document and another for the 2013-2014 document. The first revision resulted in the inclusion of Program-Level Student Learning Outcomes and a grouping of degrees and certificates and areas of emphasis together. Based on feedback, degrees, certificates and areas of emphasis were re-grouped by discipline in the 2013-2014 catalog to promote ease of use. Additionally, faculty contact information was also relocated to the discipline pages so that students could easily find faculty information in their areas of study. The addition of Associate Degrees for Transfer was also considered and incorporated into the new catalog. ([I.A.35](#))

Feedback regarding the accuracy of information and updated student services policy is provided by a review process involving stakeholders and constituent groups.

The printed catalog is widely available. It is distributed to new students on “Super Saturday,” the new student orientation day. The catalog is available in PDF format on the College website and is available for purchase in the College Bookstore. The catalog is also distributed to students enrolled in College and Career Success courses. ([II.B.13](#))

Other policies are found on the Mendocino College website under “Board Policies.” Mendocino College Student Services produces a Student Handbook and Planner and hands these out to students in the Counseling Office. The student handbook includes sections on Student Responsibilities that cover the following: ([II.B.14](#))

- Student Rights; p. 119
- Academic Records Privacy, pp. 119-120
- Student Grievances, p. 121
- Sexual Harassment, p. 121
- Unlawful Discrimination, p. 121
- Academic Honesty Guidelines, p. 122
- Alcohol and Drug Use Policy, p. 123
- Student Standards of Conduct, p. 123
- Smoking and Use of Tobacco Products, p. 124

The College maintains records of student complaints/grievances and of student discipline actions. The database of student complaints/grievances is housed in the Instruction Office. The Dean of Career and Technical Education and the Dean of Instruction jointly track the complaints/grievances as well as the disposition of each concern. Any themes or trends are noted and discussed at the Assistance and Care Team (ACT) for Students meetings. ([II.B.15](#))

**Self Evaluation**

The College meets the Standard. The College produces a catalog that contains current information and is widely accessible to students. The catalog is produced in a collaborative effort and contains all required elements. The College produces a Student Handbook, which also

contains key policies. Student complaints, grievances and disciplinary issues are tracked through databases, and emerging themes are discussed at the ACT for Students meetings.

### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

Mendocino College provides an array of activities to support students from the first contact through the admission process, assessment, new student orientation, meeting with a counselor, and choosing and registering for classes. The “Seven Easy Steps” to becoming a student guides the student through the matriculation process and is easily accessible from the Mendocino College website home page and in the College catalog.

The Accuplacer assessment tool is administered at the Ukiah, Lake and North County Learning Centers for math, English and ESL assessments. Cut scores are reviewed and evaluated by discipline faculty as needed, and students are surveyed to determine the validity of their placement. Multiple measures are combined with Accuplacer raw scores to determine the cut score for appropriate placement; other college assessment tests are evaluated by Admissions and Records using course equivalency. STAR test results (Early Assessment Program) with high school transcripts and Advanced Placement (AP) exam scores are used to determine appropriate placement. ([II.B.16](#))

Mendocino College administers the following programs that provide learning support, appropriate services and access to special populations: Disability Resource Center (DRC), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), California Work Opportunities and Responsibilities for Kids (CalWorks) and College Assistance Migrant Program (CAMP). Free tutoring and Assistive Technology labs available on the Ukiah Campus, Lake Center and North County Center allow access to support services for all students. ([II.B.17](#))

Counselors are always available provide support to students. Faculty members are encouraged to submit confidential referrals for all students, including at-risk students. Marketing materials, orientation information, recruiters, and staff in Financial Aid, Admissions and Records, the Learning/Tutoring Center, and Library encourage students to schedule appointments with counselors. ([II.B.18](#))

Support needs are assessed through student satisfaction and distance education surveys as well as service area outcomes and program reviews for the various student services departments. Responses to surveys and results to service area outcomes are discussed are used as part of the planning process to better serve students and promote student success. ([I.A.31](#), [II.B.5](#))

#### **Self Evaluation**

The College meets this Standard. An effective assessment system is in place to determine appropriate course placement. Students are advised to take classes based upon the results of the

assessment process. Cut scores are monitored, reviewed, and adjusted by discipline faculty, when appropriate or as needed. The conclusion of the Spring 2009 validation study conducted by the Institutional Researcher indicated the placement of students is substantially validated.

Support services are assessed and student feedback through student satisfaction and Distance Education surveys are incorporated in the planning process. For example, in the Fall 2013 Student survey, 91% of the students who responded indicated that staff and administrators at Mendocino College “really try to help students.” 94% also indicated that they have been treated with respect by faculty.

### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

Mendocino College offers an array of appropriate, comprehensive and reliable services at the Ukiah Campus, Lake Center, North County Center and online insuring equitable access to all students regardless of service location or delivery method.

As per Strategic Goal 2, Mendocino College is committed to ensuring student access to College programs and services. This is accomplished through the services and delivery methods listed below.

Admissions and Records ensures equitable access by supporting online and in-person admissions and registration processes. Students are provided assistance via in-person services at the Ukiah Campus, Lake Center and North County Center, and by telephone and email. ([II.B.19](#))

The Financial Aid Office provides computer access and assistance in completing online applications for financial assistance on the Ukiah Campus, Lake Center and North County Center. Financial aid applications are centrally processed on the Ukiah Campus, and an outreach specialist provides assistance at the Center locations. Students and parents receive assistance via in-person services, telephone and email. Students can monitor their financial aid applications online through Web Advisor and through the FAFSA student ID. ([II.B.20](#))

Multiple Free Application for Federal Student Aid (FAFSA) workshops are provided at the Ukiah Campus, Lakeport Center and North County Center as well as at in-district high schools. Financial aid staff members also provide a multitude of other workshops for students and prospective students each year. In 2012-13, for example, General Financial Aid Workshops (9), Cash for College Workshops (12), Responsible Borrowing Workshops (16), Back on Track Workshops (33) and EVAL Workshops (24) were offered throughout our service area. These workshops are provided to inform students and potential students about financial aid opportunities and to help students to make informed decisions and stay on track to achieve their



educational goals. In 2012-13, Financial Aid staff began providing AB540/Dream Act Workshops to populations of students who might qualify.

The Financial Aid Office coordinates with North Coast Opportunities and Mendocino-Lake Credit Union to provide free tax preparation assistance to low income students through the Volunteer Income Tax Assistance (VITA) program.

Counseling Services are provided on the Ukiah Campus, Lake Center, North County Center and online. Services include academic, career and transfer advising as well as personal counseling. New student orientations are available in person at all three locations and online through the Mendocino College website. ([II.B.21](#), [II.B.49](#))

The Disability Resource Center (DRC) provides instructional support services for students with a verifiable disability, who are eligible for admission to Mendocino College. The program serves the educational needs of students with physical, communicative, psychological, and learning disabilities. Disability Resource Center counseling services are available at the Ukiah Campus, Lake Center and North County Center. Accommodations are provided to students at all three locations as well as to online students. A High-Tech Center is located on the Ukiah Campus where students with verified disabilities can use the adaptive computer technology, receive support using specialized software, and receive assistance while working on assignments for other courses. The software and assistive technology is also available in the North County Learning Commons and Lake County Learning Lab. The Ukiah Campus employs a Learning Disability Specialist who provides learning disability assessment, small group instruction in learning and study strategies, training in the use of adaptive computer technology, and advising to support academic and vocational goals. When appropriate, the Assistive Technology and Alternative Media Specialist converts information and classroom materials into the format that accommodates the individual student's need. This may include Braille, enlargements, audio files, and e-text. These products are prepared for students at all three sites including online students.

Extended Opportunity Programs and Services (EOPS) Services offered by EOPS are targeted to first generation and under-represented students in higher education. The services begin with special outreach and enrollment support services aimed at helping these students more easily complete the applications and orientations necessary to actually enroll. EOPS students also receive additional support and guidance in regard to understanding their assessment scores and selecting the right courses to ensure their success. Each EOPS student must have at least two counseling contacts per semester and one other contact with a Student Support staff member as well. Active monitoring of the students success is at the core of the EOPS services. Limited additional financial support for books and other fees are also made available to students who complete a Student Success Contract and meet the milestones outlined in that contract.

The program is designed for full-time students, but exceptions can be made for DRC students or on a case-by-case basis for extraordinary circumstances. EOPS students must maintain satisfactory academic progress. EOPS students agree to participate in these support services and remain engaged in the academic planning and support services offered.

During the past three years the Mendocino College EOPS Program has served between 217 and 232 students. This program has a full-time support person, two part-time staff and a part-time counselor supervised by a full-time administrator.

EOPS has implemented a pilot program. Each new EOPS student is provided a Student Success Template based on his/her placement scores. They are required to take the appropriate Math and English course along with a College and Career Success Class. Research has shown that students are more successful when they start their math and English in the first year, and the College is working with the Director of Institutional Research to develop a cohort tracking process.

Students served by the Cooperative Agencies Resources for Education (CARE) program are EOPS students with dependent children under the age of 14. These single parents are offered additional support services to cover child support and other costs of attending and transporting themselves to college. One of the EOPS staff manages these services and the associated group support meetings. During the past three years the CARE program has served between 10 and 20 of our EOPS eligible students annually. Students receive individualized counseling, book grants and other financial support.

California Work Opportunities and Responsibilities for Kids (CalWORKs) program supports persons seeking to attend Mendocino College who are currently receiving CalWORKs cash aid and who may benefit from the Mendocino College CalWORKs program. The focus of the CalWORKs program is to provide training, work experience, and services to people who want to better their employment skills and become self-reliant. It is recommended that the student meet with the Mendocino College CalWORKs Specialist before enrollment so they can be advised about integrating county services with their educational and job training needs. Coordinating with the CalWORKs specialist at Mendocino College can assist the student in securing funding for books, transportation reimbursement, child care and more. Students who have completed at least one semester of 6-9 units with all passing grades and no withdrawals may be qualified for CalWORKs Work Study. During the past three years based on funding the Mendocino College CalWORKs program has served between 65 and 194 students.

The College Assistance Migrant Program (CAMP) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies. Services include outreach prior to the first year of college enrollment, financial stipends and book vouchers, counseling, tutoring, skills workshops, health services and housing assistance. CAMP students visit other colleges and prepare their educational plans for well beyond the first year of attendance in college. Limited follow-up services are provided to participants after their first year. The CAMP programs serves 50 students per year

Free tutoring and Assistive Technology labs are available on the Ukiah Campus, Lake Center and North County Center. All locations have numerous computers available for student use in completing class assignments and for doing research. The College also offers pretests to help students prepare for assessments in math and English. In addition, the Learning Center on the Ukiah Campus offers students a collection of videos, books and computer programs available to help strengthen their academic skills. Each of our sites has student group study rooms which are

used regularly. The Learning Center staff offers students guidance to online resources to help support foreign language acquisition instruction. Perhaps most importantly, faculty members often use the Learning Center as a place to meet with students, individually or in groups and to provide open office hours.

Access to College information is provided via the College website and portal, schedule of classes, College catalog, orientation, and outreach events. The schedule of classes and College catalog, required forms for admission and records, registration information and applications, and financial aid forms and services are also available in print format and online in order to provide equitable access to all students. Internet access points are available on the Ukiah Campus in the Library, Learning Center, Computer Labs, kiosks in McMillan Hall, and in the Career and Transfer Center. At the Lake and North County Centers internet services are available in Computer Labs. Extensive internet and computer access along with wireless WiFi allow students to easily access College information online. Mendocino College increases access for English language learners by providing off-site bilingual, primarily Spanish, orientations at various locations. These events are held prior to class start dates each semester. ([I.A.14](#), [I.A.35](#))

### **Self Evaluation**

The College meets this Standard. The Financial Aid office provides workshops, printed materials and in-person assistance in both English and Spanish. Comprehensive support services are provided to all Mendocino College students regardless of service location or delivery method. The Institutional Researcher conducts an annual demographic review of student characteristics to guide the development of support programs. In 2013, Student Services piloted a registration, assessment and counseling event at the largest high school within the District. The College took a full complement of Student Services staff, including bilingual staff, to Ukiah High School for a coordinated registration event providing these students the opportunity to register for Summer and Fall courses at their school. Dialogue with students, the high school counselors and College staff indicates this type of coordinated registration effort at the high school campus will improve access and eliminate barriers for many first generation students.

### **Actionable Improvement Plans**

- Review and modify online orientation.
- Implement technology for wider online counseling services.

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

### **Descriptive Summary**

Board Policy 302 and Administrative Procedure 302.1, District Code of Ethics, outline expectations of behavior District-wide. The Mission, Vision and Values and Goals also address the College's commitment to encouraging an environment of personal and civic responsibility as well as intellectual, aesthetic, and personal development for all students. To this end, Mendocino College provides students with a variety of opportunities to participate in activities that are intellectually broadening and that assist the student in developing his or her potential.

As stated in the College Mission, “Mendocino College embraces its role as an intellectual, economic and cultural anchor for the region.” A major theatrical production is produced by the College each Fall and Spring. The production showcases student learning in the classroom and provides a cultural event that draws the community to the campus. In addition to this event, a dance festival is produced each spring. Again, this event showcases student learning and provides a cultural event that draws community members to the campus. ([IF.45](#), [IF.46](#), [II.B.22](#), [II.B.23](#))

In Fall 2013, the first Day of the Dead event to be held in the new Lowery Student Center exposed the College community to traditional Mexican dance, cuisine and rich cultural traditions. This event took place as a result of cross-discipline collaborations between Student Services, the CAMP program, ASMC, and the ESL and Spanish Departments.

MESA students are active within the community, providing tutoring and hosting on-campus events, such as the Pre-MESA day, for high school and middle school students. Several MESA students have been awarded Eisenhower Fellowships allowing them to work alongside professionals in the field of engineering and transportation and to expand their intellectual understanding of these areas while helping to maintain the transportation infrastructure of the community.

The Mini-Corps program offers bilingual (English-Spanish) students the opportunity to tutor migrant children kindergarten through high school. Mini-Corps students are afforded an opportunity to develop skills in the education arena in order to further their educational goals while providing a valuable service to the community.

The Associated Students of Mendocino College (ASMC) Officers participate in the shared governance process through representation on the Academic Review Committee, Curriculum Committee, Educational Action Plan Committee, President’s Policy Advisory Council, among other committees. This affords the students opportunities to learn about civic responsibility as they represent their peers. The ASMC supports student life on campus through election activities, approval of student clubs and welcome back events. ([II.B.24](#))

Athletes and coaches develop and administer sports camps and clinics for children. Recent offerings include basketball summer league for high school girls, a sports sampler camp targeting girls ages 5-13, a summer basketball camp for men and a soccer academy. These events allow students the opportunity to gain experience and encourage a healthy lifestyle. They also provide an opportunity for young people to work with College staff who exhibit ethics and model responsibility in the athletic arena.

Annual events such as Native American Motivation Day and the Latino Student Retreat allow students, faculty, staff and community members to come together and hear from motivational speakers and learn about and discuss issues, which impact the Native American and Latino communities. ([II.B.25](#))

The ESL Department holds an annual ESL Open House, which provides an opportunity for students from off-site classes and off-site centers to visit the Ukiah Campus, meet faculty from various disciplines, and learn more about college opportunities for themselves and their families.

In May 2013, members of the Student Services Council and select faculty and staff met to review a recent Student Survey conducted by the Research and Planning Group and of which Mendocino College was a participant. The day-long event allowed staff and faculty to discuss strategies to enhance student learning and success and to consider the learning environment provided by Mendocino College. Student responses provided information on the learning environment and suggested strategies to improve the environment based upon their feedback. ([II.B.26](#), [II.B.51](#))

### **Self Evaluation**

The College meets the Standard. Mendocino College supports a co-curricular environment that fosters intellectual, ethical, and personal development for all students and encourages personal and civic responsibility. Faculty guidance provides students opportunities to participate in co-curricular and community events such as theatrical events, sports camps and clinics for children, student government, fellowships and tutoring services for community children. Students are a vital part of the institution's shared governance process. The Associated Students of Mendocino College have made a commitment to serving on more committees and are reviewing means to draw more students to participate in the student government process.

### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

Counseling services are available to all students to ensure students succeed in completing their educational goals in a timely fashion. Mendocino College has six full-time counselors supervised by the Dean of Student Services. These counselors provide advising services to the general population of students in addition to students involved in various activities and/or using special programs such as athletics, CalWORKs, CAMP, CARE, DRC, distance education, EOPS, Financial Aid, MESA, Veterans Educational Benefits and Mini Corps.

The Counseling Office as well as the Career and Transfer Center provide a variety of learning support services to Mendocino College students. The Counseling Office focuses on counseling and advising services to both the general student population and to those with specific needs. The emphasis of this counseling is for the development of a student education plan. The Career and Transfer center focuses on providing career-life planning and specific transfer preparation. The Counseling Office has produced an online orientation that students take along with assessment tests prior to meeting with a counselor. ([II.B.49](#))

At the beginning of each semester the larger volume of student advising demands by using drop-

in counseling techniques to ensure all students have access to counselors. During these peak demand times the College also schedules additional part-time counselors and offers more evening hours to best assist students. Prior to regularly scheduled appointment, staff members provide follow-up calls to remind students of their meeting with a counselor. This reminder improves student attendance and access to counseling services.

The Counseling Office implements and supports an Early Alert Program. Counselors send reminders to faculty that services are available to assist students who may be having difficulty in their classes. Requests for referral to the college “early alert” program are sent to faculty and student who are referred are promptly contacted by a counselor. Counselors also assist with students who have special learning needs and/or emotional support needs. ([II.B.18](#), [II.B.50](#))

The Career and Transfer Center offers career counseling services and transfer assistance. In addition to counseling services and classified staff support, the Career Center offers one-on-one coaching, career interest assessments, resume writing, interview preparation, and job search training utilizing the online “Career Café” website. Transfer services include dedicated counseling for transfer, access to extensive transfer college information, transfer requirements, and workshops to assist with applications to CSU and UC campuses. The Transfer Center also provides Mendocino College students the opportunity to meet personally with representatives from numerous colleges and universities. The Transfer Center Director provides Inservice training on transfer requirements and transfer related matters to other counselors.

Counselors meet monthly to receive updates on changes in academic programs, plan for outreach and registration events, share successful counseling techniques, and discuss college issues related to student services. Counselors and Student Services staff also serve on a wide variety of College shared governance committees including Curriculum, SLOT, Distance Education, Student Services Council, Marketing, and others.

New counselors are provided a Counselor Handbook, which gives detailed information regarding Mendocino College practices and policies. Upon hiring, counselors are required to complete an extensive training process which includes review of the Counselor Handbook with the lead counselor, introductions to the various student services staff, meetings with department heads, and peer review during initial appointments with students. ([II.B.28](#))

During the Fall and Spring semesters, counselors meet regularly to review concerns and discuss ideas surrounding services to students. Other student services personnel, such as the Director of the Learning Center, Director of Admissions and Records and Assistant Dean of Financial Aid, are invited to attend meetings to receive or provide input regarding student needs and changes in regulations. Instructional faculty are also invited to meetings to provide up-to-date information regarding program changes and requirements. The Counseling Department, represented by the counselor(s) providing online counseling services, participates as a member of the Distance Education Committee, which brings a student centered perspective to distance education discussions and decisions. Additionally, in an effort to be better versed in the online class medium and best serve students, several counselors have completed the Etudes orientation and training required of distance education faculty. The Coordinator of Distance Education and other Distance Education faculty have participated in the regular counseling meetings to share

information unique to distance education learning and to discuss issues students encounter through distance learning. ([II.B.29](#))

### **Self Evaluation**

The College meets the Standard. The College has in place excellent counseling services for all students to support student success. Counseling services are available via in-person and telephone appointments in addition to email. Counselors meet minimum qualifications and are well prepared to serve students. Counselors participate in College Flex activities and are encouraged to participate in professional development workshops. Counselors are evaluated regularly based on student feedback, observation, peer review, and other relevant criteria as agreed upon in the collective bargaining agreement.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

As supported by the Student Equity Plan, Mendocino College has designed and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity through board policy, course curriculum, and campus events. The population of students at Mendocino College represents the diversity within our community, as do the faculty and staff. Student Services staff are committed to providing a safe and welcoming environment for all students and embrace and celebrate diversity. ([II.B.30](#))

All students completing an Associate degree must complete a 3-unit Studies in Culture course. Courses that meet this requirement must meet at least three of the following four criteria: ([I.A.35](#), [II.A.2](#))

1. Examine historical and contemporary attitudes, behaviors and institutions which foster cultural and racial inequalities;
2. Examine the unique experiences of historically disenfranchised groups;
3. Introduce the diversity of world cultures through the study of art, literature, and other forms of expression;
4. Facilitate student ability to communicate and work effectively in a diverse society. Courses which meet this requirement are available in the traditional classroom setting and via distance education.

The College non-discrimination policy defines unlawful discrimination as discrimination on the basis of race, color, religion, sex (including sexual harassment), marital status, national origin, age, physical or mental disability, sexual orientation, or Vietnam Veteran status. It also forbids retaliation against an individual for filing a discrimination complaint, an individual participating in the investigation of a discrimination complaint, or any witness. ([II.B.31](#), [II.B.32](#))



Diversity is celebrated through events such as the Native American Motivation Day and Latino Retreat. Additionally, the ASMC and various clubs, such as the American Indian Association, Gay Straight Alliance and Latino Club, sponsor College events which include Dia de Los Muertos and Cinco de Mayo celebrations and Pride events. The ESL Department holds an annual student Open House. The College also hosts culturally themed art events through the Mendocino College Art Gallery, Theatre and Art Departments. ([II.B.24](#), [II.B.33](#), [II.B.34](#))

### **Self Evaluation**

The College meets the Standard. Mendocino College enrolls students from diverse economic, social and ethnic backgrounds. The College's commitment to maintain appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity is reflected in policy, curriculum and College events.

### **Actionable Improvement Plans**

Complete Disproportionate Impact Report as part of Student Success Act Implementation.

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

#### **Descriptive Summary**

Mendocino College provides admissions and placement instruments and practices which are effective and minimize bias. The Office of Admissions and Records and Learning Center staff work in conjunction with the Counseling Department to provide matriculation services and strive to provide the best service possible and improve services as needed.

The Office of Admissions and Records oversees admissions, residency determination and enrollment processes and student records. Mendocino College adheres to the mandate for open enrollment and applies residency rules as prescribed by Title 5. Currently, Mendocino College offers online application services in English and Spanish through CCC Apply. New and returning students may complete the process by accessing the link through the College website. Students may also complete a paper application, available in English and Spanish languages, and submit the completed document in person or through the mail. The ESL Program offers specialized bilingual orientation events to support students in the application process. The form is available on the College website and at the Ukiah Campus, Lake Center and North County Center. Bilingual, English-Spanish, applications are available to students using in person services on the Ukiah Campus. At the conclusion of the online application process, students are asked to complete a brief survey which inquires about their experience with the online application and if they would recommend the service to others and provides a free-form text option which allows applicants to provide additional thoughts regarding the experience. Students submitting the paper application in person on the Ukiah Campus may complete a brief survey regarding the service received. Survey results are reviewed and reported by the Director of Admissions and Records during the Program Review process. ([II.B.19](#), [II.B.35](#), [II.B.36](#))

The Office of Admissions and Records and Learning Center provide information via the website which includes department contact information, hours of operation as well as access to printable forms and links which provide access to additional information regarding processes overseen by



each area. Students can print forms and submit in person, by email, fax or mail. The Office of Admissions and Records also provides this information and access via the portal. ([II.B.19](#), [II.B.37](#))

Enrollment in classes can be completed online through Web Advisor or in person at the Ukiah Campus, Lake Center or North County Center. Support to the online service is provided via email and telephone by Admissions and Records staff and Information Technology Services staff.

The Accuplacer test is used for ESL and all math and English course levels. Additionally, Mendocino College accepts Early Assessment Placement (EAP), Advanced Placement (AP), and the successful completion of high school college preparatory-level math and English to determine appropriate placement. Consistency and effectiveness of assessment processes are reviewed by regular validation studies in conjunction with review by ESL, math and English faculty. ([II.B.16](#), [II.B.19](#), [II.B.38](#))

### **Self Evaluation**

The College meets the Standard. With the implementation of a new student system in 2009, admissions and registration services are now available to students in an online format, and staff is readily available to assist students using online services as well as those who prefer in-person services. Admissions, registration and assessment services are reviewed regularly and revised to comply with changes in statutes and regulations. Assessment tools and multiple measures are approved by the California Community College Chancellor's Office and provide equitable access. ([II.B.39](#))

### **Actionable Improvement Plans**

None

**II.B.3.f The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows establishes policies for release of student records.**

### **Descriptive Summary**

The College has established Board policies and procedures which ensure the permanent, secure and confidential maintenance of student records. Board Policy 304 and Administrative Procedures 304.1 and 304.2 define public records, accessibility to records and the College procedure for the maintenance of records. Board Policy 506 and Administrative Procedure 506.1 outline privacy policy and procedures that meet the requirements set forth by the Family Educational Rights and Privacy Act (FERPA) and state regulations regarding privacy and retention of records. The adherence to these policies and procedures as well as state and federal guidelines ensures student records are maintained with appropriate confidentiality. Daily computer backup, multiple data storage locations and document imaging all contribute to the security and integrity of the college student record keeping system. Hard copy student files are kept in secure locations and accessible only by College employees. Upon hiring, employees review and sign a confidentiality agreement. Access to the integrated student system is limited to college employees and based upon the employee's job requirements. When job requirements

change, a supervisor may request additional access for employees. Requests are submitted in writing to the Director of Information Technology and must be approved by the appropriate area team leads. ([II.B.40](#), [II.B.41](#), [II.B.42](#), [II.B.43](#), [II.B.44](#), [II.B.45](#))

Along with the implementation of the Datatel integrated student system, a new document imaging system was purchased. In addition to the Office of Admissions and Records, imaging is now used to maintain secure records in the Disability Resource Center and Financial Aid. The imaging process allows secure access to documents to those employees with approved access. Student identification numbers are used in place of the social security number on college documents, and keypads are available at multiple points of entry so that students can enter their identifying number securely. Students must log in with a unique user ID and password to access their online records. Students requesting confidential information in person must present valid picture identification for verification.

### **Self Evaluation**

The College meets the Standard. The College makes every effort to maintain records permanently, securely and confidentially; policies regarding confidentiality of and access to records are published on the College website and catalog. Electronic records are backed up appropriately in the event of catastrophe. Access to student records is limited to those employees requiring access in the deployment of their job duties.

### **Actionable Improvement Plans**

None

## **II.B.4 The institution evaluates student support services.**

### **Descriptive Summary**

Student support services are evaluated through the annual Program Review process, point-of-service surveys, graduation surveys, and student satisfaction surveys. Needs are assessed and commented upon within the program reviews completed by Admissions and Records, CalWorks, CARE, CAMP, Career and Transfer Center, Counseling, Disability Resource Center, Financial Aid, Learning Resource Center and Veterans Services. Survey questions include comments on the usefulness of the various student services areas. Needs, solutions and implementation of changes are discussed by the Student Services Council. ([I.A.31](#), [I.B.18](#), [II.B.7](#))

Service area outcomes are included in the program review process. In Fall 2013, an audit of Student Services area outcomes was conducted, and outcomes were rewritten in an effort to provide better assessment of services in order to enhance continuous improvement efforts within student services. ([II.B.8](#))

Student services managers, counselors and classified staff are evaluated at regular intervals to identify strengths and areas requiring development of skills. New classified staff are evaluated at six months and again at one year before moving into the every-other-year cycle for permanent employees. The focus of the evaluation is job duties and allows the employee and supervisor the opportunity to indicate goals and areas for improvement. New Counselors are evaluated every year and tenured counselors every three years. The Counselor evaluation includes peer and

student review. New managers are evaluated at one year and re-evaluated every three years thereafter. ([II.B.46](#), [II.B.47](#), [II.B.48](#))

In addition to research mentioned previously, student service departments must also report regularly to the Chancellor's Office regarding the effectiveness of their programs. Reports for BFAP, EOPS, CARE, CalWORKs, DRC and the Transfer Center are submitted in a timely fashion for evaluation and continued funding.

### **Self Evaluation**

The College meets the Standard. Student services are regularly evaluated. Feedback from students is solicited through the counselor evaluation process and through student surveys. Program Review information is discussed in the Student Services Council meetings as well as in Counseling Department meetings. State-required reports also provide an opportunity for the evaluation of Student Services at Mendocino College.

### **Actionable Improvement Plans**

None

## Standard II.B. Evidence List

- II B 1 Board Policy 502
- II B 2 Administrative Procedure 502.1
- II B 3 Accuplacer Assessment Test Information Sheet
- II B 4 PPAC Meeting Minutes
- II B 5 Distance Education Survey Results
- II B 6 Distance Education Committee Meeting Minutes
- II B 7 Student Services Program Reviews
- II B 8 Service Area Outcomes Assessment Report
- II B 9 Distance Education Data for 2013 Program Review
- II B 10 Letter to Distance Education Students
- II B 13 Super Saturday Agenda
- II B 14 Student Handbook and Planner 2013-14
- II B 15 ACT for Students Meeting Minutes
- II B 16 Assessment Information Sheet
- II B 17 Tutoring Sign-Up Information
- II B 18 Early Alert Form
- II B 19 Link to Admissions & Records Page and Registration Information Page
- II B 20 Link to Financial Aid Page
- II B 21 Link to Counseling Services Page
- II B 22 Mission/Vision/Values/Goals
- II B 23 Link to Center for Visual and Performing Arts Page
- II B 24 ASMC Meeting Minutes
- II B 25 Programs from Native American Motivation Day and Latino Student Retreat Events
- II B 26 2013 Student Success Summit
- II B 28 Counselor Handbook
- II B 29 Counseling Meeting Minutes
- II B 30 Student Equity Plan
- II B 31 Board Policy 307
- II B 32 Administrative Procedure 307.1
- II B 33 Links to Club Pages
- II B 34 Link to Mendocino College Gallery
- II B 35 Link to CCC Apply from Mendocino College Page
- II B 36 Admissions & Records Program Review SAO Results
- II B 37 Link to Learning Center Page
- II B 38 Assessment Validation Study Results
- II B 39 Link to WebAdvisor
- II B 40 Board Policy 304
- II B 41 Administrative Procedure 304.1
- II B 42 Administrative Procedure 304.2

- II B 43 Board Policy 506
- II B 44 Administrative Procedure 506.1
- II B 45 Data Access Form
- II B 46 Evaluation - Classified Employee
- II B 47 Evaluation - FT Counselor
- II B 48 Evaluation with Survey – Management/Supervisory/Confidential
- II B 49 Online Orientation
- II B 50 Early Alert Letter
- II B 51 Activities Identified at Student Success Summit

## **Standard II.C: Library and Learning Support Services**

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

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

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

### **Descriptive Summary**

#### **Library**

The Head Librarian selects educational equipment and materials based on input from faculty, staff and students. Faculty are periodically surveyed for text and e-material requests. Requests from students and staff are also considered in the acquisition of materials. The Head Librarian uses weeding parties, where subject area faculty members are invited to assist in the de-selection of library materials that are considered outdated, to ensure currency of materials. The Head Librarian has also has faculty use computers in the library to search for other materials to add to orders to support their students' learning. ([II.C.1](#))

As new courses or programs are created, the Head Librarian makes contact with faculty members to see what materials are necessary to support the student learning outcomes for new programs and to make certain that they have sufficient support for student learning.

The College has increased digital eBook collections to 134,000 eBooks (from the previous 34,000 eBooks six years ago), of which 114,000 are multiple-user, and has added streaming video through Films on Demand, providing better video coverage for off campus Centers and for Distance Education courses by providing over 4,000 documentary films that are all closed-captioned. The current physical collection consists of 34,570 volumes, 2,370 media volumes, 317 reserve texts, 104 audio books, 81 print subscriptions, 71 music CDs, 27 computer software programs, and 49 pieces of equipment for check-out. Additionally, the reserve books and other materials are available at the circulation desk for students to use in the library to support their coursework. ([II.C.2](#))

In 2004, the Mendocino College Library created a community-user library card and formed the Friends of Mendocino College Library group. The group has helped purchase additional library

materials, promoted the library in the community, provided opportunities for public input, and offered author readings on the campus. ([II.C.3](#))

Students, faculty and staff at the North County Center and the Lake Center can request that physical library materials be sent by courier, and these materials can be returned through the courier service. Library handouts on accessing databases and MLA and APA bibliographic material are sent to the centers to be on display to assist students, and they are on display in the new library at the reference desk. Turnaround time is typically within 24 hours. Students and faculty also have the ability of interlibrary loan through OCLC, which gives them access to other College and university libraries. ([II.C.4](#))

### **Learning Center**

The new Library/Learning Resource Center, which opened in Fall 2012, provides multiple supports to Mendocino College students:

- One-on-one meetings with English faculty through English Lab courses
- Free student-led tutoring sessions in multiple disciplines
- Private group study rooms
- Assessment testing in math, English, and ESL
- Faculty-led writing workshops
- Student access to computers and technology support

As part of the Learning Center, the new Mendocino College Language Lab offers additional support to language students in ESL, Spanish, ASL, and English courses. The Language Lab is available for drop-in use during designated times and is equipped with 13 computers (laptops and desktops) and ESL software. A Language Lab Assistant and ESL faculty are available to support students during drop-in hours and ESL lab class times. Dictionaries and additional language materials are available for student use in the lab.

The Learning Skills Lab and High Tech Center is situated on the lower level of the new building next to the Learning Center. The Learning Disability Specialist and Assistive Technology/Alternative Media Specialist serve students with verified disabilities in a variety of ways. There are nine computers available in the Learning Skills Lab which include software that provides speech recognition, screen readers and text reading capabilities. The Learning Skills Lab also provides resource books, school supplies and equipment, printing, and a quiet environment for students to work. In the Learning Center inventory, alternative keyboards and joysticks are available for students with approved accommodations. Students at the North County and Lake Centers also have access to the software and a smaller lab setting. As part of accommodations offered on all three campuses, the Administrative Assistant for the DRC program assists in loaning students digital recorders for taping lectures and notepaper for note takers.

### **Self Evaluation**

The College meets the Standard. The College relies on the expertise of faculty and their advice in the acquisition of materials. The Head Librarian regularly reviews the quantity, quality, depth and variety of the Library collection to ensure that materials are sufficient to support student

achievement. In addition to Library resources, L/LRC programs offer students multiple supports. The Learning Center/Language Lab, MESA, DRC, and the Distance Education Program at Mendocino College provide students with faculty-driven resources designed to meet the needs of students.

The Library regularly conducts student surveys to ensure that Library Services are meeting their learning needs. The current Fall 2013 Library Student survey indicates that students have a high-level of satisfaction with the services they receive from the Library. 65.7% of the students surveyed strongly agree that the Library has sufficient materials to support their writing, research, research projects and study needs. 75.7% strongly agree that the Library provides sufficient space in which to study and 78.5% strongly agree that the Library has sufficient technology and equipment. When asked whether the Library helps them achieve Student Learning Outcomes, 49% of the students surveyed strongly agreed and 41.7% agreed. Additionally, when asked whether the Library services met student needs no matter if they were at one of the off campus Centers or taking an online course, 39.8% strongly agreed and 39.8% agreed. ([II.C.5](#))

In addition to the student surveys, the Library also engages in the assessment of its Service Area Outcomes (SAOs). The assessment results in Spring 2013 of the SAOs related to Library services and resources have led to a re-evaluation of the use of Newsbank to determine if a different resource would better serve students. Additionally, the SAO related to the effectiveness of the Library orientations indicated that over 80% of the students who attended felt an increased comfort level with using Library resources. It also led to a reconsideration of the SAO to better pinpoint what areas students are having the most trouble with. The SAO was rewritten in the fall and will be assessed in Spring 2014. The same was true for the SAO related to using citations. Brief video-capture movies were developed to show best practices for citations. These videos were used in both online and on ground courses with success. However, outcomes indicate that better deployment of this tool is needed, and Library services are in the process of providing further orientation and training for the use of these brief videos. ([II.C.6](#))

The Learning Center's assessment results from its previous SAO assessments have led to revisions in its SAOs. Previous SAOs were focused more on efficiency of services than the program's anticipated impact on student learning. The assessment results of these SAOs provided baseline data of the number of students who visit the Learning Center and on the distribution of Learning Center information. However, they did not effectively capture the needs of students. The SAOs have now been rewritten to focus on improving success rates and access to Learning Center resources and will be assessed in Spring 2014. ([II.C.7](#), [II.C.8](#))

### **Actionable Improvement Plans**

None

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



## Descriptive Summary

### Library

The Library provides orientations for students at the Ukiah Campus as well as at the Lake and North County Centers to ensure that they are able to develop skills in information competency. The Head Librarian has created Camtasia videos to assist students in online courses and for additional assistance for students who were part of face-to-face orientations. The Head Librarian has presented on MLA and APA bibliographic citations in joint workshops with the Learning Center to assist students with their research documentation.

In addition to workshops and one-on-one instruction, the Library program has a Library 200 course that is typically offered as a one-unit course but was adapted into a variable unit course to meet the needs of those students who are more competent with the Library research. The one-unit class has been offered online as well as in a face-to-face format. As a result of the instruction in this course, the Library 200 SLOs were re-adjusted after the Fall 2012 semester when the Head Librarian and a Reference Librarian met to discuss the assessment results. This dialogue revealed that the SLOs were created with good initial intent, but that they needed to be more specific. They were re-submitted to the Curriculum Committee in Fall 2013 as a result of this assessment and dialogue. Through this process, the Library program has been able to ensure high-quality instruction for students in the area of information competency.

([II.C.9](#), [II.C.10](#), [II.C.11](#))

The Library also provides support services for faculty users. The Head Librarian holds workshops related to the creation of folders for sharing articles in EBSCO (the database the state provides to each California Community College) as well as workshops on **Films on Demand** to help faculty become more adept at using this resource in their on-ground classrooms as well as in online classrooms through the Etudes learning management system. ([II.C.12](#))

In support of strengthening the development of information competency, the College revised its Institutional Student Learning Outcomes. The new ISLO includes information competency by stating: “**ISLO #1** Students will be able to apply critical thinking and information competency skills to reach well-supported factual or judgmental conclusions which are effectively communicated in written and oral English.” ([IF.31](#))

### Learning Center

The Learning Center provides a variety of services to students in support of the development of their skills. Tutoring Services are widely available at the Learning Center on the Ukiah Campus as well as at the Lake and North County Centers. Tutoring hours are posted in the Learning Center, on the Learning Center web page, in the tutoring areas at the off campus Centers and on the Library/Learning Center public monitor. Additionally, a drop-in tutoring schedule is emailed to full-time and part-time faculty, as well as counselors. Many English and Math faculty hold their office hours in the Learning Center and are directly available for students in a one-on-one setting. Their hours are also posted in the Learning Center. ([II.C.13](#))

The Reading and Writing Labs are also housed in the Learning Center. A Math Lab also exists as a separate course. Reading, Writing and Math Labs are available at the off campus Centers.

The Learning Center staff visit Basic Skills and advanced English classes as well as math classes to promote these labs. ([II.C.14](#))

The Learning Center also offers placement testing services. Placement test flyers with dates, times and the required steps needed in order to take a placement test are available in the Learning Center, the Counseling Office, Admissions and Records, Financial Aid, the Career and Transfer Center, and on the Learning Center's web page. The Learning Center offers placement test reviews and brush-up activities both at the Learning Center and on its website. ([II.C.15](#))

The Learning Disability Specialist offers learning strategy courses each semester. In the area of technology, instruction is primarily given on the use of specialized software, Kurzweil and Dragon Speaking Naturally. Once the student is competent with the software, he/she can continue to use it within the Learning Skills Lab, at the two centers, within the Learning Center and within the Ukiah Library. Further, the Alternative Media Specialist converts text books and classroom materials for students with a DRC counselor-approved accommodation. The Alternative Media Specialist instructs and demonstrates the use of audio files and Kesi files at the request of the student.

### **Self Evaluation**

The College meets the Standard. In the past year, over eighty orientations were provided to students, at the Ukiah Campus and at the Centers. These ongoing orientations, coupled with the Library 200 course available to both online and on ground students, ensure that students develop information competency skills. The Learning Center and the Learning Disability Specialist also contribute to the students' development of information competency skills by providing services, technology and learning strategy courses. ([II.C.2](#))

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

#### Library

The College provides adequate access to the Library and Learning Resource support services. The Mendocino College Library on the Ukiah Campus is open from 8:00 a.m. to 8:30 p.m. Mondays through Thursdays and 8:00 a.m. to 4:30 p.m. on Fridays.

Similar services are provided to students, faculty and staff at the North County Center and the Lake Center. Materials can be requested from the Library on the Ukiah Campus and are sent by courier. These materials can also be returned through the courier service. Turnaround time is typically within 24 hours. Library handouts on accessing databases and MLA and APA bibliographic material are sent to the centers to be on display to assist students. Additionally, orientations to online Library services and databases are held regularly at the Centers.

The Mendocino College Library has shown leadership in library automation. The Library has collaborated with the IT Department during implementation and was awarded a Technology Focus Award from the Chancellor's Office for acting as a model for saving money statewide and providing a robust Library catalog that serves the needs of students, faculty and staff. Mendocino College is one of just three community colleges in the state to adopt KOHA, open-source software, as a cost-saving way to create quality service at an affordable price. It was deployed a year and a half prior to the move into the new L/LRC. ([II.C.16](#))

### Learning Center

The Learning Center on the Ukiah Campus is open Mondays and Wednesdays 8:00 a.m. to 4:30 p.m., Tuesdays and Thursdays 9:00 a.m. to 8:00 p.m. and Fridays 8:00 a.m. to 3:30 p.m.

Tutoring Services are available at the Ukiah and Lake Learning Centers and North County Learning Commons. Tutoring services are promoted through outreach in both math and English classes. The Writing and Reading Lab provides support for students in any course requiring reading and writing. Writing Workshops are designed to aid students with writing across all disciplines.

Assistive Technology is available at all three sites. At the Ukiah Campus, the Learning Skills Lab has computers equipped with specialized software, including Kurzweil 3000, Dragon Speaking Naturally, Jaws and Zoom Text. These products provide students with speech recognition, screen readers, and text reading capabilities. Similarly, software is installed on computers in the Ukiah Library, Ukiah Learning Center, Lake Center Learning Lab, and the North County Learning Commons. Further a CCTV (closed circuit television that magnifies) is available in the Ukiah Library, North County Learning Commons and Lake Center Learning Lab for students with visual impairments.

Accessible computer and work stations are available at all sites including the Ukiah Library, Learning Skills Lab, Learning Center, Lake Center Learning Lab, and North County Learning Commons.

### Self Evaluation

The College meets the Standard. While previous student surveys indicated that there was some dissatisfaction with the facilities, with the passage of Measure W and with the construction of the new Library/Learning Center, the facilities have now been replaced with a much more student-centered and study-friendly facility. Recent surveys indicate a much higher level of satisfaction with the new facilities. As the Fall 2013 Library Student survey indicates, 75.7% of the students surveyed strongly agreed that the Mendocino College Library has sufficient space to study both individually and in small groups in support of meeting educational goals. ([II.C.5](#))

### Actionable Improvement Plans

None

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

### **Descriptive Summary**

The College provides effective maintenance and security for its Library and learning support services through District staff. The Maintenance and Operations Department ensures that the facilities are maintained, secure and in good repair. All Library materials have security strips that trigger an alarm if materials are inappropriately removed through the 3M gates at the Library entry. Authentication is required for off campus and online use of databases. Also, the Library staff regularly monitors the learning space to ensure security.

Network security and maintenance is provided to the Library and Learning Center by Information Technology (IT) services. IT ensures that Library and learning support software is compatible with the existing College network. Both IT and the Library/Learning Center staff ensure that the Board Policy for computer use on campus is followed. ([II.C.17](#), [II.C.18](#))

### **Self Evaluation**

The College meets the Standard. The Library/Learning Center receives effective support for its facilities through the department of Maintenance and Operations. Information Technology Services ensures the safety of the network.

### **Actionable Improvement Plan**

None

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

### **Descriptive Summary**

The College collaborates with the Community College League and with the Council of Chief Librarians through the Community College Library Consortium to provide the best materials for students most efficiently. Databases such as e-brary are consistently reviewed for student use and for currency and depth of content. The College also uses the Online Computer Library Center (OCLC) for interlibrary loan, which provides wider research opportunities for the District's rural students.

### **Self Evaluation**

The College meets the Standard. The College takes responsibility for the reliability of all services provided and regularly reviews partnerships and contracts. It regularly reviews the quality of contracted services to determine the best resources necessary to promote student success. As stated previously, the Library consistently participates in SAO development and assessment. The Spring 2013 assessment results for the SAO related to Library services and resources has led to a re-evaluation of the use of Newsbank to determine if a different resource would better serve students. ([II.C.6](#))

## **Actionable Improvement Plans**

None

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

## **Descriptive Summary**

### Library

The Library regularly engages in a variety of evaluative methods to assess its effectiveness. The Head Librarian and the Library staff participate in the annual Program Review process and identify staffing and equipment requests. They evaluate the effectiveness of technology and submit requests for professional development. Service Area Outcome assessment results are also included in the annual Program Review. As previously noted, Library SAO outcome assessments have been used to re-evaluate digital data bases, make improvements in the delivery of orientation services and to refocus the SAOs to better measure student success. ([II.C.6](#))

The Head Librarian regularly conducts student surveys to gain insight into satisfaction and further needs. The Fall 2013 Library Student survey indicates a continued strong satisfaction with Library facilities, services and staff. An open-ended portion of the survey indicates a student preference for further open hours on the weekend. Budget permitting, the Library does try to offer Saturday hours during high-use times such as during midterms and finals. ([II.C.5](#))

The Library tracks its use in a number of ways and reports its findings in the California Community College Library/Learning Resource Annual Data Survey. The Library maintains a database of the number of students served; it also holds a database of the types of materials frequently used by students. The Head Librarian and Library staff regularly monitor and review this information. For instance, since the construction of the new Library facility, the Library staff notes that traffic has increased by 23,478 patrons for this past academic year. A general overall increase is noted in reference and circulation transactions as well. ([II.C.2](#))

### Learning Center

The Learning Center also participates in the annual Program Review process, and requests for staffing, equipment, technology and facilities are forwarded to appropriate recommending committees. The Learning Center has engaged in the development of Service Area Outcomes and assessments. As noted previously, the latest round of SAO assessment results has prompted the Learning Center staff to revise the SAOs in an effort to better measure student success. ([II.C.7](#))

Learning Center staff also review student assessment data with the Office of Institutional Research as well as with the math, English and ESL department faculty. The Learning Center tracks high-demand times for both placement testing and tutoring and coordinates with other Student Services areas to provide ample assessment and tutoring opportunities for students.

**Self-Evaluation**

The College meets the Standard. The Library and Learning Center are routinely evaluated to assure they are meeting students' needs through the Program Review process. The Library and Learning Center Service Area Outcomes are continually reviewed and assessed. SAO assessment results are used to inform improvement of services in support of student learning.

**Actionable Improvement Plans**

None

## Standard II.C. Evidence List

- II C 1 Emails from Head Librarian
- II C 2 California Community Colleges Library/Learning Resources 2012/13 Data Survey
- II C 3 Mendocino College Friends of the Library Brochure
- II C 4 Accessing Databases Handout
- II C 5 Library Survey, Fall 2013
- II C 6 Library Program Review, Fall 2013
- II C 7 Learning Center Program Review, Fall 2013
- II C 8 Service Area Outcomes Revisions
- II C 9 Curriculum Committee Agenda for LIB 200 - December 13, 2013
- II C 10 LIB 200 SLO Revisions
- II C 11 LIB 200 Course Comparison
- II C 12 Films on Demand email from Head Librarian
- II C 13 Listing of Learning Center Hours
- II C 14 Flyer for Reading and Writing Lab
- II C 15 Placement Testing Flyer
- II C 16 Technology Focus Award
- II C 17 Board Policy 311
- II C 18 Administrative Procedure 311.1

### **Standard III: Resources**

*The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited Colleges in multi-College systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited Colleges.*

#### **III.A. Human Resources**

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

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

#### **Descriptive Summary**

Mendocino College employs qualified certificated and classified employees utilizing approved hiring policies for faculty, staff, and administrators per Board Policy 701 and Administrative Procedure 701.1. ([III.A.1](#), [III.A.2](#))

Current descriptions of duties, responsibilities, and minimum qualifications are in place for all positions. These are clearly stated in position descriptions and announcements. When a position becomes vacant or when the duties of a position change significantly, job descriptions and announcements are updated appropriately.

Mendocino College seeks broad and diverse candidate pools through extensive advertising in numerous sites including the *Chronicle of Higher Education*, the CCC Registry, academic employment websites, listservs, trade publications, and by attending job fairs.

The College utilizes a number of methods to ensure that qualifications for each position are closely matched to specific programmatic needs and that human resources planning is integrated with institutional planning . Through the Program Review process, and based on analysis of data and review of student and institutional needs, positions are requested. These requests are linked to the College Mission, Vision, Values and Goals, as well as key planning documents. The Staffing Committee discusses and analyzes these requests, based on a rubric which considers College priorities and planning assumptions. Prioritized lists of staffing requests are created for review by the Planning and Budgeting Committee (PBC).



Through PBC discussions, considering the College Mission, Vision, Values and Goals, student needs, and program needs, the College reaches consensus on the positions that best address current institutional and programmatic needs.

Once positions are approved, job announcements are developed by the supervisor and Human Resources and reviewed by the selection committee for currency and accuracy. Job announcements then are posted on the College website and widely distributed and advertised. Once the filing deadline date passes, applications are verified for completeness and meeting minimum qualifications. The Academic Senate and administration are currently in the process of reviewing and strengthening the faculty minimum qualification/equivalency policy. The selection process then occurs in accordance with Board Policy 701, and Administrative Procedure 701.1. ([III.A.1](#), [III.A.2](#), [III.A.25](#))

Following application screening, selection of interview candidates, and the conducting of interviews by the committee, the top two to four finalists are forwarded to intervening supervisors, the appropriate Vice President, and the Superintendent/President, where second-level interviews are conducted and references are checked. During the committee interview process and in the second-level interview, candidates are encouraged to share their understanding and commitment to diversity and they are often asked to describe the positive efforts they can make to encourage cultural competence and promote diversity. When the selection of a candidate is complete, the name is forwarded to the Board of Trustees for approval. By consistently following these processes, the College ensures that it employs personnel who are qualified by appropriate education, training, and experience.

Faculty members have the primary voice in hiring of all faculty. In the development of the faculty hiring policy and procedure, faculty input and guidance are fundamental. In the Mendocino College faculty selection process, faculty members have a majority voice on the hiring committee (Administrative Procedure 701.1). As a result of a recent hiring policy review, pending District hiring policy changes will ensure that faculty members play a more central role in faculty hiring policy development and are more directly involved in the development, approval and implementation of the faculty hiring processes.

### **Self Evaluation**

The College meets the standard. In support of the integrity and quality of programs and services, program needs are widely discussed, and positions and job descriptions are reviewed. Adherence to consistent policy and practice ensures equal opportunity and the appropriate education, training and experience for all employees.

### **Actionable Improvement Plan**

None

**III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and public stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and**

**potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

### **Descriptive Summary**

The selection process for regular positions, including full-time faculty, is summarized in Administrative Procedure 701.1. Faculty and staff volunteer to serve on selection committees. Membership is approved by the supervisor of the position, the applicable Vice President and the Superintendent/President as meeting the guidelines set forth in the Administrative Procedure. Committees for faculty positions include three full-time faculty, two of whom teach in the same or a related discipline whenever possible. ([III.A.2](#))

Prior to initiating the application process, job announcements are developed by the Director of Human Resources and the immediate supervisor, who chairs the selection committee. For a faculty position, this is typically the Dean. Job announcements are comprehensive and clearly stated, and describe the duties and qualifications for the position being recruited. ([III.A.3](#), [III.A.21](#), [III.A.22](#), [III.A.23](#), [III.A.24](#))

For classified and confidential positions, the job description, which includes the essential duties, knowledge and abilities that support the function of the program or department is included in the job announcement. For faculty and administrative positions, the applicable state-mandated minimum qualifications are included, in addition to the knowledge and abilities necessary to work effectively in the assignment. The announcement is reviewed by the selection committee for job relatedness and amended as needed.

Human Resources widely distributes job announcements to the public via the College website, the California Community College Registry, the CCC Job Fair, CCC list-serves, local, regional and national newspapers as applicable, relevant publications and websites, state Colleges and universities, and other relevant sources.

For faculty positions, an applicant is required to submit a completed Mendocino College application, a resume, transcripts, letters of reference, and a letter responding to specific issues as developed by the selection committee and included in the job announcement. Foreign degrees must be certified by an agency approved by the Commission for Foreign Transcription Evaluation.

### **Self Evaluation**

The College meets the Standard. In determining which applicants are to be interviewed, selection committee members evaluate how well each applicant meets the qualifications included in the job announcement. For faculty, this would include knowledge related to the subject matter, effective teaching practices, and other job-related abilities which would support success in meeting institutional objectives and contributing to the College mission. Degrees held by faculty and administrators are listed in the College catalog. In the Fall 2012 Faculty Staff Survey, 89.5% agreed/strongly agreed that Mendocino College employs faculty and staff who are qualified to further student learning and institutional effectiveness. ([I.A.35](#), [I.B.3](#))

## **Actionable Improvement Plan**

None

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

## **Descriptive Summary**

Mendocino College assures the effectiveness of its human resources by evaluating employees systematically and at stated intervals using established written processes included in the collective bargaining agreements, the Management/Confidential Handbook, and Board Policy.

*Classified Staff:* Classified employees are evaluated twice during the probationary period and every other year thereafter. The evaluation process states that its purpose “is to provide the supervisor and employee with an opportunity to formally discuss job performance...to ultimately increase the employee’s value to himself or herself and to the College.” Using a three-scale rating system, a supervisor rates the employee’s job performance in twelve categories, ranging from “Knowledge” to “Employee/Student/Public Contacts” as related to the job description. The supervisor then meets with the employee to discuss the ratings, in addition to past progress and future objectives. The evaluator’s supervisor and the applicable Vice President along with the Superintendent/President review and sign the completed evaluation report. ([II.B.46](#))

*Full-Time Faculty:* Probationary faculty are evaluated every year for the first four years of employment, and tenured faculty members are evaluated once every three years. Instructors, Counselors, Faculty Program Directors/Reassigned Time, and the Head Librarian have separate evaluation processes which are included in the collective bargaining agreement. The stated purpose of the evaluation process is “to recognize the strengths and achievements” and “encourage improvement in job performance through a regular, formal review focusing on self-awareness, (job) effectiveness, and the practice of varied and effective (job-related) activities.” ([II.B.47](#), [III.A.4](#), [III.A.5](#), [III.A.6](#))

An evaluation team for non-tenured faculty includes the faculty member being evaluated, two peers and one administrator. It remains constant throughout the tenure process. Evaluation teams for tenured faculty include two peers, although the Dean or the faculty member may request that the Dean serve in place of one peer. The team holds a Planning Conference to review the process and plan the various components of the evaluation, which include classroom visits for Instructors, observations of counseling appointments for Counselors, and student surveys for the Head Librarian.

Evaluators for tenured instructors visit at least one class each and administer the student surveys. For probationary instructors, student evaluations are conducted for all courses taught. For online classes, the evaluator is given access to the course’s Website. He or she examines it and contacts the students by email for their survey input. The student and peer evaluation forms for online instruction reflect the uniqueness of online learning. ([III.A.26](#), [III.A.27](#))

The evaluation team reviews the materials collected and completes an evaluation summary noting any recommendations, professional development plan or follow-up needed. It then meets with the faculty member in a Summary Conference to review the materials. The evaluatee signs the summary and has the opportunity to attach his or her written comments to it. The evaluation is forwarded to the Vice President for review and signature. For probationary faculty, the Superintendent/President also reviews and signs evaluations.

Part-time Faculty: Part-time faculty are evaluated the first semester of employment and a minimum of once every six semesters thereafter. Evaluations for Part-time faculty are conducted by the Dean or a full-time faculty member from the same discipline as the evaluatee. Evaluation forms for Part-time Instructors and Counselors are similar to the forms used for Full-Time faculty. For a Part-time Instructor, the classroom presentation, syllabus, tests and supplemental instructional materials, self-assessment, and student surveys are all reviewed. Evaluation forms for Part-time Counselors include an observation by an evaluator, a self-assessment, student evaluations and an evaluation summary. Hourly Librarians are evaluated based on observations and an interview with the Head Librarian and a self-assessment. The completed evaluation is sent to the Part-time faculty member, and, if requested by any of the parties involved, a follow-up conference can be scheduled. ([II.B.49](#), [III.A.7](#), [III.A.8](#))

Vice Presidents and Management/Supervisory/Confidential Employees: Vice Presidents and Management/Supervisory/Confidential employees are evaluated the first year of employment, the third year of employment, and every third year thereafter. The evaluation process provides an opportunity to recognize and acknowledge strengths and achievements and to identify areas for professional improvement and growth as observed by the immediate supervisor who has the responsibility of evaluating the employee. Objectives set in the prior evaluation process are also assessed. The supervisor distributes an evaluation survey to all permanent employees supervised by the evaluatee. With mutual agreement of the employee and the supervisor, surveys can also be sent to other District employees. After reviewing all information, the supervisor completes an evaluation report. The supervisor and employee meet to review the self-evaluation and the evaluation report and to develop objectives for the next evaluation period, including any areas where professional growth may be needed. ([II.B.48](#))

Superintendent/President: As outlined in Board Policy 212 and Administrative Procedure 212.1, the Superintendent/President is evaluated annually during the first three years of employment and biennially thereafter. The President and Vice President of the Board of Trustees meet with the Superintendent/President to mutually agree to the evaluation procedure, including the Evaluation Survey instrument to be used. The Board conducts a survey of College constituents which is considered by the Board in assessing the leadership of the Superintendent/President. ([IF.42](#), [IF.43](#))

The Superintendent/President provides the Board with a written self-assessment including carrying out the duties of the job description, progress in achieving the performance objectives established with the Board, and the leadership provided to the District in pursuing the Strategic Goals. The Board meets with the Superintendent/President to discuss the self-assessment. The Board President and Vice President then draft an evaluation report based on the self-assessment, evaluation survey responses, and Board discussions. Strengths and successes of the Superintendent/President in providing leadership to the College are noted as well as any areas

that may require professional growth. Performance objectives for the next evaluation period are also developed. The Board meets in closed session with the Superintendent/President to discuss the final evaluation report and agree to the performance objectives for the next fiscal year. Closed-session opportunities are also provided in the procedure for mid-cycle reviews and discussions about issues related to job performance.

### **Self Evaluation**

The College meets the Standard. In support of institutional effectiveness, all evaluation procedures include the opportunity to provide evaluative information, commendations and feedback regarding job performance, including the opportunity to address areas where improvement and/or professional development are needed as well as goals for the future. Of the faculty and staff surveyed in Fall 2012, 77.6% were of the opinion that job performance evaluations are conducted in a manner which supports continuous improvement.<sup>1</sup> Supervisors and/or evaluation teams review the evaluation processes prior to conducting an evaluation and receive training/assistance on the process as needed from their immediate supervisors, team members, and Human Resources. At the beginning of each year, Human Resources provide supervisors with the lists of all evaluations due and validates that the evaluation process is up to date and that all evaluations are completed in a timely manner. ([I.B.3](#))

### **Actionable Improvement Plan**

None

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

### **Descriptive Summary**

Effectiveness as an Instructor, Counselor or Librarian is the basis for the evaluation. Responsibilities for faculty, as included in the collective bargaining agreement, include developing and assessing student learning outcomes or service area outcomes in the discipline or unit, at both course and program level as applicable. Instructor evaluations include five sections: (1) Knowledge of Subject Matter, (2) Teaching Ability, (3) Learning Environment, (4) Course Organization and Materials, and (5) Other Professional Responsibilities.

### **Self Evaluation**

The College meets the Standard. When faculty evaluations are conducted, evaluators note in Section 3 “Learning Environment” and Section 5 “Other Professional Responsibilities,” any comments regarding Student Learning Outcomes. In addition, faculty update and discuss student learning objectives in Program Review documents and report on the results of Student Learning Outcomes assessment in Program Review forms. ([III.A.11](#), [III.A.12](#))

### **Actionable Improvement Plan**

None

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

### **Descriptive Summary**

Board Policy 302, District Code of Ethics, states that the District is committed to maintaining a positive, healthy, and respectful environment. It also states that Board members, employees, students, visitors and all other parties who conduct business or interact with the District are expected to act appropriately and with integrity, civility, responsibility, confidentiality, accountability, knowledge, accuracy and professionalism. (IF.45)

### **Self Evaluation**

The College meets the Standard. The policy sets forth the expectations that “Creating a climate of respect and trust is a responsibility shared by **all**.” This policy was updated April 17, 2013, and is posted on the College website. When developed, it was shared with all faculty and staff. It is provided to new employees as part of their orientation. The policy can also be provided to others as a reminder when it is necessary to address such issues.

### **Actionable Improvement Plan**

None

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

### **Descriptive Summary**

Mendocino College employs 47 tenure-track/tenured faculty and two categorically- funded faculty. Twenty-four instructional programs have at least one full-time instructor who provides program coordination for the discipline. For programs that do not have full-time faculty, the District may contract with a professional expert for program coordination, such as Sustainable Technology, Fire Science, and EMT. Sometimes a full-time instructor with related expertise may receive release time or an overload to assist with curriculum, coordination, instruction, and related activities. When a program does not have such oversight, it is provided by the supervising academic administrator.

Of the 49 full-time faculty members, 10 earned a doctorate as their highest degree, 36 have a master’s degree, and three career and transfer education instructors have a bachelor’s degree, specialized training and related occupational experience.

The College employs 74 classified staff, 69 full-time. It also employs 18 full-time administrators. One earned a doctorate, 12 have a master’s degree, three classified administrators have a bachelor’s degree, and two classified administrators have an AA degree.

### **Self Evaluation**

The College meets the Standard. The institutional planning process incorporates human resource planning. Requests for new or replacement staffing are assessed on an annual basis and on an as-needed basis when vacancies occur. As described in Section III.A.1.a, the qualifications of applicants are assessed in the College selection process.

At 49, the number of current tenured/tenure-track full-time faculty is higher than the Faculty Obligation Number, which declined to 41 in Fall 2012 due to State budget reductions. For the



prior five years, the FON was 46. The Fall 2012 Faculty Staff survey indicated that 89.5% of those surveyed agree that Mendocino College employs faculty and staff who are qualified to further student learning and institutional effectiveness.

Due to budget reductions, approximately ten categorically-funded and District-funded classified and administrative positions were eliminated or suspended, or the work was assigned to other positions. While such decisions helped the College avoid layoffs and further salary reductions, the increased workload impact was felt by many. The College has recently begun to restore and fill some positions, such as Spanish Instructor, Programmer/Analyst, Maintenance Technician, and Dean of Student Services. In addition, the recent Planning and Budgeting Committee (PBC) recommendation accepted by the Superintendent/President will add four classified positions (Auto Lab Technician, Security/Utility Worker, Human Resources Technician, and Maintenance Technician) as well as two administrative positions (Director, Child Development Center and Director of Community Relations and Communications). Planning and Budgeting Committee recommendations for new faculty positions will be finalized in January 2014.

### **Actionable Improvement Plan**

None

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

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

### **Descriptive Summary**

Personnel policies and procedures are developed and revised through the shared governance and collective bargaining/meet-and-confer processes as applicable. Those included in Board Policy and Administrative Procedures, such as selection procedures, are posted on the College website. Policies and procedures included in collective bargaining/meet-and-confer agreements are posted on the College portal. Copies of the applicable collective bargaining/meet-and-confer agreements and employee handbooks are provided to faculty and staff upon employment.

### **Self Evaluation**

The College meets the Standard. To administer personnel policies and procedures equitably and consistently, applicable Board Policies, collective bargaining/meet-and-confer agreements, and employee handbooks are consulted and followed. When an issue is in question, Human Resources is consulted. As needed, the Director of Human Resources researches issues and obtains legal clarification. When policies and procedures require revision, they are updated through the collective bargaining/meet-and-confer or shared governance process as applicable.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

Personnel records are securely stored in locked files and cabinets in the Human Resources Office, which is also locked when staff is not present. Personnel files are maintained by Human Resources in accordance with the Education Code and collective bargaining/meet-and-confer agreements. They are accessible only by the employee, a supervisor, or a higher-level supervisor through the Human Resources staff.

### **Self Evaluation**

The College meets the Standard. Upon completing additional education and training, employees can provide Human Resources with documentation for their personnel files to keep their records current. Archived personnel files are kept in a locked storage area for approximately one year and then stored electronically.

### **Actionable Improvement Plans**

None

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

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

### **Descriptive Summary**

Mendocino College demonstrates its understanding of and concern for issues of equity and diversity in its policies and practices. Board Policy 307, Non-Discrimination, prohibits unlawful discrimination in the workplace and in all programs and activities of the District. Administrative Procedure 307.1, Sexual Harassment, provides a complaint procedure through which allegations of unlawful discrimination may be expeditiously resolved if they arise. Administrative Procedure 307.2, Discrimination Complaint Procedure, defines and prohibits sexual harassment, a form of unlawful discrimination. Pages 38-39 of the College catalog also include a statement describing the policy and where to direct complaints.

([I.A.35](#), [II.B.31](#), [II.B.32](#), [III.A.13](#), [III.A.14](#))

District selection procedures address equal opportunities. All job announcements state that the College is an equal opportunity employer. The Director of Human Resources meets with each selection committee to provide training related to the selection procedures and equal opportunity considerations. The College provides reasonable accommodations for the interview process upon request and for employees through the interactive reasonable accommodation process as needed.

([III.A.2](#))

Board Policy 103 “Mission, Vision, Values, and Goals” and Page 12 of the College catalog include the following statement: ([II.B.22](#), [III.A.15](#))

- **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.



This commitment is also documented in the District's Equal Employment Opportunity Plan which was adopted by the Board of Trustees on June, 5, 2013 and submitted to the Chancellor's Office. In support of its diverse personnel, Academic Freedom is guaranteed by Board Policy 411. ([II.A.36](#), [III.A.16](#), [III.A.28](#))

### **Self Evaluation**

The College meets the Standard. The College supports and encourages diversity through its policies and hiring practices. It also provides a variety of activities which support its diverse personnel and student body.

The College has recently engaged in a comprehensive review of the human resources department. Policies, practices, and operations have been reviewed by department staff, upper management, legal counsel, and assessed collegially by the human resources department staff of a well-respected community College District in Northern California. Recommendations for changes to policies and practices are being considered through the established Mendocino College President's Policy Advisory Committee (PPAC) to ensure adherence to our collaborative and participatory culture. The equity plan has been revised, with guidance from our legal counsel, to include all current requirements and best practices.

The Fall 2012 Faculty Staff Survey reports that 84.2% strongly agree/agree that Mendocino College, through its policies and practices, demonstrates an appropriate understanding of and concern for issues of diversity. 87% of the respondents to the Fall 2013 Full-time Employee survey indicated, "Mendocino College, through its policies and practices, demonstrates an appropriate understanding of and concern for issues of equity and diversity." ([I.B.3](#), [I.A.33](#))

Resources and opportunities to participate in diversity training are provided for faculty and through their individually designed Flex hours. Faculty and staff also have such opportunities through Inservice topics, conferences, sabbatical leave, tuition reimbursement and on-campus workshops. ([III.A.17](#))

The Professional Development Committee, which plans the Inservice program each semester, incorporates diversity topics into its training plans. Such recent topics have included Generational Diversity and Inclusiveness-Meeting the Needs of All Students.

Mendocino College annually sponsors two teacher training workshops focused on teaching and learning, including Basic Skills-Teachers on Teaching in the Fall and Teacher Institute Mini-Conference in the Spring. These workshops focus on meeting diverse student learning needs.

In support of student success, programs within Student Services such as Admissions and Records, Financial Aid, Counseling and Student Disability Services regularly participate in trainings which assist them in providing services to diverse student needs.

Along with College staff and faculty, the Associated Students of Mendocino College (ASMC) have supported efforts to celebrate diversity by hosting a Dia de los Muertos (Day of the Dead) Celebration and sponsoring a Mendocino College Pride Day event. The Associated Students of Mendocino College (ASMC) have approved funding for numerous events to promote diversity

and cultural understanding to be held throughout the coming year to further celebrate and recognize diversity at the College.

Also, as required by state law, the College provides supervisory training on the Prevention of Sexual Harassment in the Workplace.

#### **Actionable Improvement Plans**

- Promote, implement, and maintain training programs and professional development activities for District employees that further understanding and sensitivity of individual and group diversity.
- Develop and communicate policies, procedures, and practices that support a diverse campus culture.
- Provide equity/diversity training for participants in hiring committees.
- Develop a District-wide Diversity Committee.

#### **III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

#### **Descriptive Summary**

The District is an equal opportunity employer. It provides an educational and work environment in which equal access is supported and unlawful discrimination is prohibited. The College record in employment equity and diversity is reported and tracked by Human Resources through the selection processes and the Management Information System. Selection Committees receive training on EEO regulations. Job descriptions, job announcements, committee rating guides, and interview questions are developed in compliance with these regulations and reviewed to ensure that qualified applicants have an equal opportunity to participate in the hiring process. The EEO Committee reviews and discusses related information including reports such as the annual Applicant Pool Analysis and Workforce Analysis reports and suggested diversity trainings.

#### **Self Evaluation**

The College meets the Standard. The number of employees at Mendocino College had declined over the last several years due to budget reductions. As vacancies occurred, reorganizations and reassignments were implemented to downsize the workforce where possible to avoid layoffs and salary reductions. The number of retirements has recently increased. The College has also begun to restore some positions. Due to these factors and the increased diversity in the service area, an increase in diversity is reflected in recent hires. From Fall 2012 to Fall 2013, the ethnic diversity of full-time faculty, classified, and management/supervisory/confidential employees increased by 3%.

#### **Actionable Improvement Plans**

None

#### **III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

### **Descriptive Summary**

In support of the College Mission, Vision, Values and Goals, the identified Values include: [\(I.A.19\)](#)

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

The Mendocino College catalog also contains the Institutional Code of Ethics which includes: [\(III.A.18\)](#)

- **Integrity:** Act with honesty and integrity, avoid actual or apparent conflicts of interest between personal and professional relationships, respect differences of opinion and make best efforts to resolve those differences in an ethical and professional manner.

The College demonstrates integrity and respect for the opinions and ideas of faculty, staff, administration, and students by following Board Policies, Administrative Procedures, and collective bargaining agreements developed through the shared governance and collective bargaining processes. Full-time faculty are represented by AFT/CFT, Classified staff by SEIU, Part-time Faculty by CTA, the Management/Supervisory/Confidential staff through a meet-and-confer process, and Students by the Associated Students of Mendocino College. PBC and PPAC include representation from all groups. Such collaboration demonstrates integrity because all are represented and have the opportunity to voice their opinions in the governance and decision making processes of the College.

### **Self Evaluation**

The College meets the Standard. While informal resolution discussions and shared governance are encouraged, policies, procedures and complaint processes are in place through which issues can be resolved in a systematic manner when needed. Complaints of discrimination or sexual harassment are referred to the Director of Human Resources and investigated immediately. Grievance procedures are included in the collective bargaining contracts of the three bargaining units. Through the District's inclusive shared governance and complaint processes, the District demonstrates integrity in the treatment of its administration, faculty, staff and students.

### **Actionable Improvement Plans**

None

**III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.**

### **Descriptive Summary**

The Professional Development Committee annually reviews the professional development needs of College personnel and develops appropriate professional development activities. Representatives from all constituent groups participate on this committee. Committee members assess the needs of the groups they represent and bring forward professional development requests

to the committee. Employees are also surveyed. The Professional Development Committee oversees the plans for both Fall and Spring Inservice and Flex workshops the day before Inservice, and discusses other professional development needs that may need to be addressed.

For Fall 2013, Flex workshops for the Inservice program included Student Success at Mendocino College and Campus Safety Training. The general session for all faculty, staff and Board members focused on an update of operational issues, the budget, program review and staffing. Subsequent sessions included an SLO/SAO Assessment Workshop, Department meetings, Embedded Librarianship, Marketing and Student Retention, and FTES/Enrollment Management. ([III.A.19](#))

The Instruction Office hosts part-time faculty orientation meetings in Ukiah, Lakeport, and Willits prior to the beginning of each semester. It also makes available on the portal a Part-time Faculty Handbook as a resource guide for adjunct instructors, which is updated annually. ([III.A.20](#))

The Foundation Skills Teaching and Learning Community (FSTLC) plan key professional development activities for the College. FSTLC holds both a Fall and a Spring Teacher Institute during which full-time and part-time instructors share best practices for the classroom and explore teaching and learning theory. FSTLC also holds an annual conference in which P-16 partners are invited; numerous presentations are given and local teachers and administrators are provided with a key opportunity to connect.

Human Resources offer small group webinar trainings in areas such as Sexual Harassment Prevention Training, the Affordable Care Act, Keenan Safety Trainings, and Title IX Best Practices. An incentivized wellness program is also available for health plan members. ([III.A.30](#), [III.A.31](#))

Faculty also participate in a variety of individual professional development activities. For example, math faculty recently attended a conference hosted by the Center for Urban Education, which was designed for Hispanic-serving institutions. Information from the conference directly led to the development of a new course, Algebra and Reasoning for Statistics (Math 51, Fall 2014), that effectively shortens the pathway for non-STEM students who are planning to take Statistics for transfer. The Math Department had discussed this type of course for some time and was able to develop the course using new information gained at the conference. Additionally, the syllabus review workshop the instructors attended was designed to help instructors review their own syllabi and write a syllabus that equitably represents their course to students from varying backgrounds.

An annual report summarizes professional development activities for the year, including sabbaticals, the individual plans for faculty Flex hours, District-sponsored Flex and Inservice activities, travel to regional, state, and national workshops and conferences attended by faculty, staff and administrators, and any other trainings that may have been scheduled, such as workshops sponsored by legal counsel. The plan also summarizes the future professional development needs that were identified by the Professional Development Committee.

### **Self Evaluation**

The College meets the Standard. Professional development needs are assessed and addressed individually by employees and overall by the Professional Development Committee. District resources are allocated to meet identified needs.

### **Actionable Improvement Plan**

None

**III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvements.**

### **Descriptive Summary**

The institution provides a variety of professional development opportunities to its personnel in support of institutional effectiveness. Such opportunities include travel to conferences, seminars, and workshops, Inservice and Flex day presentations and workshops, on campus workshops, tuition reimbursement for classified and management/supervisory/confidential staff, professional development (sabbatical) leave for full-time faculty, and individually-designed Flex hours for professional development purposes for both full-time and part-time faculty. Departments and disciplines can request travel funds for professional development needs for their budget through the Program Review process. District training needs are also brought forward by members of the Professional Development Committee, which annually identifies training needs and plans Inservice presentations and Flex day trainings which are held prior to the beginning of each semester.

Full-time faculty and part-time faculty who complete individually-designed Flex hours submit an annual report indicating what was accomplished. Faculty who participate in Professional Development (Sabbatical) Leave are required to submit a written report regarding the benefits derived from completion of the study or project plan and make a presentation to the Board of Trustees. Faculty and staff are surveyed and provide feedback regarding Inservice programs and future topics.

### **Self Evaluation**

The College meets the Standard. In 2012-13, approximately \$134,000 (all funds) was spent on conferences, seminars, workshops, and training meetings attended by Faculty, Staff, and Trustees. Also, \$87,000 was spent on individually-designed Flex activities for part-time faculty. One full-time faculty member typically takes a professional development (sabbatical) leave each year, as chosen by a Professional Development Leave Committee following the criteria contained in the collective bargaining agreement.

Full-time faculty members annually submit individual professional development plans to the Flex Committee explaining how they plan to use their 42 individually-designed Flex hours for professional development purposes. The committee, comprised of faculty members, reviews and approves the Flex plans submitted. The committee also reviews a year-end report submitted by each faculty member which summarizes the benefits gained from his or her Flex hours.

Part-time faculty receive “voluntary” paid Flex hours in their employment contracts (one hour for every sixteen hours contracted). Those who choose to participate must file a plan with their supervising Dean describing how the hours will be used for professional development purposes. A follow-up report is also required at the end of the semester when Flex hours have been completed, describing what was accomplished.

Recent Inservice presentations, which are scheduled immediately prior to the beginning of a semester, included training on Student Learning Outcomes. Other topics also included FTES/Enrollment Management, Marketing and Student Outreach Retention, Embedded Librarianship, Technology and Mendocino College, Faculty Portal Sites, File Sharing Articles, Post-Traumatic Stress Disorder, and Generational Diversity.

Part-time faculty may also receive compensation for attending a Part-time Faculty Orientation which is also scheduled immediately prior to each semester. Information relevant to the needs of the part-time faculty is provided.

Mendocino College also holds an annual Teacher Institute in the Fall and a Teachers on Teaching Conference in the Spring. The Fall 2012 institute, “Collaborative Spaces and Practices, Part 2 - Designing and Assessing Groupwork,” was attended by Mendocino College full-time and part-time faculty. It critically examined the design of day-to-day collaborative activities and extended group projects. Teachers shared their own activities and discussed ways that they might be redesigned to optimize student engagement, productivity and learning. The Spring 2013 conference, “Creating Inclusive Learning Environments,” was attended by more than 60 educators, half from Mendocino College and the other half from the region’s K-12 schools. The program began with presentations on the major changes occurring in community colleges and the Common Core Curriculum. Opportunities to attend breakout sessions followed, such as Embedding Information Literacy Skills into Classes, Implications and Applications of the Theory of Multiple Intelligences, Scaffolding Instruction in the Community College Classrooms, College Messages for K-12, Transitioning Diverse Learners from K-12 to College, and Cultural Competence.

The Professional Development Committee meets each semester to discuss and plan future professional development opportunities. It considers information contained in the annual summary report, survey results, timely topics, suggestions from constituents, etc., in planning future professional development opportunities.

All professional development plans and activities mentioned above are summarized in an annual report, Professional Development Plan and Activities. ([III.A.17](#))

In support of professional development and the District mission, employee evaluation processes also provide the opportunity to specifically address professional growth in identified areas where improvement is needed.

### **Actionable Improvement Plans**

None

**III.A.6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis of improvement.**

**Descriptive Summary**

The College consistently integrates human resources planning with institutional planning. Over the past five years, human resources planning became even more critical as the College went through difficult budget times and was required to identify its critical functions and to establish funding priorities. This called for a review of which programs and positions were critical for the College to provide and how those programs and services were to be delivered. As part of the planning, as positions became vacant managers were required to evaluate their operations and programs to decide which service and position was most critical to the College Mission and determine if there was a more efficient way to deliver those services. As could be expected, the link between human resources and planning was strengthened.

In fact, human resource planning is included in the District's annual Integrated Planning Timeline. As detailed in III.A.1., it begins with completion of Program Review documents wherein specific staffing needs for a department or program are identified based on data/analysis/review of student and institutional needs related to the College Mission, Vision, Values and Goals. The Staffing Committee evaluates requests using a defined rubric which results in prioritized lists of staffing requests for consideration by the Planning and Budgeting Committee (PBC). Through discussions at PBC, the College reaches consensus on the positions that best address current institutional and programmatic needs. Also, as vacancies occur, PBC can assess positions on an as-needed basis. To request that PBC consider a vacancy off-cycle from program review, a manager can complete a staffing request form explaining the need in alignment with College goals. ([III.A.29](#))

**Self Evaluation**

The College meets the Standard. The process of utilizing program review and College planning committees to drive position requests is well established and effective. Human Resources planning is fully integrated into the District's Program Review and institutional planning process. The staffing committee ranking process and the Planning and Budgeting Committee time-honored transparent discussion, prioritization, and recommendation process helps direct the institution to ensure the effective use of human resources.

**Actionable Improvement Plans**

None



### Standard III.A. Evidence List

- III A 1 Board Policy 701
- III A 2 Administrative Procedure 701.1
- III A 3 Job Announcement - Spanish Instructor
- III A 4 Evaluation - Full-time Instructor
- III A 5 Evaluation - Faculty Program Directors/Reassigned Time
- III A 6 Evaluation - Head Librarian
- III A 7 Evaluation - Part-time Instructor
- III A 8 Evaluation - Part-time Librarian
- III A 11 Full-Time Faculty Evaluation Form
- III A 12 Part-Time Faculty Evaluation Form
- III A 13 Administrative Procedure 307.2
- III A 14 2013/2014 Mendocino College Catalog, page 39
- III A 15 2013/2014 Mendocino College Catalog, page 12
- III A 16 Equal Employment Opportunity Plan, MLCCD
- III A 17 2012/2013 Professional Development Plan and Activities
- III A 18 2013/2014 Mendocino College Catalog, page 13
- III A 19 Fall 2013 Inservice Program
- III A 20 2013/2014 Part-time Faculty Handbook
- III A 21 Job Announcement - Dean of Student Services
- III A 22 Job Announcement - Director of Institutional Research, Effectiveness and Grants
- III A 23 Job Announcement - Programmer/Analyst
- III A 24 Job Announcement - Maintenance Technician
- III A 25 Mendocino College Employment Opportunities
- III A 26 Online Student and Peer Evaluation Form C
- III A 27 Student and Peer Evaluation Form C
- III A 28 Board of Trustees Agenda - June 5, 2013
- III A 29 PBC Minutes - February 5, 2013
- III A 30 Webinar Training - Keenan Safe Schools Online Safety Training
- III A 31 Webinar Training - Preventing Workplace Violence



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### **III.B. Physical Resources**

*Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

**III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

#### **Descriptive Summary**

The College provides exceptional, safe and sufficient physical resources that support the integrity and quality of its programs and services. Instruction and affiliated support services and programs are located at three primary sites: the Ukiah Campus, the Lake Center and the North County Center. In addition, there are specialized facilities for supplemental activities, instruction, and student services, at sites such as St. Mary's Church, local elementary schools, the Point Arena facility, and the Sonoma State Building.

The College ensures the safety of its facilities through adherence to Board Policies 607 and 608. The Safety Committee evaluates and collects data regarding campus safety, and the Facilities Committee evaluates how well facilities meet the needs of programs and services through the Program Review information that it receives. The College also conducts a review of security issues and provides a Clery report in compliance with State and Federal mandates. The most serious crime reported over the last seven years has been thefts. ([I.B.19](#), [III.B.1](#), [III.B.2](#))

A full-time maintenance staff, which includes seven custodial, four general maintenance, three grounds-keeping and one security personnel, is employed by the District to assure a safe, secure, and healthy learning and working environment. The two off campus Centers are maintained by the College staff. Additional part-time custodial staff provides janitorial services at the Lake and the North County Centers. An annual safety inspection of all facilities is conducted by an independent consultant with good results. Other risk management procedures, such as requiring certificates of insurance from facility users and liability waivers where applicable, are required by the District Facility Use Policy. ([III.B.3](#), [III.B.4](#))

Periodic reviews of the work-order system that is housed in Maintenance and Operations provides information about the effectiveness of campus facilities and safety including the number and type of work requests completed and a list of work orders that are outstanding. Additionally, Program Review information from the Ukiah Campus as well as the Lake and North County Centers is included, and fully considered, in the review of the effectiveness of the Maintenance and Operations Department. ([III.B.5](#), [III.B.6](#))

As is customary, the new Library/Learning Center, the new Lake Center, the new North County Center and the new Lowery Student Center were all constructed in compliance with the Department of State Architects.

A comprehensive emergency preparedness plan is currently in place and includes a "critical incident component." Each of the permanent facilities includes emergency backup lighting for

evacuation in accordance with Government and Fire Code requirements. All buildings meet fire code requirements and fire alarm systems are in place at the Ukiah Campus, and are tested regularly with the assistance of an independent contractor. ([III.B.7](#))

The College regularly engages in safety training for its employees, through in-person meetings and trainings and through the website provided by Keenan and Associates. As a result of these efforts, the Mendocino-Lake Community College District has been listed in Keenan's Safe College Users top ten. ([III.B.11](#))

### **Self Evaluation**

The College meets the Standard. All District facilities are periodically reviewed to ensure safety and effectiveness of facilities in supporting student learning.

### **Actionable Improvement Plans**

None

**III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

### **Descriptive Summary**

Over the past six years the College has successfully completed 30 construction and renovation projects to serve the communities in our service area, provide state-of-the-art facilities, and ensure students, faculty, and staff have the necessary facilities and resources to support all programs and services. These projects include a new Library/Learning Center, a new Lowery Student Center, a new maintenance and warehouse facility, and two new permanent Centers in Lakeport and Willits.

The completion of the Library/Learning Center and the Lowery Student Center on the Ukiah Campus resulted in existing portables being surplus. In order to make good use of these portables, it was decided to relocate and remodel them into a new Nursing facility with state-of-the-art equipment. The result is quite impressive and will serve our students well for many years. Plans to further develop these facilities for the Culinary Arts Management program are also in process.

State matching funds were originally included in the Bond program but when they did not materialize, existing Bond funds had to be reallocated to high priority projects. As the result of an extensive planning process by the Bond Implementation Planning Committee (BIPC) and the Planning and Budgeting Committee (PBC), this reallocation was approved. The result was the construction of the Library/Learning Center and the remodeling of the prior Library/Learning Center into a new Lowery Student Center. Despite the reallocation of bond funds, all 30 projects listed on the Bond program have been completed or will be in 2014. The College has had to downsize some projects and solicit funds from other sources. For example, the Automotive Technology Program facility was remodeled with bond funds into a state-of-the-art facility for student use. Through the donations of vehicles to the program by the community, the students in

the program have repaired the cars, which have then been sold with the proceeds being used to buy new equipment for the program. ([III.B.8](#))

The planning, development, and construction of these facilities in support of student learning stems from the College Facilities Master Plan which is informed by the Educational Master Plan. The Facilities Master Plan documents the evaluation of the physical growth requirements of key college programs and provides a narrative for a means to meet these requirements. It includes District standards for facilities as well as an overview for the Ukiah Campus, the Lake Center and the North County Center. A Space Inventory Table is included to provide College planning committees with key information. ([IF.27](#), [III.B.9](#))

In addition to the Facilities Master Plan, the College relies on Program Review information and surveys of faculty, staff and students to assess its effectiveness.

### **Self Evaluation**

The College meets the Standard. Recent surveys indicate that physical resources are considered adequate for the support of education programs. In the Fall 2013 Full-Time Employee survey, 84% of the respondents agreed that the spaces they utilize are adequate for their job duties. Additionally, 62% agreed that they are satisfied with the maintenance and upkeep of the facilities at Mendocino College. Due to the efficient use of bond funds, the College has been able to complete its original Facilities Master Plan including a new Library/Learning Center, Lowery Student Center, and two new off campus Centers that will serve students well for many years to come. ([I.A.33](#))

### **Actionable Improvement Plans**

None

**III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### **Descriptive Summary**

The College ensures access, safety, security and a healthful learning environment through exceptional instructional and support facilities that are maintained appropriately. Care is given to provide adequate parking and clear walkways for staff, students and campus visitors. All District facilities provide easy access and conform to accessibility codes, which are monitored through the Department of State Architects.

Short-term physical planning occurs in the Facilities Committee and is based on Program Review reports that are generated by the requests in the Program Review process. The committee reviews and evaluates requests. Priorities are then sent to the Planning and Budgeting Committee. As mentioned previously, long-term planning occurs under the direction of the Facilities Master Plan, which is informed by the Educational Master Plan. ([III.B.10](#))

Both short-term planning and long-term planning include the two Centers: the Lake Center and the North County Center. Due to the recent construction of both new facilities, a complete

inventory has been taken and scheduled maintenance and replacement plans for facilities and technology are underway.

The College regularly participates in a property and liability inspection through Keenan and Associates. The purpose of the inspection is to reduce the frequency and severity of property and liability losses through the identification of hazards. Also included in the inspection document are recommendations to the District on ways to correct hazards. ([III.B.3](#))

### **Self Evaluation**

The College meets the Standard. The maintenance of buildings and grounds on the Ukiah Campus, the North County Center and the Lake Center is viewed as being well maintained. Both the Fall 2013 Full-time Employee survey and the Fall 2013 Student survey indicate general satisfaction with current facilities. However, concerns about lighting on the Ukiah Campus still exist. ([I.A.31](#), [I.A.33](#))

With assistance from the Ukiah Unified School District Transition Program, campus-wide recycling services have been achieved at the Ukiah Campus. According to CalRecycle, the College has one of the most efficient and successful recycling programs in the state. Our per capita disposal rate (pounds/person/day) Employee Population Target is 7.2, but our annual disposal rate is only .97 pounds per person per day. ([III.B.18](#))

A computerized tracking system for service requests has been instituted with an automatic acknowledgement of repair requests and flexibility in prioritizing requests. This work order system has created a higher level of efficiency in responding to requests and a greater assurance that District facilities are maintained to provide a safe and healthful working and learning environment. ([III.B.5](#))

### **Actionable Improvement Plans**

Complete the Ukiah campus lighting improvement project.

**III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

### **Descriptive Summary**

The College assures the feasibility and effectiveness of providing support for institutional services through regular planning, review of data and surveys. Each year, the Maintenance and Operations Department completes a Space Inventory Report for submission to the State Chancellor's Office. Through this report, facilities issues and how space is being used in the District are identified. The Facilities Committee annually reviews all Program Reviews facility requests, which are then prioritized and recommendations made to BIPC and PBC for funding. Many small facility requests have been completed through the use of Bond funds, such as the relocation of the Human Resources Department and the expansion of Admissions and Records. ([III.B.9](#))

Through the Program Review process, lists of anticipated annual equipment purchases are developed by the respective program/department faculty and/or staff, and passed on for review and funding prioritization by multiple budget planning and implementation committees. The District Safety Committee as well as the District Workers Compensation Insurance and Property and Liability carriers conduct periodic site reviews and formulate recommendations which impact to varying degrees decisions concerning equipment selection and purchase. ([III.B.12](#))

The District regularly conducts surveys to gain input from the College community. As the Fall 2013 Full-time Employee survey indicates, 87% of the survey participants indicated agreement with the statement, “The spaces I utilize (office, classroom, etc.) are adequate for my job duties. Additionally, in the Fall 2013 Student survey, 82% the students who responded indicated agreement with the statement, “I am satisfied with the amount of spaces available on campus for student use.” These and other survey findings also provide important input for facilities planning. ([I.A.33](#))

### **Self Evaluation**

The College meets the Standard. Clear planning processes are in place, and continual review of facilities occurs. The College completes a Space Inventory Report, considers Program Review requests, conducts regular safety reviews and conducts regular surveys of students, faculty and staff. All of this information is analyzed and considered to assure the feasibility and effectiveness of facilities in support of student learning.

### **Actionable Improvement Plans**

None

### **III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

#### **Descriptive Summary**

Long-range capital plans at the College support the improvement of goals and reflect projections of the total cost of ownership. The plans are included in the 5-Year Plan required by the State. This plan is prepared in reference to the Community College Construction Act of 1980 and approved by the Superintendent/President on behalf of the Board of Trustees for submission to the Chancellor’s Office. The total cost of ownership is identified and discussed for each project before construction by BIPC and PBC. Due to limited staffing, projects have been designed to limit the need for additional staff; projects have also been designed to be energy efficient resulting in significant PG&E rebates and energy savings. Additional costs such as supplies, maintenance contracts, and custodial staffing are identified and budgeted in the appropriate department. ([III.B.13](#))

Under the supervision of the Director of Maintenance and Operations, the plan is developed from the Facilities Master Plan with input from the Facilities Committee and the Educational Action Plan Committee (EAP), which is responsible for the Educational Master Plan, and PBC. The plan includes a variety of key elements, including an inventory of land, instructional delivery locations, District projects in priority order, and capacity/load ratios. Load distribution and forecasts are also included. ([IF.27](#))

The Facilities Master Plan is a key document that directs long-range capital plans. The Facilities Master Plan connects long-range facilities planning to the College's Mission, Vision, Values and Goals. It also articulates the relationship between facilities planning and the Educational Master Plan. Specifically, the Facilities Master Plan notes the College's challenges in balancing traditional strengths while meeting the challenges of the future. The aim of the Facilities Master Plan is to preserve the breadth of choice in programs and courses and maintain current levels of high-quality instruction while also expanding Distance Education opportunities. The Facilities Master Plan includes planning for the Ukiah Campus as well as for the Lake and North County Centers.

When facility needs are identified through the institutional Program Review process, they are sent to the Facilities Committee, which reviews the facility needs, prioritizes them and makes recommendations to PBC. After PBC review, these recommendations, if accepted, are forwarded by the Superintendent/President to the Board of Trustees for consideration. The Maintenance and Operations Department also completes its own Program Review and identifies District facility needs. These requests are also forwarded, using the same process as previously described. ([III.B.10](#))

### **Self Evaluation**

The College meets the Standard. The College regularly reviews its planning documents and makes decisions within a clear District process. Long-range capital planning is linked to institutional planning through the connection between the Facilities Master Plan and the Educational Master Plan. Program Review requests are also linked to the College's Mission, Vision, Values and Goals and are reviewed and prioritized through the Facilities Committee and then through the Planning and Budgeting Committee.

The College also completes and submits a 5-Year Plan to the Chancellor's Office, which incorporates information from the Facilities Master Plan as well as the Educational Master Plan. The College regularly reviews the elements of the plan and uses this information to shape future facilities decisions.

### **Actionable Improvement Plans**

None

**III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

### **Descriptive Summary**

The College integrates its physical resource planning with institutional planning through the utilization of Program Review information, prioritization processes and the Facilities Master Plan. All instructional departments and all service areas in the District, including the Maintenance and Operations Department, participate in the annual Program Review process, which includes both facilities requests and equipment requests. Their requests must include not only the cost of the facility or equipment, but also a rationale which is tied to the College mission, to SLO/SAO assessment results and to key College planning documents. Program



Review reports are generated from these requests and distributed appropriately. Program Review requests for facilities are given to the Facilities Committee, which reviews and prioritizes requests and makes recommendations to the Planning and Budgeting Committee (PBC). Instructional equipment requests are forwarded to the Vice President of Education and Student Services and are prioritized at the Deans' level, using a prioritization rubric. Requests are prioritized based on their connection to the College mission, the Educational Master Plan and SLO/SAO assessment results. Safety and compliance requirements are also considered. Prioritized instructional equipment requests are then forwarded for PBC for review. Non-instructional equipment requests are forwarded to the Vice President of Administrative Services. Ultimately, all prioritized requests and all recommendations are received by the Superintendent / President, who determines the final recommendations to the Board of Trustees. ([III.B.14](#))

In terms of facilities projects, the Board of Trustees is involved in the final approval and prioritization of the associated projects. During the planning process, the Board formally approves the schematic designs, design development phase and the final plans for any project. The Board is also the awarding body for the actual contract for both construction and equipment purchases which are over the specified dollar limit (\$84,000 for equipment, materials and services; \$15,000 for construction) set by Board Policy and identified in Public Contract Code Section 20651.

In relation to Measure W bond-funded projects, the Citizens' Bond Oversight Committee was formed in December 2006 by appointment of the Board of Trustees. This committee, as required by law, is comprised of members representing specific interests, including business, senior citizens, taxpayer organizations, students, and at-large members. It is charged with overseeing the expenditure of bond proceeds and ensuring that the proceeds are expended only for the purposes set forth in Measure W.

Internally, the Bond Implementation Planning Committee (BIPC) was formed in November 2006 following passage of Measure W. It consists of 13 college staff with representation by constituent employee groups: classified, faculty, and management. This committee offers recommendations to the Superintendent/President concerning the overall planning for the implementation of bond projects. Project committees were formed for all projects and consist of members with a particular interest or knowledge set specific to the project.

As projects are completed and remaining balances from them accrue, BIPC has successfully undertaken several collaborative, open, and inclusive prioritization processes to reallocate funds. The first process occurred when it became clear that matching state funds would not be available to complete the Library/Learning Center as originally planned. BIPC considered all of the remaining Bond projects at that time and reprioritized them based on a number of criteria, including the connection to the Mission and to the Facilities Master Plan. As a result, project funds were made available to finish this key College project. Likewise, upon completion of key projects such as the Library/Learning Center, the Lake Center, the North County Center and the Allied Health building, an additional reprioritization process occurred in the Fall 2013 semester to determine which further Bond projects would receive funding. ([III.B.8](#))



### **Self Evaluation**

The College meets the Standard. Members of key constituent groups are regularly involved in physical resource planning and allocation through participation in Program Review and through participation in key planning groups such as the Facilities Committee, BIPC and PBC. As the Fall 2013 Full-Time Employee survey indicates, 69% of respondents agree that they have opportunities to be part of the planning and resource allocation at Mendocino College. They also indicate satisfaction with both the facilities (84%) and the maintenance of the facilities (62%) at the College.

Several Measure W bond planning committees and their activities also exemplify the integration of resource planning and institutional planning. As demographic information from the Educational Master Plan indicates, it is expected that the District will continue to experience growth in Lake County. Based on this data as well as data from enrollment trends, the Lake Center planning group was formed in 2010 to work with architects to begin the design of the new District Center. A variety of representatives from constituent groups were involved, including instructors, students, classified workers, community members and managers. Key planning documents, including the Facilities Master Plan, were also considered. As a result of this integrated process, the Lake Center facility was designed to provide students with facilities to accommodate comprehensive student services and to accommodate growth in science offerings.

A similar process was carried out for the North County Center planning and construction. Through the focused planning group, which was composed of representatives from all constituent groups, an emphasis on Basic Skills was identified and a need for a flexible learning commons was addressed. Likewise, with the remodel of the Vocational Technology facilities, a planning group was formed, needs were assessed, and facilities that best serves the students were designed and created. Finally, another key Measure W project, the remodel of the Lowery Student Center was designed with students as the primary stakeholders and providers of key input. ([III.B.15](#), [III.B.16](#), [III.B.17](#))

All these projects demonstrate that physical resource planning is well integrated with College planning. The processes used to assess and implement the use of its physical resources have resulted in notable improvements, exceptional facilities, and clear alignment with efforts to best meet instructional and student service needs.

### **Actionable Improvement Plans**

None

### Standard III.B. Evidence List

- III B 1 Board Policy 607
- III B 2 Board Policy 608
- III B 3 Keenan/SWACC Safety Report
- III B 4 Facility Use Policy
- III B 5 Work Order System Example
- III B 6 Facilities Program Review Report
- III B 7 Emergency Preparedness Plan
- III B 8 BIPC Minutes - Bond Reallocation Documentation
- III B 9 Space Inventory Report
- III B 10 PBC Minutes - Facilities Prioritization
- III B 11 Keenan Safe Colleges Users
- III B 12 Program Review Facilities Report
- III B 13 5-Year Capital Outlay Plan
- III B 14 Instructional Equipment Prioritization Rubric/Matrix
- III B 15 Vocational Technology Facility Planning Group
- III B 16 Student Center Follow Up
- III B 17 Furniture for Lowery Student Center
- III B 18 CalRecycle

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### **III.C. Technology Resources**

***Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.***

**III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College-wide communications, research, and operational systems.**

#### **Descriptive Summary**

Through the Information Technology Department, the institution ensures that the various types of technology support it provides meet the needs of teaching, learning, communications, research and operational systems. The Information Technology (IT) Department consists of a director, three programmer analysts who support the College Colleague system, two full-time and one part-time computer technicians who support both administration and instructional technology and are first-tier Help Desk responders, and one telecommunications technician. Additionally, a computer technician supports both College Centers, with back-up support from the Ukiah campus technicians. Outside the IT Department the Library employs one full-time Instructional Technology Support Specialist who maintains and supports the Library systems as well as the online Distance Education program, including Etudes, the District's course management platform. ([III.C.1](#), [III.C.2](#))

The Information Technology Department receives Program Review technology request reports, which are generated by departments and/or programs annually. Through the College technology planning group, the Technology Committee, the Program Review technology requests are analyzed and prioritized. Emerging technology themes are incorporated into the Technology Master Plan, and prioritized requests are forwarded to the Planning and Budgeting Committee for inclusion in its annual budget allocation recommendation process. In 2006, the Measure W bond measure passed, and that has been a primary driver for implementing technology projects since that time. It is anticipated that all Measure W projects will be completed by the end of 2014. ([IF.29](#), [III.C.3](#), [III.C.4](#), [III.C.5](#), [III.C.6](#), [III.C.7](#))

The institution also periodically conducts surveys to determine needs and assess effectiveness of the delivery of technology and support systems. With the implementation of the Colleague Enterprise Resource System in 2009, the College has advanced its capabilities to offer enhanced online support services for students. Through Web Advisor, the students have access to the online schedule and registration. Through the portal, students have access to a variety of student services information, including admissions, financial aid, degree audit and payment information. Moreover, a report server and data warehouse were developed to support institutional research and provide data for administrators for analysis purposes. In terms of on-ground technology, the new Library/Learning Center has study rooms which are equipped with technology that fosters collaborative learning. Computer Labs are available for student use at the Ukiah Campus as well as the Lake and North County Centers. ([I.A.33](#))

Faculty have also been supported through these recent technology implementations. Through Web Advisor, faculty have access to class roster and census information, access to online grade submission and the capability for email communication with enrolled students. Online instructors are provided with technical support geared specifically for Etudes, the College learning management system. Additionally, through upgrades in classroom technology, all classrooms at all sites have been converted to SMART classrooms. The SMART carts in each classroom provide instructors and students with a classroom computer with projection capabilities, internet access, relevant software and DVD/CD-ROM capabilities. The Ukiah Campus also has a High-Tech Conference Room through which faculty and staff connect with other campuses, the Chancellor's Office and colleagues world-wide. ([III.C.8](#))

Integrated Information Systems (IIS) Team Leads review the status of services and functions and identify future needs and concerns. The IIS Team Leads meeting includes representatives from the constituent groups that have responsibilities for implementing the Enterprise Resource Planning System (ERP). The department manager gathers information from these monthly meetings and works with the department to anticipate needs, resolve problems and plan for support. The Information Technology Department also uses this information to differentiate between the needs and requests from individual departments and programs and system-wide operational needs. This, in turn, assists the department in prioritization and in making recommendations to the Planning and Budgeting Committee. ([III.C.9](#))

### **Self Evaluation**

The College meets the Standard. The Information Technology Department uses Program Review data, the Technology Master Plan and the Technology Committee to direct and guide its purchases in support of identified needs of learning, teaching, communications, research and operational systems. The College engages in discussions about technology needs at a variety of levels, from the department level to the wider College planning group, the Planning and Budgeting Committee. The College gauges its success through surveys of faculty, staff and students and provides technical support to these groups.

The Fall 2012 Faculty/Staff Survey indicates a high level of satisfaction and agreement with statements regarding technology and technological support. In response to the prompt, "I am satisfied with the systematic maintenance, upgrade and replacement of the technical resources I use in my work," 22.4% selected "Strongly Agree" and 51.3% selected "Agree" for a total positive agreement level of 73.7%. In response to the statement, "The computer hardware and software available at Mendocino College help me to effectively perform my job duties," roughly the same agreement was indicated. 22.4% of the respondents indicated "Strongly Agree," and 53.9% indicated "Agree" for a total positive agreement level of 76.3%. Further analysis of the survey data indicates that the levels of agreement on these questions are relatively stable across the four employee groups. The Fall 2013 Full-time Employee Survey also indicates a high level of satisfaction and agreement with these statements. Survey respondents continue to either "Strongly Agree" or "Agree" that the technology resources provided by Mendocino College to employees help them to effectively perform their job duties and that the maintenance, upgrade and replacement of technical resources is completed systematically and satisfactorily. ([I.A.33](#), [I.B.3](#))

### **Actionable Improvement Plans**

Expand the Technology Master Plan by the 2015-2016 academic year to include detailed inventory information.

#### **III.C.1.a. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.**

##### **Descriptive Summary**

The Technology Committee, which is composed of faculty, administrators, and classified staff, receives an annual report from the CurricUNET Program Review database which contains all technology requests from departments and/or programs. The Technology Committee reviews the report and evaluates and prioritizes requests to identify technology services, professional support, facilities, hardware and software needed to enhance operations and to ensure Mendocino College's effectiveness as an institution. ([III.C.3](#))

As stated in III.C.1, support for Colleague, which includes the portal and Web Advisor, is provided to faculty and students. In addition, IT at Mendocino College provides hosting services and support for a wide variety of hardware and software at the Ukiah Campus as well as at the Lake and North County Centers. All classrooms at all locations are SMART classrooms; high-speed wireless network access is available at all locations, and access to SARS is available to counselors and staff at all locations.

All locations also have access to support technicians who assist the District with the maintenance and operation of student and staff computers, all printers and network printing, telephones and audiovisual equipment and software. An IT Help Desk is available for all District end-users and regularly fields questions about all of these areas. Computer Labs in all locations are supported by both IT and Library Technicians so that students have immediate assistance with troubleshooting computing problems. Technicians also support the Library's automation system, KOHA, which was implemented in 2010 through a joint effort between IT and Library faculty and staff.

Technical support is available to online students and instructors through the IT Help Desk, the Library Technician, and the Distance Education Coordinator. In a team effort, these technicians and faculty coordinate support for all online students each semester who take courses at Mendocino College through Etudes, the District's course management system. Students can email or call the IT Help Desk for immediate service to answer questions and troubleshoot problems. IT also maintains and supports both production and test servers to support the instructional environment. ([III.C.11](#), [III.C.12](#))

The College is also currently in the process of developing a Distance Education Classroom, which was made possible through Measure W funds and was designed during the construction of the Library/Learning Center. The Distance Education Classroom will have both remote and time-shifted capabilities and will connect to our remote learning sites at both the Lake and North County Centers. Once completed in Spring 2014, the Distance Education Classroom will enable students at the Lake and North County Centers to participate in classes that are offered in Ukiah

in order to make progress towards their educational goals without having to travel from their remote locations. ([III.C.13](#))

Also, as part of the Colleague system implementation and through the availability of Measure W Bond funds, a backup UPS and generator was installed to ensure that if power is interrupted, the computer system can continue to operate. Additionally, the generator provides backup in emergency situations to ensure that communications systems are maintained. At this time, physical backup tapes and server resiliency are in place. The District is in the process of implementing a virtualization project that will also assist in disaster recovery. The planned server virtualization will allow IT to more efficiently match resources to needs by adding and shifting resources as needed in the dynamic computing environment and would make disaster recovery a more manageable undertaking. ([III.C.14](#))

Privacy and security are ensured by IT through a variety of means. The District enforces strong password policies, and access to the portal, College email and the portal are password protected. IT employs multiple firewalls to segment and control access; the department also employs detection software to maintain comprehensive patch control and anti-virus software on desktop machines. The District follows the principle of “least necessary privilege” when considering access. Non-secured devices are limited, and only authorized personnel with job-based needs have access to student data. To gain access, IIS Team Leads evaluate and sign off on all requests in a cooperative security approach. Finally, data is encrypted on wire and to the public to secure data in transit. ([III.C.15](#))

The College holds site licenses for Microsoft and Adobe products, anti-virus protection, deep freeze software and discipline-specific products. All Computer Labs throughout the District are equipped with printers and are part of an ongoing refresh cycle. The Technology Master Plan identified a goal of implementing a portable computing solution to support student learning and student success. As a result, laptop carts were selected for several key classrooms to facilitate learning and training. These laptops are also part of a refresh cycle. ([IF.29](#), [III.C.16](#))

### **Self Evaluation**

The College meets the Standard. Services and support provided by Information Technology contribute to the effectiveness of the institution by ensuring that facilities, hardware and software are successfully planned, implemented and reviewed. Security and privacy are protected, and reliable systems are designed and realized.

The backup UPS and generator provide for emergency situations and disaster recovery. However, in a recent analysis, the server infrastructure that was employed in the Colleague implementation has been determined to be at the end of its lifecycle. This determination has led to the virtualization project, which will be completed in Spring 2014. Virtualization will not just allow for Colleague to be supported at a lower cost; other systems such as Exchange can also be supported in this way. The shift to virtualization represents a paradigm shift for College computing and an opportunity to reach current industry standards. The flexibility provided by virtualization will allow IT to allocate computing resources through a “private cloud,” in which these resources can be reconfigured to efficiently match needs. Also, with virtualization

technology, the College can look at setting up “thin-client” technology for staff when it is appropriate.

### **Actionable Improvement Plans**

1. Complete the server virtualization project.
2. Complete the Distance Education classroom project.

### **III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

#### **Descriptive Summary**

IT receives requests for technology training through Program Review reports as well as through surveys and meetings with IIS Team Leads. Additionally, with each implementation of new technology; a training component is developed in support of end users. After a project is complete, training guides and support materials are available to students, faculty and staff. IT staff are also available for hands-on help with using software and hardware. ([III.C.3](#), [III.C.16](#), [III.C.17](#), [III.C.18](#))

Online orientations to Distance Education in general and to the Etudes platform more specifically are available to Mendocino College students. Library services are also available online and many disciplines have developed specific online support for their areas. ([I.A.12](#))

The IT Help Desk fields questions about SMART classrooms and is available to support Distance Education students. IT staff regularly attend trainings and are active members in the California Community Colleges Datatel Users Group (3CDug). IT staff along with other District employees regularly attend 3CDug trainings, bringing back valuable knowledge to the District. ([III.C.20](#))

Surveys from the Academic Senate typically list “technology” as a number one training priority for faculty. In response, IT staff and the Distance Education Coordinator, in conjunction with the Professional Development Committee, have provided technology support and trainings for faculty during Flex and Inservice. ([III.C.16](#), [III.C.21](#))

#### **Self Evaluation**

The College meets the Standard. The success of the Datatel/Colleague implementation can be attributed to extensive planning and training during the 18 months before going live in 2009. A training “trailer” was established on campus that allowed staff to have a facility dedicated to the project. Furthermore, a small training lab was set up in IT for small training sessions. The portal project also included training sessions and faculty Inservice training.

In mid-Spring 2014, a new District website and updated portal will be rolled out. As part of the planning, staff will need to train end-users to maintain their pages on the District website. A fresh look for the portal will also be introduced at the same time. Students will be part of the



training for the portal to ensure that they can effectively use the tool to enhance their learning success.

### **Actionable Improvement Plans**

Evaluate the effectiveness of the new website and of portal training in Spring 2014.

### **III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure an equipment to meet institutional needs.**

#### **Descriptive Summary**

The Information Technology Department develops and reviews the Technology Master Plan, which is a five-year plan, to ensure that the institution is planning appropriately and acquiring the technology that is necessary to support student success, and to articulate upgrades and replacement plans to maintain the technology infrastructure at the College. The Technology Master Plan is also tied to the District's Strategic Action Plan to ensure that actionable items are prioritized and completed. ([IF.25](#), [IF.26](#), [IF.29](#))

The Technology Committee meets monthly to review the state of technology support and infrastructure at the College and to discuss any immediate needs or concerns. Agenda and minutes from these meetings, including action items, are recorded and serve to inform revisions of the Technology Master Plan. Additionally, the IIS Team Leads meet monthly to collaborate on procedures, to address any problems or training needs and to prepare for system upgrades or system changes due to new regulations. ([III.C.9](#), [III.C.22](#))

In collaboration with the Information Technology Department, the Technology Committee also generates and maintains the scheduled computer refresh cycle. Through this cycle, computer replacement is tracked and implemented for the Ukiah Campus as well as for the Lake and North County Centers. The refresh cycle includes all areas that the IT Department supports: computer labs for students, faculty computers and computers used in administrative offices. ([III.C.16](#))

As stated previously in III.C.1.a, through the Information Technology Department, the District employs a variety of strategies and protocols to ensure system reliability and emergency backup. The backup UPS and generator are key components in this plan. The virtualization project which is currently in progress will also ensure reliability and backup. Further, IT is planning a disaster recovery system to be housed at either the Lake Center or North County Center site. This system would mirror data on the Ukiah system to a District-owned remote location via the current secure network. Hardware would be installed at one of the Centers to enable a smaller data system to act as a remote backup to the central Ukiah system.

#### **Self Evaluation**

The College meets the Standard. Through the work of the Information Technology Department and the Technology Committee, the District has implemented a variety of planning processes to ensure that institutional needs are systematically met. As technology standards evolve, IT strives to maintain industry standards and plan for systems that will enhance student achievement. This is exemplified by the move toward virtualization and toward a remote backup site for District data.

This is also exemplified by the current upgrade of the District website. In the development of the website, members from a variety of College constituent groups have been meeting with the Director of Information Technology as well as her staff. Wire frames have been determined and the new Website will be ready for roll out in late March. The new website will provide students, faculty, staff and the community with easier access to information and will present a fresh new look for Mendocino College. ([III.C.32](#))

### **Actionable Improvement Plans**

Establish a contingency plan that includes leveraging virtual technology.

### **III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

#### **Descriptive Summary**

Decisions regarding the use and distribution of technology resources are determined based on a variety of inputs from Program Review requests, the Distance Education Committee, the Technology Committee, IT implementations, the Measure W Bond Implementation Planning Committee, and the Planning and Budgeting Committee. The District ensures a robust, secure and reliable technical infrastructure through an analysis of IT services during the annual Program Review cycle. The IT Program Review indicates larger, ongoing District technology needs and analyzes current systems. As noted in III.C.1.a and III.C.1.b, the District’s back-up UPS and generator ensures infrastructure reliability.

([III.C.3](#), [III.C.22](#), [III.C.23](#), [III.C.24](#), [III.C.26](#), [III.C.27](#))

The District has a video conference room on the Ukiah Campus which is available for employees to connect with other Districts or colleagues world-wide. The District’s high-speed internet access, WiFi and network allow for connectivity and access in computer labs, study areas in the Library/Learning Center, classrooms and administrative offices. The District’s network and email also promote effective communication among students, faculty and staff.

Board Policy 311 states that the College will provide “computers, networks and computerized records (‘computing resources’)” for District students and employees. Administrative Procedure 311.1 states the computer use procedures that staff and students must adhere to when utilizing District computers, networks and resources. The Technology Master Plan articulates the guiding principles for ensuring a current, reliable and sustainable infrastructure and provides a task-based plan for implementing technology in the District. The Educational Master Plan also includes a commitment to continued Distance Education and related technology.

([IF.24](#), [IF.29](#), [II.C.17](#), [II.C.18](#))

Students in online classes have access to a variety of resources. An online self-evaluation is available for students so that they can explore if Distance Education is a good match with their individual learning styles. A tutorial for using the Etudes platform is available for students so that they are oriented to Etudes at the start of their online coursework. Online tutoring is available through the Learning Center, and online counseling is provided through Student Services. Admissions and Records information along with Financial Aid information and

payment information are available to students through Web Advisor. ([III.C.28](#), [III.C.29](#), [III.C.30](#))

IT considers all of these resources when planning for support for Distance Education students and for future technology needs. Along with the Distance Education Coordinator, a Technology Support Specialist is provided to assist students with questions they have concerning Etudes. Computer labs are effectively distributed throughout the District, on the Ukiah Campus, the Lake Center and the North County Center, to assist online students with their work as well as students in traditional classrooms who need computing services. Faculty, staff and administrators have desktop computers in their offices, and computers are provided to part-time faculty in their work rooms.

### **Self Evaluation**

The College meets the Standard. The College ensures that distribution and utilization of technology resources support the development, maintenance and enhancement of the College's programs and services. Measure W funds have provided opportunities for industry standard technology to be implemented, and computer refresh cycles have prioritized and addressed technology needs. As mentioned previously, the College plans to implement a disaster recovery site at one of the two off campus Centers.

### **Actionable Improvement Plans**

None

**III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

### **Descriptive Summary**

Technology planning is integrated into institutional planning through Program Review and through the efforts of the Technology Committee and IIS Team Leads. The Technology Master Plan is reviewed by multiple committees and exists in conjunction with the Facilities Master Plan and the Educational Master Plan. With these three planning documents and Program Review, the IT Department along with the other technology planning committees can make informed decisions on technology purchases. Another source of information is the inventory of computers. This inventory is vital to evaluating equipment, which needs to be replaced. Also, keeping current on maintenance agreements helps to ensure that technology investments are protected. Periodic review is necessary to ensure that technology is still being utilized effectively and to determine if better solutions are available to the College community.

([IF.24](#), [IF.27](#), [IF.29](#), [III.C.3](#), [III.C.9](#), [III.C.22](#), [III.C.31](#))

### **Self Evaluation**

The College meets the Standard. Technology planning is tied to the cycle of over-all institutional planning. Technology planning is guided by the Educational Master Plan, Program Reviews and the Mission, Vision, Values and Goals of the College. Technology action plan items are included in the overall Strategic Action Plan for the College. As stated in III.C.1., Measure W has been a driving force in, and has provided support for, technology projects since

2007. The Measure W Bond projects along with the technology refresh cycle have been the main priorities. Now that Measure W projects are nearing completion, sustainability will become the priority. New technology projects will be prioritized with this in mind and will continue to flow through the planning cycle from Program Review, to the Technology Committee and IIS Team Leads, and to PBC for support and funding recommendations.

**Actionable Improvement Plans**

None

### Standard III.C. Evidence List

- III C 1 IT Organizational Chart
- III C 2 IT Support Specialist Job Description
- III C 3 Program Review IT Report
- III C 4 IT Committee Minutes – Program Review Information Prioritization
- III C 5 PBC Minutes – Technology Reports
- III C 6 Measure W Technology Projects Documentation
- III C 7 Measure W Projects Timeline
- III C 8 SMART Cart Information Sheet
- III C 9 IT Team Leads Meeting Minutes and Agendas
- III C 11 DE Screen Shot Indicating Help Available
- III C 12 Etudes Screen Shot
- III C 13 Evidence of DE Classroom
- III C 14 Evidence of Backup Generator
- III C 15 Computer Refresh Cycle Sheet
- III C 16 IT Survey
- III C 17 IT Team Lead Agenda
- III C 18 Example Training Guide for New Technology
- III C 20 Evidence for 3CDUG participation
- III C 21 Flex and Inservice Technology Training Schedules
- III C 22 Technology Committee Meeting Agenda
- III C 23 DE Committee Meeting Minutes and Agendas
- III C 24 BIPC Minutes and Agendas – Technology
- III C 26 Program Review – Technology Request Box/Section
- III C 27 IT Program Review
- III C 28 Etudes tutorial – Screen Shot and Link
- III C 29 Online tutoring and online counseling – Screen Shot and Link
- III C 30 WebAdvisor Screen Shot and Link – Admissions and Records, Financial Aid
- III C 31 Computer Inventory Sheet
- III C 32 Wireframes

### **III.D. Financial Resources**

*Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.*

#### **III.D.1. The institution's mission and goals are the foundation for financial planning.**

##### **III.D.1.a. Financial planning is integrated with and supports all institutional planning.**

#### **Descriptive Summary**

Mendocino College has implemented a planning and budget process that integrates its budget development into the planning process to support the College's Mission and Goals. ([IA.20](#))

The College's planning process begins with all programs completing Program Review documents. Program Review instructions are distributed along with the Mission, Vision, Values, and Goals, Educational Master Plan and Strategic Action Plan. These reviews set program goals and identify needed resources. The information collected in Program Reviews is then forwarded to appropriate planning committees, which use it along with other data and input to make institutional plans with measurable goals and objectives. The planning summaries of these documents are then used by the Planning and Budgeting Committee (PBC). PBC is the main planning body for the District, and its membership provides input from all college constituent groups. PBC makes recommendations on all major budget assumptions, such as apportionment based on FTES projections, supplies and services budgets, and staffing for the coming year.

PBC follows guidelines for evaluating funding proposals that typically include factors related to support of the Strategic Action Plan, effect on the 50% law, compliance with the faculty obligation number, Program Review, merit of proposals aligned with the College Mission and priorities, and evidence of need. After review of the data and much dialogue, PBC prioritizes the funding requests. These requests are considered in light of the above guidelines, open discussion of the proposals, college priorities, and considering all available funds. PBC then recommends funding priorities to the Superintendent/President. Based primarily on the input from PBC, the Superintendent/President makes recommendations to the Board of Trustees.

#### **Self Evaluation**

The College meets the Standard. The College has been using the current Integrated Planning process since 2006/07. It has been refined and revised in the ensuing years as appropriate. The successful integration of planning and budget has been accomplished by having one committee responsible for both functions, the Planning and Budgeting Committee (PBC). The other shared governance and planning committees report findings and make recommendations to PBC, where allocation recommendations are made to support planning efforts. The College survived the recent prolonged economic downturn in a solid financial position, with a 2012/13 projected ending fund balance of 9.1%. This was due in large part to the careful integration of planning

and budget and the careful prioritization of critical expenditures in alignment with the College's Mission.

### **Actionable Improvement Plans**

None

### **III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

#### **Descriptive Summary**

College staff estimates general apportionment revenue based on the most recent information available locally and at the State level. Locally, FTES is estimated based upon previous term enrollment and adjusted to reflect differences in number of scheduled courses. The Enrollment Management Committee develops guidelines for schedule development in Ukiah and at the Centers in Lakeport and Willits. The committee reviews historical FTES information and discusses trends in enrollment and schedule development. Information influencing funding levels is gathered from many external sources, such as the Chancellor's Office, the Community College League of California, and School Services of California, Inc.

#### **Self Evaluation**

The College meets the Standard. Revenue assumptions are made in a conservative manner to recognize realistic FTES reporting levels and take into account potential deficit factors on general apportionment. Lottery revenue is based on most recent FTES information and guidance from the California Department of Education and the State Superintendent of Public Instruction. Expenditure assumptions include funding all staffed positions, including step and longevity movements for the coming year. The expenditure budgets also include set-asides for positions that are vacant but authorized for recruitment. The budget also reflects realistic amounts for debt service payments and transfers to other funds.

### **Actionable Improvement Plans**

None

### **III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

#### **Descriptive Summary**

The College considers the long-range impact when making short-range financial plans. The Board of Trustees reviews and adopts Budget Parameters each year at its January meeting. These Budget Parameters include a targeted ending fund balance in the General Fund of 8%, while indicating that at no time shall the ending fund balance go below 5%. The second parameter calls for a balanced budget and indicates that one-time revenues and reserves shall not be used to fund ongoing expenditures but may be considered for current year expenditures that do not create obligations in future years. There is an additional Budget Parameter that states the

Health Benefit contribution rate shall be set at a level that results in contributions to the Health Fund that equal or exceed the estimated health costs for the year. ([III.D.1](#))

The College maintains a Debt Service Fund to set aside funds to make debt service payments on loans used to install a solar field and upgrade the energy management systems. Both of these projects resulted in energy savings, and an amount equal to the projected savings has been transferred into the Debt Service fund to make payments.

The College has contracted the services of an actuary to calculate the liability for Other Postemployment Benefits (OPEB) in compliance with GASB 45. The 2011 report showed the total liability at \$6.2 million. Additional information regarding OPEB can be found in [III.D.3.c](#) and [III.D.3.d](#). ([III.D.2](#))

The voters approved a Proposition 39 General Obligation Bond in 2006 in the amount of \$67.5 million. The District issued two series of bonds, Series A in 2007 for \$30 million and Series B in 2011 for \$37.5 million. The debt is paid via a tax on the assessed valuations of properties in the District.

### **Self Evaluation**

The College meets the Standard. The Adopted Budget for 2013/14 meets all Board Budget Parameters. The Planning and Budget Committee reviews three-year budget projections, which take into account potential out-year changes to revenue and expenditures. The Vice President of Administrative Services incorporates additional revenue and expenditure variables and creates multiple scenarios based on the projections. These projections and scenarios are shared with the College community at Inservice and with the Board of Trustees. An open budget forum is held each Fall to discuss the Adopted budget and update the College community of enrollment trends. ([I.B.10](#), [III.D.3](#), [III.D.4](#))

### **Actionable Improvement Plans**

None

**[III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.](#)**

### **Descriptive Summary**

Board Policy 601 outlines the policy on Budget Planning and Preparation. Board Policy 601 states that the budget is the financial reflection of the educational plans of the District and evolves primarily from the needs of the instructional program and operational departments. The process for developing the budget is outlined in the Integrated Planning Timeline. The Program Review cycle completed each Fall begins the next budget development cycle. Staffing Requests from Program Reviews are reviewed by the Staffing Committee each Fall, and recommendations are made to PBC. Proposed new staffing positions for the next budget year go to the Board of Trustees in December. In January, the Board adopts its Budget Parameters and PBC reviews the Governor's Proposed Budget. While the State develops its budget throughout the Spring, the College works on projecting FTES for the coming year. During this period, PBC also reviews



the supplies and services budgets and recommends a funding level. All of these revenue and expenditure assumptions are incorporated into a Tentative budget, which is reviewed by PBC in May and is approved by the Board in June each year. The Tentative budget contains the best information that is available at the time, but will usually change when the State enacts its budget. Assumptions are adjusted when the State enacts its budget and a proposed Adopted budget, informed by PBC and in alignment with the educational plans of the District, is reviewed at PBC and recommended to the College Superintendent/President. Generally at the September Board meeting, the Superintendent/President presents the Adopted budget to the Board for approval. The College conducts a mid-year review of the budget and takes a current year Revised Budget to the Board each April. Drafts of all three budgets (Tentative, Adopted and Revised) are reviewed by PBC prior to going to the Board of Trustees. ([III.D.5](#), [III.D.6](#))

### **Self Evaluation**

The College meets the Standard. The budget development cycle is documented in the Integrated Planning Timeline. Constituencies have multiple opportunities for participation at many times during the budget development process. Budget updates are presented to the College community during Inservice at the beginning of each semester and throughout the year in PBC. Budget assumptions are discussed in detail at PBC, the main shared governance committee at the College. Each of the three budgets, the Tentative, Adopted, and Revised, are reviewed by PBC, a shared governance committee, and approved by the Board at a public meeting. Constituencies have opportunities to participate at the department level and committee level, and during the public meeting. To further ensure that all constituencies have appropriate opportunities to participate in the development of institutional plans and budgets, an open budget forum is held each Fall to discuss the Adopted budget and update the College community on enrollment trends.

### **Actionable Improvement Plans**

None

**III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

**III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

### **Descriptive Summary**

The District consistently complies with all outside reporting requirements such as those mandated by the California Community Colleges Chancellor's Office, California Education Code and United States Department of Education, and those required by various federal, state, and local granting agencies. The Board of Trustees approves comprehensive budgets for all funds of the District at least three times during a fiscal year. Per Board Policy 601, the Board approves a Tentative Budget prior to July 1, adopts an Adopted Budget each Fall after the State has enacted its annual budget, and approves a Revised Budget each Spring to reflect changes and new information received after the Adopted Budget was approved. These three budgets represent the minimum number of times the Board approves a budget. Additional budget

revisions may be taken to the Board as needed if, for example, fiscal conditions change during the year and require adjustments to transfers between funds. ([III.D.7](#))

Fiscal reports are provided to the Board of Trustees on a monthly, quarterly, and annual basis. A fiscal report summarizing monthly and year-to-date revenue and expenditures is presented and discussed at each regular Board of Trustees meeting. State law requires that Districts report financial information to the Chancellor's Office on a quarterly basis. This report, called the CCFS 311 Q, includes year-to-date fiscal information, cash balance, enrollment, and cost of any collective bargaining agreements during that quarter. The 311 Q also asks if the District is experiencing financial difficulties in the current year or is anticipating financial difficulties in the next fiscal year. ([III.D.8](#), [III.D.9](#))

Board Policy 606 ensures that there is an annual independent fiscal audit of all funds, books, and accounts of the District by a certified public accountant in accordance with the regulations of Title 5 (59100-59118). The District contracts out for an annual independent audit. The audit includes compliance with state and federal guidelines as well as an opinion on the District's financial statements. The auditors also test the adequacy of internal controls. The College has had no findings in the area of internal controls. Due to the passage of a voter-approved \$67.5 million Proposition 39 general obligation bond program in November 2006, the District has contracted for an annual independent performance and financial audit specifically for the bond funds, commencing fiscal year 2006/07. The first series of these bonds was issued in March 2007 in the amount of \$30 million as Series A. The remainder of \$37.5 million was issued in August 2011 as Series B. The Mendocino College Foundation, Inc., is a component unit of the College and is also subject to annual external audits. ([III.D.10](#), [III.D.11](#), [III.D.12](#), [III.D.13](#))

### **Self Evaluation**

The College meets the Standard. The College takes any potential audit finding very seriously. Some potential findings can be resolved during the audit process, while others become audit findings in the financial statements. The College has had very few audit findings and has addressed all findings in a manner the auditor has found satisfactory. Never has the College had a finding repeated in a subsequent year.

### **Actionable Improvement Plans**

None

**III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### **Descriptive Summary**

As stated in III.D.2.a, the District contracts out for an annual independent audit. The audit includes compliance with state and federal guidelines as well as an opinion on the District's financial statements. The auditors also test the adequacy of internal controls. The college has had no finding in the area of internal controls. Due to the passage of a voter-approved \$67.5 million Proposition 39 general obligation bond program in November 2006, the District has contracted for an annual independent performance and financial audit specifically for the bond funds commencing fiscal year 2006/07. The first series of these bonds was issued in March 2007

in the amount of \$30 million as Series A. The remainder of \$37.5 million was issued in August 2011 as Series B. The Mendocino College Foundation, Inc., is a component unit of the college and is also subject to annual external audits.

### **Self Evaluation**

The College meets the Standard. The College takes any potential audit finding very seriously. Some potential findings can be resolved during the audit process, while others become audit findings in the financial statements. The College has had very few audit findings and has addressed all findings in a manner the auditor has found satisfactory. Never has the College had a finding repeated in a subsequent year. The audited financial statements are accepted by the Board at its December meeting and submitted to the Chancellor's Office and other oversight agencies prior to the December 31 deadline each year. Audits are posted on the College website and the College portal and are available in PDF and hardcopy from Fiscal Services upon request.

### **Actionable Improvement Plans**

None

### **III.D.2.c. Appropriate financial information is provided throughout the institution, in a timely manner.**

#### **Descriptive Summary**

Financial information is widely available throughout the institution.

The monthly fiscal reports, 311 Q reports and three annual budgets are part of the Board of Trustees agenda, which is available to the public on the College's website and the College's portal. A detailed report on the college's Adopted budget is kept in the Superintendent/President's Office and the Library on the Ukiah Campus, and copies are distributed to both the Lake and North County Centers. The budgets and annual audits are available in Portable Document Format (PDF) and can be emailed to all interested parties upon request.

Budget and financial information is shared at each meeting of the Planning and Budgeting Committee (PBC). Committee members are charged with sharing this information with their constituents. In addition, agendas, minutes, and handouts are posted to the PBC portal site.

Fiscal Services maintains a portal page which contains the Annual 311 reports, each budget report, all audit reports, chart of account information, as well as other fiscal related documents.

The Director of Fiscal Services and the Director of Human Resources publish year-to-date analyses of salary and benefit expenditures to a wide distribution of employees. Additionally, all financial, human resources, and payroll information is tracked on the Mendocino County Office of Education (MCOE) system, which utilizes Quintessential School Systems (QSS) software. The software allows real-time lookup of financial information. A login is available to all authorized district personnel, allowing them access to the data as well as the ability to generate a variety of financial reports.

Budget managers are responsible for monitoring and approving expenses for departmental operating budgets, categorical programs and grant awards. Reports are available for all budgets to all employees with access to the system. Training in reporting functionality and budgets by department is provided for faculty and staff upon request.

### **Self Evaluation**

The College meets the Standard. The District makes financial information widely available in both electronic and hardcopy format. The District trains new employees on financial lookup and reporting skills. Training workshops are offered District-wide on an as-needed basis. The budget is discussed at the Inservice at the beginning of each semester; additionally, an open budget forum is held later in the Fall to discuss the Adopted budget and update the College community on enrollment trends.

### **Actionable Improvement Plans**

None

**III.D.2.d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

### **Descriptive Summary**

The Director of Fiscal Services and the Vice President of Administrative Services review all financial reports prior to being sent by the District to outside agencies. The District maintains a chart of accounts in accordance with the Budget and Accounting Manual (BAM) published by the Chancellor's Office. This ensures a uniform accounting system for accurately reporting financial aid, grants, and externally funded programs in discrete categorical accounts.

The Director of Fiscal Services and the Director of Human Resources, as well as other members of the accounting and human resources staff, assist program managers with the development and monitoring of categorical and grant budgets.

The Mendocino College Foundation, Inc. is the only auxiliary organization in the District. Its purpose is to support and further the goals of the District, manage major property acquisitions, support staff development and instructional projects, and provide scholarships for students. Foundation financial statements and records are reviewed by the independent auditor on an annual basis. The accounting procedures used by the Foundation comply with the procedures established by District policy for all financial activities. The Foundation Board has a Foundation Finance Committee that reviews revenues, expenditures, and investments and makes recommendations to the Foundation Board. The Director of Fiscal Services of the District prepares quarterly fiscal reports for the Finance Committee and coordinates the annual audit.

Student loan default rates are addressed in detail in Standard III.D.3.f.

**Self Evaluation**

The College meets the Standard. Audits and reviews by external agencies show that the system of fiscal oversight and financial management is highly effective.

**Actionable Improvement Plans**

None

**III.D.2.e The institution’s internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

**Descriptive Summary**

The District contracts out for an annual independent audit. The audit includes compliance with state and federal guidelines as well as an opinion on the District’s financial statements. The auditors also test the adequacy of internal controls.

**Self Evaluation**

The College meets the Standard. The annual external audit process is extensive and comprehensive. The auditors comply with requirements set forth in the Contracted District Audit Manual (CDAM) as well as choosing random transactions to test for compliance and accuracy. In addition to the regular annual audit, District records can be reviewed by outside agencies providing categorical funds to the District. Examples of other agencies’ actions include federal audits of student financial aid and California Department of Education reviews of the Child Development Center records and operations. In addition, the District continually reviews and improves financial management systems as new technologies develop.

**Actionable Improvement Plans**

None

**III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.**

**III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

**Descriptive Summary**

The District maintains reserves to provide for cash flow, financial emergencies, and unforeseen occurrences.

The general fund reserves have always significantly exceeded the minimum required. The unrestricted general fund balance for the past three years is as follows:

2012/13	\$1,873,963 (9.1%)
2011/12	\$3,068,996 (15.5%)
2010/11	\$3,408,720 (17.9%)

While the College has used reserves to weather the prolonged state and national recession, the 2013/14 Adopted Budget is balanced and projects an unrestricted general fund balance of \$2,206,486, which is 10.2% of expenditures.

The District cash assets are maintained in the Treasury of the County of Mendocino and in the Local Agencies Investment Funds (LAIF), the State of California's short-term investment pool.

Board Policy 602 addresses the risk management policies of the District. BP 602 addresses employee and student health and safety, as well as the protection of financial assets. The District's risk management program addresses liability, property, and employee injury losses. The District is a member of the following Joint Powers Authorities (JPAs): Northern California Community College Self Insurance Authority (NCCCSIA), Statewide Association of Community Colleges (SWACC), Schools Excess Liability Fund (SELF), and Schools Insurance Group Northern Alliance (SIGNAL). ([III.D.14](#))

Through these JPAs, the District is covered for \$25 million for each liability claim and for full replacement value with respect to property damage coverage. The District is self-insured for workers' compensation benefits through the NCCCSIA. Until June 30, 1994, the District participated in Schools Insurance Group Northern Alliance (SIGNAL). Commencing with the 1994/95 year, the District elected to transfer workers' compensation coverage from SIGNAL to NCCCSIA. However, the liability for all events incurred prior to July 1, 1994, as well as the District's residual equity, remain with SIGNAL.

Board Policy 607 addresses Campus Safety. Per this policy the District's risk management program includes a Safety Committee. The committee meets to discuss and make recommendations to the Planning and Budget Committee regarding safety issues. The committee also provides safety information to employees. The College has access to the Keenan Safe Colleges program through Keenan and Associates. ([III.B.1](#))

### **Self Evaluation**

The College meets the Standard. The District has maintained a prudent unrestricted general fund reserve which has historically been sufficient to address unforeseen occurrences and avert financial emergencies. The District has not had to participate in the TRAN program because the Treasury allows individual funds (i.e. General Fund, Child Development Fund, etc.) to carry a negative cash balance. For funds in the Treasury, the District earns interest during periods of a positive cash balance and pays interest during a negative cash position. For the fiscal year 2012/13, the general fund was charged a total of \$3,600 in interest, a small amount considering the State deferred \$3.1 million in general apportionment payments to July 2013. The District was able to weather the recent extended downturn in the state and national economy and subsequent reductions to community college funding because of the sound financial management and maintenance of a prudent reserve. The District was able to maintain programs and staffing levels despite cuts in funding and 0% cost-of-living-allowances on state revenues over the past five years.

### **Actionable Improvement Plans**

None

**III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

**Descriptive Summary**

The District maintains a chart of accounts in accordance with the Budget and Accounting Manual (BAM) published by the Chancellor's Office. This ensures a uniform accounting system for accurately reporting financial aid, grants, and externally funded programs in discrete categorical accounts. All funds are identified through the use of funding sources specific to individual restricted funds as required by law or unrestricted College resources and practices. The Director of Fiscal Services and the Vice President of Administrative Services review all financial reports prior to being sent by the District to outside agencies.

Federal regulations require that Financial Aid program expenditures be monitored closely and reported accurately. The College uses the Datatel system for awarding and disbursing funds and to reconcile expenditures monthly with the Fiscal Services Office which retains account information for the Financial Aid programs. The Financial Aid Office follows the Recordkeeping, Accounting, Disclosure, and Record Retention requirements as outlined in the Financial Aid Handbook.

The Director of Fiscal Services and the Director of Human Resources, as well as other members of the accounting and human resources staff, assist program managers with the development and monitoring of categorical and grant budgets.

The Mendocino College Foundation, Inc. is the only auxiliary organization in the District. Its purpose is to support and further the goals of the District, manage major property acquisitions, support staff development and instructional projects, and provide scholarships for students. Foundation financial statements and records are reviewed by the independent auditor on an annual basis. The accounting procedures used by the Foundation comply with the procedures established by District policy for all financial activities. The Foundation Board has a Foundation Finance Committee that reviews revenues, expenditures, and investments and makes recommendations to the Foundation Board. The Director of Fiscal Services of the District prepares quarterly fiscal reports for the Finance Committee and coordinates the annual audit.

The College has received unqualified audits during the last six years and the 2013 audit included no management comments.

**Self Evaluation**

The College meets the Standard. Audits and reviews by external agencies show that the system of fiscal oversight and financial management is highly effective.

**Actionable Improvement Plans**

None



**III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

**Descriptive Summary**

The District maintains a Special Reserve fund to address payment of liabilities and future obligations. The funds are kept in a discrete Fund (61). Amounts are set aside for Other Post-Employment Benefits (OPEB), health benefits reserve, Incurred But Not Recorded (IBNR) health benefits, and compensated absences, which includes accrued vacation and faculty load banking. The District is self-insured for health benefits and maintains discrete Fund (62) for health benefit contributions and expenditures. Health costs for both active employees and retirees are paid from the Health Benefits Fund. As required by GASB 45, the District contracts with an actuarial firm to analyze its liabilities for retiree health benefits. The June 2011 study calculated an “actuarial accrued liability” (AAL) of \$6,236,313 and an “annual required contribution” (ARC) of \$640,341. This study determined the College’s “pay-as-you-go” level to be \$490,495 for the year beginning January 1, 2012. In 2007, the college joined the Retiree Health Benefit Program Joint Powers Authority sponsored by the Community College League of California. To date, the District has not deposited funds into the irrevocable trust.

**Self Evaluation**

The College meets the Standard. The District maintains prudent reserves in the Special Reserve and Health Benefit funds to cover compensated absences, OPEB, and other employee-related obligations. The District has chosen the “pay as you go” method for funding GASB 45 OPEB liabilities. The contribution rate to the Health Benefits Fund has been sufficient to fund health benefits costs for both the active employees and the retirees. As of June 30, 2013, the Special Reserve Fund had a balance of \$1,428,505. The Health Benefits Fund had a balance of \$1,557,570. Either one of these reserves could be used to pay OPEB liabilities, if necessary. The College is expecting an updated OPEB actuarial study to be completed in December 2013. The Planning and Budget Committee (PBC) has reviewed a draft plan for funding the actuarial accrued liability. The plan includes transferring funds from the Self Insurance Fund to the CCLC irrevocable trust by June 2014. Additionally, the plan calls for an annual transfer from the Health Benefits Fund to the irrevocable trust while leaving a prudent reserve in the Health Benefits Fund. ([III.D.15](#))

**Actionable Improvement Plans**

None

**III.D.3.d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

**Descriptive Summary**

The District contracts with an actuarial firm that prepares a report of the College’s actuarial accrued liability of OPEB obligations using methods that are in compliance with GASB 45 accounting standards. The actuarial reports are shared with the Health Benefits Committee and the external auditors.



### **Self Evaluation**

The College meets the Standard. The District contracts with an actuarial firm that prepares the report using methods that are in compliance with GASB 45 accounting standards. The College is expecting an updated OPEB actuarial study to be completed in December 2013.

### **Actionable Improvement Plans**

None

**III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

### **Descriptive Summary**

The College has two local capital lease obligations and one General Obligation bond. In 2009, the College entered into a municipal lease agreement in the amount of \$4,951,320 to partially fund the installation of a solar field. Final maturity is in February 2021, and the interest rate is 5.02%. Debt service payments are made from rebates and energy savings.

In 2013, the college received a \$500,000 loan from Pacific Gas & Electric as part of an Energy Efficiency Retrofit Loan Program. Final maturity is May 2018 and this is an interest-free loan. Debt service payments are made from energy savings.

Under Proposition 39, the voters of the District approved a General Obligation bond measure in 2006 in the amount of \$67.5 million. The bonds were issued in two series. 2007 GO Bond Series A was issued in the original amount of \$30 million, with final maturity in 2031, and interest rates ranging from 4% to 5%. 2011 GO Bond Series B, issued in the amount of \$37.5 million, with final maturity in 2051, includes current interest bonds and callable capital appreciation bonds, with interest rates ranging from 2% to 11.75%.

### **Self Evaluation**

The College meets the Standard. The District maintains a Debt Service Fund (29) to budget for debt service payments on the two capital lease obligations. The College budgets for a transfer from the General Fund to the Debt Service fund to cover debt service payments. The transfer amount is equal to the estimated energy savings to the general fund. The 2013/14 Adopted Budget includes a transfer of \$313,000 from the General Fund to the Debt Service fund for this purpose.

The debt service on the General Obligation bonds is paid for by the County of Mendocino with funds collected from the property owners in the District (portions of Mendocino and Lake Counties). Therefore, the debt service is not an obligation of the College.

The College annually assesses and allocates resources for the repayment of locally incurred debt. When the solar debt service is paid off, the transfer from the general fund will no longer be necessary. These funds could then be transferred to fund the GASB 45 OPEB liability.

### **Actionable Improvement Plans**

None

### **III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

#### **Descriptive Summary**

The District participates in the Federal Direct Student Loan Program. Students are required to complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility for grants before loan eligibility can be determined. As part of the default management program, the Financial Aid Office only considers students eligible for federal student loans who are maintaining Financial Aid Satisfactory Academic Progress Standards. Students who are not successfully pursuing a degree are reviewed on a case-by-case basis.

All students who request a federal student loan must complete the “Responsible Borrowing” workshop, online Federal Direct Student Loan entrance counseling and a Master Promissory Note (MPN). The mandatory workshop provides in-person entrance counseling about a student’s responsibilities for repayment and interest rates, as well as federal updates for new borrowers. We also provide information specific to Mendocino College’s loan disbursement schedule and our follow-up once a student has left the College.

The Financial Aid Office has linked loan information for students on the District website and portal for easy access. Responsible Borrowing Workshops are held on the Ukiah Campus, Lake Center and the North County Center. Federal student loans maybe denied on a case-by-case basis.

The Mendocino College Financial Aid Office awarded 257 students just over \$1.6 million in loans during the 2012-13 academic year. This represents 10.3% of 2,492 Institutional Student Information Records received from students who subsequently enrolled at Mendocino College. The Fiscal Year 2011 Official Cohort Default Rate (2 Year) is 13.3% and our Fiscal Year 2010 Official Cohort Default Rate (3 Year) is 26.5%. The loan program, along with all other aspects of financial aid administration, is reviewed on an annual basis by District auditors to ensure compliance with federal regulations. Recent audits have revealed no irregularities.

#### **Self Evaluation**

The College meets the Standard. Processes and procedures are in place to monitor and manage student loan default rates. As a result, the District’s default rate has historically remained below the federal threshold. The loan program and other programs administered through the Financial Aid Office have been found to be compliant with federal requirements through annual audits and review procedures.

### **Actionable Improvement Plans**

None

**III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

**Descriptive Summary**

The District maintains agreements with a variety of external entities when such agreements are determined to be consistent with the District’s Mission, Vision, Values and Goals. The District has a process for reviewing grant opportunities prior to deciding to submit a grant application. An employee interested in applying for a grant must first complete a form summarizing various aspects of the grant. The grant summary and details are then reviewed by the appropriate parties, including faculty, staff and administration to determine appropriateness, agreement with college initiatives, and alignment with the mission and goals of the institution.

**Self Evaluation**

The College meets the Standard. These agreements are reviewed by the Vice President of Administrative Services to determine that they contain appropriate provisions to maintain the integrity of the District. Examples include: risk management concerns such as limiting the District’s liability exposure where appropriate and ensuring that benefits which accrue to the District under the terms of the agreement are commensurate with the resources committed by the District. When appropriate, agreements are submitted for legal review.

**Actionable Improvement Plans**

None

**III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

**Descriptive Summary**

The District contracts out for an annual independent audit. The audit includes compliance with state and federal guidelines as well as an opinion on the District’s financial statements. The auditors also test the adequacy of internal controls.

**Self Evaluation**

The College meets the Standard. The annual external audit process is extensive and comprehensive. The auditors comply with requirements set forth in the Contracted District Audit Manual (CDAM) as well as choosing random transactions to test for compliance and accuracy. In addition to the regular annual audit, District records can be reviewed by outside agencies providing categorical funds to the District. Examples of other agencies include federal audits of student financial aid and California Department of Education reviews of the Child Development Center records and operations.

In addition, the District continually reviews and improves financial management systems as new technologies develop.

**Actionable Improvement Plans**

None

**III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

**Descriptive Summary**

Mendocino College has implemented a planning and budget process that integrates its budget development into the planning process to support the College's mission and goals.

The College's planning process begins with all programs completing Program Review documents. Program Review instructions are distributed along with the Mission, Vision, Values, and Goals, Educational Master Plan and Strategic Action Plan. These reviews set program goals and identify needed resources. Every program completes Part One of Program Review annually. Part One includes requests for staffing, capital equipment, information technology, facilities, professional development and outreach, and there is a section for other needs. Part One also asks for an update on the assessments of Student Learning Outcomes. Part Two is completed every fourth year and is a more comprehensive review of the program. Part Two includes an assessment of past goals and objectives and sets future goals and objectives. The information collected in Program Reviews is then forwarded to appropriate planning committees which use it along with other data and College input to make institutional plans. The planning summaries of these documents are then used by the Planning and Budgeting Committee (PBC). PBC is the main planning body for the District, and its membership provides input from all College constituent groups. PBC makes recommendations on staffing, capital equipment, information technology, facilities, professional development, and outreach for the coming year. Based on the input from PBC, the Superintendent/President makes recommendations to the Board of Trustees.

**Self Evaluation**

The College meets the Standard. The College has been using the current Integrated Planning process since 2006/07. An electronic Program Review was implemented in 2011/12 using CurricUNET/Governet. The process has been refined and revised in the ensuing years as appropriate. For example, for 2013/14 budget development, all education and student services programs were asked to provide a rationale for hourly staffing, supplies, and services. The rationale included how the resources would support the assessment of Student Learning Outcomes and asked for a link to a planning document, such as the Educational Master Plan or Strategic Action Plan. Further integration of planning and budget has been accomplished by having one committee responsible for both functions, the Planning and Budgeting Committee (PBC). The other shared governance and planning committees report findings and recommendations to PBC, where planning results and requests are matched with allocation recommendations.

**Actionable Improvement Plans**

None

### Standard III.D. Evidence List

- III D 1 Board of Trustees Budget Parameters for District 2013-14 Budgets, January 9, 2013 Agenda
- III D 2 Total Compensation Systems, Inc. Actuarial Study of Retiree Health Liabilities, June 2011
- III D 3 Multi-year Projection, dated 8/27/13
- III D 4 Projected Budget Scenarios, dated 9/13/13
- III D 5 Board Policy 601
- III D 6 2012/2013 April Revised Budget
- III D 7 2013/14 Tentative Budget
- III D 8 Monthly Board Fiscal Report
- III D 9 311 Q Quarterly Financial Status Report
- III D 10 Board Policy 606
- III D 11 June 30, 2013 Bond Fund Audited Financial Statements
- III D 12 June 30, 2013 District Audited Financial Statements
- III D 13 June 30, 2013 Mendocino College Foundation, Inc. Audited Financial Statements
- III D 14 Board Policy 602
- III D 15 OPEB Plan - DRAFT

## **Standard IV: Leadership and Governance**

*The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.*

### **IV.A. Decision-Making Process**

**The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**

**IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

### **Descriptive Summary**

Mendocino College's long tradition of collegial governance has evolved over its 40 year history. During the past six years, Mendocino College has experienced very little turnover among its faculty, staff, and administration. As the College has matured, all constituent groups have remained central to the decision-making and governance process, in pursuit of achieving College Goals.

The College has followed established formal processes, which sustain an atmosphere of inclusion and collegiality, and the Ukiah Campus, North County Center and Lake Center comprise an integrated College with a unified governance body. Over the past year, collegial communication and dialogue has increased with the establishment of regular meetings among the leadership of the College constituency groups and the College Superintendent/President. In addition, the development of the Planning and Budgeting Committee (PBC) has resulted in a truly mission-driven and data-informed discussion and collaborative decision making. As a result, in the Fall 2013 Full-Time Employee survey, 69% of respondents indicated that they have sufficient opportunity to participate in key institutional decisions, such as long-term planning, budget and Mission. Also, 73% of respondents agreed that they had sufficient opportunity to participate in dialogue about the improvement of student learning. ([I.A.33](#))

Structurally, Mendocino College is designed to provide opportunities for appropriate staff participation in institutional planning. The planning process reaches across the District to organize decision making.

- Current Board of Trustees Policy 213 defines the Academic Senate and Classified Senate roles in collegial governance as well as the parameters of student participation within this structure.

- The Curriculum Committee includes members from full-time faculty, administration, part-time faculty and students.
- The Education Action Plan Committee (EAP) includes members from all constituent groups, including the Academic and Classified Senate Presidents, a representative from the Associated Students of Mendocino College (ASMC), a part-time faculty representative, and two members from the Curriculum Committee. This committee reviews and summarizes all Program Reviews, is responsible for program management and updates the Educational Master Plan.
- The Planning and Budget Committee (PBC) is the ultimate decision-making body and is chaired by the Superintendent/President; its membership includes the Vice President of Administrative Services, the Vice President of Education and Student Services, the Deans of Instruction and Student Services, Dean of Career and Technical Education, the Centers Coordinator, the Director of Maintenance and Operations, and leadership from Academic Senate, Classified Senate, faculty unions, and ASMC. EAP, Facilities, and Technology Committees all report to PBC, which makes final recommendations to the Superintendent/President. Since many recommendations made by PBC would impact the institution, departments or programs, the PBC process provides opportunities for committee members to take information back to their respective groups for input. Only after such input has been received will anything move on to the next level. ([I.B.14](#), [I.B.1](#))

A clear, College-wide commitment to student success and educational excellence is expressed through the institutional Mission, Vision, Values and Goals statements which are posted throughout campus and on the website and are consistently reviewed by all constituent groups. Each year at a Planning Retreat, leadership from all constituent groups and committees along with board members review strategic goals, which guide development of objectives and activities for the academic year. ([I.F.19](#))

The College Mission Statement has more than one reference to student success, which is echoed in its Vision, the first Value, and the first Goal. Furthermore, the College cultivates a participatory, collaborative and inclusive environment to achieve those goals. The Mission states that College programs are “[i]nformed by research, reflection and dialogue.” The Vision states that “all members share a mutual accountability for student success.” Our Values include, among others, Student Success, Collaboration, Respect and Continuous Improvement. These documents in addition to the Education Master Plan and Institutional, Program-Level and Course-Level Student Learning Outcomes are infused into every level of planning and budgeting. ([II.B.22](#))

The College’s Program Review process is continuously being updated to include references to these documents, and all funding requests must clearly indicate their connection to College goals and/or Learning Outcomes assessments; the Planning and Budget (PBC), Education Action Plan (EAP), Enrollment Management, Curriculum, and Foundation Skills Committees use these documents as a foundation for their decision making and planning. In these ways, in addition to posting, reviewing, and attention at Inservice, the Mission, Vision, Values and Goals and other key planning documents have become understood throughout the College, and staff have come to understand their roles in assisting the College to achieve its Goals. ([I.A.5](#))



Additionally, our Student Learning Outcome (SLO) assessment process at the course through the institutional level has clarified the responsibility of individuals to develop ideas for improvements in their areas of responsibility. SLOs and Service Area Outcomes (SAOs) have helped to specify achievement goals and keep them centered on student success. Assessment results and the plans that emerge from that process through Program Review involve faculty and staff at all levels and collect input for review in leadership and planning committees. ([I.B.17](#))

In order to inform the planning processes and committees, a variety of data and reports, generated both internally and externally, are circulated and made available to staff and students. The Student ScoreCard and Basic Skills Cohort Tracker data from the Chancellor's office have been made available and are analyzed at the College's Strategic Planning Retreat, at Student Success Summits, and at Inservice. The ScoreCard is available on the College website. On the Institutional Research site on our portal, there are a variety of reports for departments on enrollment, demographics, and student success based on discipline, course and sections. This data informs department planning and Program Review. ([I.B.24](#), [II.B.26](#), [IV.A.1](#))

Recently, Mendocino College participated in the Research and Planning Groups' (RP) statewide study, "Student Support (Re)defined," which consists of quantitative and qualitative data related to student success. This study has been well circulated and used as a source for planning in two Student Success Summits and in Student Services and Counselors' planning meetings. It is an especially relevant document to use alongside of our campus quantitative data because it reveals student perspectives from focus and telephone interviews about what contribute to their success as students. ([II.A.16](#), [IV.A.2](#))

In addition to Program Review, SLO and SAO assessment processes, committee participation, and constituent input to committees, individuals also have the opportunity to bring forward ideas for new programs through the EAP Program Management process. This process has been supportive of faculty (including part-time faculty) and other individuals with ideas for new programs. EAP supports the individual with a Program Advisory Team (PAT) to assist in gathering data on career opportunities and College and community needs and support for the program. Recently several new programs have emerged from this process. Three CTE programs are Music Technology, Viticulture Skills, and Sustainable Small Farm Management. Two new athletic programs were added as well: men's soccer and women's golf. Extensive research was done to validate adding these programs, and they were forwarded as a recommendation to PBC, where they were approved. This program management process is one clear example of highly structured and collaborative evidence-based planning which is focused on student educational goals. ([I.A.7](#), [IV.A.3](#), [IV.A.4](#))

### **Self Evaluation**

The College meets the Standard. Through its commitment to achieving student success based on a process structured to include participation, dialogue and collaboration, Mendocino College meets this Standard. The College also recognizes that this work needs to occur in the context of one of our core values, "Continuous Improvement," including "operating in a culture of evidence." Staff are engaged in decision making and are provided with information to provide student-centered input into the planning process.



As would be expected, many of the issues addressed by planning committees are complex and contain multiple perspectives which engender diverse opinions on whether or how to act. As a result, committee members can spend many hours sifting through information in order to make sound recommendations for the benefit of the institution. Generally, institutional decision making is now more than ever transparent; committee recommendations carry more weight in those final outcomes, and input from constituents has created a more collaborative atmosphere. Given that PBC plays such an important role in institutional governance, and recommendations made by the committee can have broad institutional impact, which, at times, may be controversial, it is critical that research and discussions leading to decisions, as well as votes on decisions, are well documented.

In some shared governance committees, the process for recording discussions and decisions is not always adequate; in a few rare instances committee members have been confused about what they had agreed to, with differing opinions on what agreements had been made. Better record keeping would eliminate this kind of confusion and avoid potential controversy.

### **Actionable Improvement Plans**

Establish clear standards for recording committee activities, including action plans, timelines, responsible persons and completed activities to ensure clear communication and accountability.

**IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning and special-purpose bodies.**

**IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

### **Descriptive Summary**

As was described in IV.A.1, the structure of the decision-making process includes the participation of faculty (full-time and part-time), administrators, students and staff. Board Policy 213 specifies that “the Board is committed to ensure that members of the District’s constituent groups participate in developing recommended policies for Board action, and administrative procedures for action by the Superintendent/President.” Administrative Procedure 213.1 specifies how each group will participate. This procedure acknowledges the College’s commitment to AB 1725 and states that “procedures are predicated upon a sincere commitment on the part of all participants to work together for the good of our students, our professions, and our institution.” ([I.B.14](#), [IV.A.5](#))

Administrative Procedure 213.1 further outlines specific guidelines for committee representation, including ensuring representation across constituent groups and empowering the Academic Senate, the Management/Supervisory/Confidential group, the Classified Senate and the Student Senate to recommend appointments for representatives to serve on appropriate committees.

Because these groups are also represented on the Planning and Budgeting Committee (PBC) and the President's Policy Advisory Committee (PPAC), as specified in the Committee Handbook and Administrative Procedure 213.1, planning and budgeting occur within a structure which relies on input and information flowing through the committee structure and to and from members of constituent groups. ([IV.A.5](#))

As noted in Board Policy 103, the College mission fully supports and relies on two key concepts in this standard: ([I.A.19](#))

*Collaboration:* We participate in our communities to become informed about and engaged in local and global issues. We work and communicate 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.

Over the past six years, the College has worked collegially to solve its many challenges that came about as a result of reduced State budgets and changing expectations in Sacramento, and from other forces that were often outside the institution. One such example was the College's response to an imbalance in expenditures in relationship to the 50% law due to the fact that the College had frozen hiring while State budgets were underfunded. As a result, the Academic Senate and the two faculty unions supported the administration's request for a waiver of the 50% law for the academic year because the faculty realized that the budget cuts had caused the imbalance. The College's quick, collaborative and united response to this matter was a direct result of the campus climate which has been developed. Individuals and groups trusted each other that all decisions were made with good intentions toward the health of the College. Rather than cast blame, College constituents worked collaboratively to fix the problem.

Following this decision, PBC made it a goal to make certain that the 50% law was adhered to in the following year, which led to four new faculty hires. Through collaboration, the College was able to weather the bad economy and keep itself on course during these challenging times.

The Program Review process is another important vehicle for input in planning and budgeting. All departments and programs complete an annual Program Review. Program Review writers are expected to involve all department members (and document that involvement with signatures) in developing this document. ([I.A.5](#))

The Academic Senate fulfills its role in governance by maintaining representative seats on all the shared governance structures at the College. The Senate is integrally involved in governance related to the Academic Senate's 10 + 1 purview. In addition to the Academic Senate, the Classified Senate and the Associated Students of Mendocino College are bodies which are designed to reach out directly to allow for the voices of faculty, staff and students to be heard. There is also the Management/Supervisory/Confidential group that meets regularly to allow those employees to voice issues of concern and reach resolution. All of these constituency groups have the opportunity to give monthly reports to the Board of Trustees and all have physical representation and a voice at Board meetings.

Overall, the College relies on the ASMC, the Classified Senate and the Academic Senate to provide input into the many committees and processes that the College has in place. In addition, these different constituent groups are part of the process for campus-wide planning and for setting or reviewing College goals. The College counts on all constituency groups to provide the necessary input to guide the setting of its goals and completion of its planning process.

### **Self Evaluation**

The College meets the Standard. Mendocino College has worked diligently and continuously to ensure that faculty and administrators have “a substantive and clearly defined role in institutional governance” as stated in this standard. There are clear mechanisms and organizations for providing input into institutional decisions. The College meets this Standard, as made evident by Board policies and procedures, committee descriptions and structures, and institutional structures for planning, including reliance on core College documents.

### **Actionable Improvement Plans**

- Develop a standard for recording and communicating committee activities.
- Create an ad hoc group to review recent committee minutes/notes against the newly developed standard and identify areas for improvement.
- Evaluate the integration of discussion/planning/decision-making processes across all committees and the degree to which committees are aware of other committees’ goals, objectives and activities and established College-wide goals.

### **IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

#### **Descriptive Summary**

Board Administrative Procedure 213.1 clearly states that the Board of Trustees will rely “primarily upon the recommendations of the Academic Senate” with regard to curriculum, degree and certificate requirements and grading policies. Additionally, Board Policy 402 clearly acknowledges the Academic Senate’s responsibility for recommendations concerning curriculum development and academic expectations and further authorizes the Curriculum Committee to make those recommendations. The Board of Trustees has adhered to this policy. For example, when a community group appealed to the Board of Trustees with a curriculum request, the Board of Trustees were clear that curriculum is under purview of the faculty. Agendas and Minutes from Academic Senate, Curriculum Committee and the Educational Action Plan Committee (EAP) will reveal that the College has a strong history of relying upon faculty and Academic Administrators for recommendations for student learning programs and services.

([IV.A.5](#), [IV.A.6](#), [IV.A.7](#))

EAP has Program Management Guidelines for reviewing current programs, based on Program Review findings, and makes recommendations to the Planning and Budgeting Committee for program continuance or discontinuance based on ad hoc Program Advisory Team recommendations. EAP also forms Program Advisory Teams to determine the feasibility of new programs being proposed by faculty. ([I.A.7](#))

Academic Senate leaders meet regularly with instructional administrators to work on issues such as minimum qualifications and class cancellation guidelines, and administrators often attend Academic Senate meetings. Counseling faculty participate in the Academic Senate as well as participate in counselors' meetings to make recommendations and decisions about the services they provide. Academic departments, through Program Review, Student Learning Outcomes, curriculum development and professional development, continuously refine and redesign their programs.

The Curriculum Committee makes an effort to have its faculty membership representative of the various disciplines (CTE, humanities, social science, science, Basic Skills, counseling) and make decisions regarding new curricula and program requirements. All recommendations to the Curriculum Committee must be sponsored by a full-time faculty member before approval can move forward. ([IV.A.8](#))

The Academic Senate, Curriculum Committee and other faculty come together with academic administrators at EAP, where recommendations are made to approve new, and discontinue current, programs. This process is described in detail in the Program Management Guidelines. This document was a product of the Curriculum Committee, the Academic Senate and the Educational Action Plan Committee and outlines a systematic process in which programs are reviewed by EAP and Program Advisory Teams (PATs), made up of key faculty and administrators connected to the program in question.

### **Self Evaluation**

The College meets the Standard. Mendocino College meets this standard. Faculty are fully engaged in their responsibility to develop, evaluate and make recommendations regarding student learning programs and services. Educational administrators work collaboratively with faculty and within the established committee structures to participate in making those recommendations.

### **Actionable Improvement Plans**

None

**IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

### **Descriptive Summary**

Mendocino College has a planning process which facilitates input from all constituent groups as described in IV.A.1 and IV.A.2 above. There is a College-wide commitment to allow for all constituents to work together for the good of the institution. As stated in the Preface of the Mendocino College Committee Handbook 2012/2013, "To fully implement the AB 1725 shared governance regulations in a true spirit of collegiality, the following structure of committees has been developed. The structure is designed to ensure constituent groups the right to participate

effectively in College governance and the opportunity to express their opinions at the campus level and assure these opinions are given every reasonable consideration.” Also listed as a Principle in the Preface: “Participation is to be encouraged to afford all members of the College’s constituency groups equal and ample opportunity to participate fully in governance activities.” This constituency participation is exemplified by the membership in various committees. ([I.B.1](#))

There are also broader practices at the College that facilitate discussion and effective communication for the good of the institution. Communication is an important value for Mendocino College. Through staff portal sites, agendas and minutes for important committees are available; all Program Reviews are published to the portal; a process is in place for College departments to receive feedback about their respective reviews, and institutional research is posted for use in decision making, report writing, and revision of practices. The staff portal is also a place for online discussions. Portal sites exist at the department level and for special topics (e.g., Basic Skills Initiative and discussions of minimum institutional requirements). The portal has a section for College Announcements to which employees can upload an announcement of general interest. There are also portal team sites for groups to post their announcements and discussion topics, and to house working and archival documents. ([II.B.22](#))

In addition to the ability to communicate online, there are regular face-to-face activities which facilitate effective communication among constituent groups. Inservice days at the beginning of each semester bring the entire College community together. The Superintendent/President and Vice Presidents use some of this time to deliver reports on important topics like the District budget and how it affects the operations of the College. Typically on Inservice days, and at constituency meetings (faculty, Academic Senate, Classified Senate, M/S/C meetings), the Vice Presidents, Dean of Instruction, managers, and committee chairs, as appropriate, discuss diverse topics (e.g., Student Learning Outcomes information, and improvement/changes in course scheduling) on an as-needed basis. The College also consistently holds budget forums and forums on accreditation to keep the College community informed of issues and developments in these areas. ([IF.22](#))

As described in this and previous sections of Standard IV.A., students, faculty, staff and administrators work collaboratively for the good of the College; furthermore, this work has resulted in many institutional improvements. Most obvious on our campus are the physical improvements which result from the passage of the Measure W bond. However, the passage of the measure secured only the funding for the vast physical additions and improvements to our campus. The design of the Learning Center/Library and Lowery Student Center on the Ukiah Campus and the buildings at our Lake and North County Centers are the result of a complex and collaborative planning structure which runs not only through our consistently existing structures but also through the bond planning committees and ad hoc design committees. Each of the new buildings has been designed and built with a learner-centered mindset and through structured and thorough planning and communication. ([IV.A.9](#))

Another more student-focused institutional improvement has been the improvement of success and persistence rates in math and English among Basic Skills students. The percentages of students progressing from Basic Skills math and English through the College-level graduation

requirement has doubled when comparing a 2010-2012 cohort to a 2008-2010 cohort. The Foundation Skills Committee consists of representatives from math, English, ESL, counseling, the Learning Center, and academic administrators and has worked to provide new services. However, the Committee also prioritized communication to make sure that all discipline faculty and staff become aware that 70-80% of all our students begin in Basic Skills classes. This refocusing of attention on and awareness of students impacted the culture of the College as it participated in discussions of student success. ([I.B.24](#), [IV.A.10](#))

### **Self Evaluation**

The College meets the Standard. The College meets this standard by maintaining governance structures and practices so that all constituents work together for the good of the institution, and these processes promote discussion and communication across the institution's constituents. These practices also result in actual institutional improvements.

However, there are areas of potential improvement. The College has and continues to work diligently to improve its electronic infrastructure; both its website and portal continue to provide a venue for information sharing and discussion. However, these tools are used unevenly by individuals. Additionally, while the ASMC has a strong presence on campus and is represented on various committees, student involvement can be strengthened in discussions about institutional issues and improvements.

### **Actionable Improvement Plans**

Provide opportunities for students to participate on the Planning and Budgeting Committee.

**IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, Self Evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

### **Descriptive Summary**

Mendocino College complies with the standards, policies, and guidelines of WASC, as evidenced by the midterm report and the last full accreditation process. Mendocino College meets the Commission requirements for public disclosure as an accredited institution by publishing information about the Accrediting Commission on the web page and in the College catalog as required. Additional Commission requirements for self-study and other reports have been met in a timely manner, as evidenced by this document and compliance with expectations and outcomes from previous accreditation cycles. Mendocino College is well prepared for accreditation team visits and coordinates meaningful self-study team member participation while validating appropriate practices. The College's Substantive Change Reports are completed and submitted as required in a thorough and timely manner. Furthermore, the College complies with all pertinent Brown Act requirements associated with its committees.

([IF.2](#), [IF.5](#), [IF.48](#), [IF.49](#), [IF.50](#), [IV.A.11](#), [IV.A.12](#))



Mendocino College has many formal and informal relationships with local, state and federal agencies. Regular participation takes place in training and compliance through the California Community Colleges Chancellor's Office.

On the local level, a clear vote of confidence in the way the College conducts its business is the passage of the bond measure in 2006 which brought \$67.5 million to the College. An oversight committee which includes many members of the community, with participation from the business community, a tax payer association, a senior citizens' organization, the College Foundation, and the student body, has overseen the appropriate use of these funds.

Goals and Objectives published in the College's Strategic Action Plan include developing and maintaining effective relationships with community groups. Goal #5 reads: "Build new and stronger relationships with businesses, educators, agencies and other constituents of our community." Currently the College has many such relationships through its academic departments. All Career and Technical Education programs have advisory groups composed of occupational representatives from the community, and the Cooperative Work Experience Education program has established and maintains work-based learning relationships with many employers in the District. The Dean of Instruction coordinates activities with the local Office of Education, and the Dean of Career and Technical Education serves on the local Workforce Investment Board. ([IV.A.13](#), [IV.A.14](#))

The College Assistance Migrant Program (CAMP) is a federally-funded program acquired and renewed through a competitive grant process. Its renewal is a clear indication that the College had shown integrity in its administration of that grant. The College receives other forms of state and federal funding, such as Perkins allocations; all reporting is done on time and guidelines for appropriate use of funding are met. The recent Midterm Report to the ACCJC includes a list of responses to the self-generated list of planning agendas from the last comprehensive Accreditation Self Study. ([IF.5](#), [IV.A.15](#))

The College's financial aid programs are implemented appropriately and in compliance with all U.S. Department of Education guidelines and requirements.

Mendocino College has a growing reputation in the community for honesty and integrity in its dealings with local agencies and shows integrity in its relations with other external agencies, both state and federal. College staff move proactively, quickly and transparently to prevent actual or potential problems before they occur. The College has always complied promptly and professionally with all WASC requirements.

Many Mendocino College programs are accredited by appropriate outside accrediting bodies, further demonstrating that the College conducts itself honestly and with integrity in its relationships with all external agencies. Those agencies include the National Automotive Technician Education Foundation and the Commission on Accreditation of Allied Health Education Programs (CAAHEP), in cooperation with the Council on Accreditation of the American Health Information Management Association.

### **Self Evaluation**

The College meets the Standard. As evidenced by the most recent favorable midterm report to ACCJC and the approval of the College's recent substantive change request, Mendocino College has been responsive to accrediting guidelines and has moved expeditiously in response to recommendations.

The development and refinement of institutional-level, program-level, and course-level Student Learning Outcomes, the development of an Education Master Plan, and the improvements to the College planning process that clearly links planning to budgeting and resource allocation have all been responses to the principal recommendations of previous visiting teams.

### **Actionable Improvement Plans**

None

**IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **Descriptive Summary**

As mentioned above, there is an established culture present at Mendocino College which embraces integrity and effectiveness in decision-making and constant improvement. The Academic Senate, the Planning and Budgeting Committee, the Educational Action Plan Committee, the Curriculum Committee and other College committees establish goals and evaluate previous procedures, handbooks and supporting documents. The Board of Trustees performs a comprehensive self-evaluation. These processes are documented in committee agendas and minutes as well as in Board policies. ([IV.A.16](#))

The Institutional Researcher leads the College in evaluating its planning processes and structures through College surveys and other studies which are published regularly to the College portal. Additionally, the Planning and Budgeting Committee assesses the shared governance committees by reviewing their annual goals and their effectiveness in achieving stated outcomes.

An aspect of our decision-making process that has received a major overhaul as a result of all of the above evaluation has been the College's Program Review process. The way the information flows from Program Review documents to various committees, such as Staffing, Technology, Facilities, Educational Action Plan, and Planning & Budgeting has been improved and streamlined and all Program Review information is available to the College community.

Also as a result of this assessment process and the feedback loop, the Staffing Committee has further evaluated and redesigned its process for making staffing recommendations. The rubrics developed for evaluating requests are now more closely aligned with the College's Mission, Vision, Values and Goals, SLO and SAO assessment results, and the Educational Master Plan. ([IF.8](#))



### **Self Evaluation**

The College meets the Standard. Mendocino College participates in regular evaluation of its governance and planning processes and structures through effective discussion within committees and institutional research. However, there could be a more systematic evaluation process instituted to ensure that the evaluation occurs regularly and consistently and includes all structures and processes. Committees and the Institutional Researcher conduct these evaluative measures as needed, and they are documented in minutes and agendas; however, there is no formal process established to make them regularly timed and accountable to the rest of the College.

### **Actionable Improvement Plans**

Formalize processes for the evaluation of planning structures and processes.

## Standard IV.A. Evidence List

- IV A 1 ScoreCard on Website
- IV A 2 Student Success Summit
- IV A 3 EAP Proposals and PAT Reports for Viticulture Skills, Music Technology, and Small Farm Management
- IV A 4 EAP Proposal and PAT Reports for Men's Soccer and Women's Golf
- IV A 5 Administrative Procedure 213.1
- IV A 6 Board Policy 402
- IV A 7 Academic Senate, EAP and Curriculum Committee Agendas and Minutes
- IV A 8 Curriculum Committee Membership
- IV A 9 Bond Implementation Planning Committee Documents
- IV A 10 Foundation Skills Committee Documents
- IV A 11 Webpage Link to Accreditation
- IV A 12 2013/2014 Mendocino College Catalog, Page Number of Accreditation
- IV A 13 Bond Implementation Planning Committee Membership
- IV A 14 List of CTE Advisory Committees
- IV A 15 CAMP Link
- IV A 16 Board Self Evaluation

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## **IV.B. Board and Administrative Organization**

*In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.*

**IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

### **Descriptive Summary**

The Mendocino College Board of Trustees establishes policies that assure the quality of programs offered, integrity of institutional actions, effectiveness of Student Learning programs and services, and the financial stability of the institution. All policies are available on the College website. The Board's primary duties are to provide policy direction; approve courses of instruction and educational programs; establish academic standards; determine and control budgets; manage and control District property; and establish rules and regulations governing conduct, fees and other student issues. College policies established by the Board of Trustees are organized by sections, which include the overall District, Board of Trustee Bylaws, General Institution, Academic Affairs, Student Services, Business and Fiscal Services, and Human Resources. ([IV.B.1](#))

As per California Education Code, as well as per its own policies and procedures concerning participation in local decision making, the Board creates and updates policies in participation with all College constituency groups. The Board also relies primarily on the advice of the Academic Senate as appropriate to the 10+1 areas delineated in AB1725. The Superintendent/President, acting under the direction of the Board, regularly meets with the President's Policy Advisory Committee (PPAC) to review and update Board policies and to bring forward policies for Board approval. This process ensures Board policies are vigorously reviewed in terms of quality, integrity, and effectiveness.

The Board hires the Superintendent/President and evaluates him or her annually according to an established process. Board Policy 211 specifically addresses the selection of the Superintendent/President and addresses the annual evaluation process. ([IF.42](#), [IF.43](#), [IV.B.2](#))

### **Self Evaluation**

The College meets the Standard. The Board sets policies that assure the quality, integrity, and effectiveness of the Student Learning programs. The Board also adheres to a clearly defined policy for selecting and evaluating the chief administrator. Throughout 40 years, the Board has hired eight Superintendent/Presidents, most recently in January of 2013. Since the last Accreditation Self Evaluation, the Board also employed an interim Superintendent/President during the period of June 2012 through December 2013. All actions have taken place in accordance with Board Policy 211.

Each year, the Board establishes goals for itself. In 2012-2013, the Board developed objectives to support its primary goals, which are “setting and reviewing policy, defining the CEO job responsibilities and parameters, monitoring the performance of the CEO, and performing the Board’s fiduciary responsibility by ensuring that the College remains fiscally viable.” The Board accomplished this goal. Additionally, the Board has regularly evaluated the Superintendent/President of the College. ([IV.B.2](#), [IV.B.3](#))

### **Actionable Improvement Plans**

None

**IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

### **Descriptive Summary**

Mendocino College is governed by a seven member Board of Trustees elected by geographical area, as well as one student trustee appointed by the Associated Students of Mendocino College. Terms of office are four years and are staggered with biennial elections in accordance with the California Education Code.

The Board consistently acts as a whole after making decisions. Once elected, Board members serve “at large” and function as a single body to initiate and adopt policies with input from its internal and external constituencies. The Board regularly conducts evaluations; College staff who regularly attend Board meetings and completed the October 2012 Board Evaluation Survey rated the Board as 3.8 on a scale of 4 in regard to the following statement: “Board members uphold the final majority decision of the Board.” ([IV.A.16](#), [IV.B.4](#))

Board members have authority only when acting as a Board legally in session according to the Brown Act. Board members are active in the community and report monthly on community connections in open Board meetings. Each Board meeting also includes a set time for public comment so that the public may bring forward concerns or opinions. In this way, Board members are able to hear community concerns firsthand and bring ideas for better serving the community to the Superintendent/President and College as a whole. ([IV.B.6](#), [IV.B.7](#))

### **Self Evaluation**

The College meets this Standard. The Board consistently functions as a whole and actively seeks input on its decisions. It regularly evaluates itself; Board members effectively serve as “at large” members.

### **Actionable Improvement Plans**

None

**IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

### **Descriptive Summary**

Mendocino College's Mission Statement is part of Board Policy 103, which also includes the College's Vision, Values and Goals. This Policy is reviewed annually by the Board.

The Board receives monthly reports from the Superintendent/President, the Vice President of Education and Student Services, the Academic Senate, the Classified Senate, and the Student Trustee. In addition, the Board receives monthly financial reports from the Vice President of Administrative Services and a tentative budget in June, a final budget in September and a revised budget in April. The Board also receives presentations designated as "Big Picture" items at its monthly meetings from all areas of the College and representing all major educational components of the College Mission, such as Transfer, Career and Technical Education, Workforce Development, Basic Skills programming, and Distance Education. Finally, the Board consistently receives updates and information regarding the achievement of institution-set standards and analyses of data from the Institutional Researcher as well as from the Faculty Coordinator of the Student Learning Outcomes Team. The information the Board receives ensures the policies it adopts are consistent with fulfilling the Mission Statement.

([I.A.19](#), [I.B.10](#), [III.D.6](#), [III.D.7](#), [IV.B.8](#), [IV.B.9](#))

### **Self Evaluation**

The College meets this Standard. The Board has established policies and procedures that are consistent with the Mission Statement and which ensure the quality, integrity and improvement of Student Learning programs. The Board consistently receives information from a variety of District sources to remain current with Student Learning programs and services and to maintain awareness of the achievement of institution-set standards. The Board also receives information regarding the resources necessary to support programs and services.

### **Actionable Improvement Plans**

None

**[IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.](#)**

### **Descriptive Summary**

The Board has policies for financial oversight, educational quality and legal matters. It receives information about learning programs and services through monthly reports, presentations and workshops with College staff. It receives comprehensive financial reports monthly from the Vice President of Administrative Services and reviews all contracts quarterly. It established a Citizens' Bond Oversight Committee to ensure that bond funds are spent appropriately and to assure the public that the College is being responsible with those funds. Legal matters are addressed by the Board, in closed sessions or open sessions, as appropriate. The Board annually reviews its strategic goals of student success, student access, student engagement, resource management and community connections. Through this activity, the Board demonstrates its concern and responsibility for educational quality and financial integrity. ([IV.B.3](#))

### **Self Evaluation**

The College meets this Standard. The Board has the final responsibility for educational quality, legal matters and financial integrity. The Board sets the budget parameters and the reserve

percentage that it will accept. The Board has final approval on contractual agreements, purchase agreements, employment, educational programs and financial reports.

#### **Actionable Improvement Plans**

None

#### **IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

##### **Descriptive Summary**

All Board policies including the Board's bylaws are available on the District website and in the Superintendent/President's Office. Board Policy 201 – Membership outlines the Board's size; Board Policy 203 addresses the duties and authority of the Board, and Board Policy 204 and Administrative Procedure 204.1 specify the structure and operating procedures of the Board. ([IV.B.1](#), [IV.B.10](#), [IV.B.11](#), [IV.B.12](#))

##### **Self Evaluation**

The College meets the Standard. Board policies and procedures are made available to the District and to the public through publication on the District website.

#### **Actionable Improvement Plan**

None

#### **IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

##### **Descriptive Summary**

The Board acts in a manner consistent with its policies and bylaws. Board minutes and resolutions indicate that its actions are consistent. For example, the Board passed a resolution in support of strengthening Basic Skills at Mendocino College. Subsequent Board actions indicate a continued support for this resolution through presentations and dialogue about Basic Skills and through the setting of Board goals. In another example, the Board passed a policy indicating the requirement of regular and effective contact for Distance Education courses to ensure quality. The Board has consistently followed up on this policy through regular updates and dialog. ([IV.B.13](#))

The Board's bylaws are continually evaluated and are revised as needed and as set forth in the College planning documents. When a policy is in need of reviewing, a Board ad hoc subcommittee is identified to work on that policy and bring a recommendation back to the full Board. Board policies in need of updating are also distributed to the College constituency groups (Management/Supervisory/Confidential, Academic Senate, Classified Senate, and Associated Student Body) through the President's Policy Advisory Committee (PPAC), which in turn solicits input from all stakeholders before making recommendations for policy revisions to the Board. ([IV.B.14](#))

### **Self Evaluation**

The College meets the Standard. The Board engages in a review process on a regular basis. Policies are first vetted by PPAC, and then discussed by the Board in open meetings. The Board includes the policies governing its own practices in this review.

### **Actionable Improvement Plans**

None

**IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and stagger terms of office.**

### **Descriptive Summary**

Board Policy 210 expresses the College commitment to Board professional development and Administrative Procedure 210.1 provides guidelines for activities to keep trustees informed and up-to-date on issues that affect California Community Colleges. In practice, new Board members are assigned a mentor from the current Board. Student Trustees are mentored by the Superintendent/President and Executive Assistant to the Superintendent/President as well as by an assigned Board member, typically the Board chair. ([IV.B.15](#), [IV.B.16](#))

The Board regularly holds Board retreats to provide focused time for Board members to receive and consider information regarding key topics such as student success, accreditation and continued Board development. In addition to Board retreats, the Board receives regularly scheduled reports on these key areas, including accreditation, SLO assessment, and the Student Success ScoreCard through “Big Picture” item reports at its regularly scheduled meetings. ([IV.B.8](#))

Board members consistently attend professional development conferences offered throughout the State and regularly attend California Community College League events to remain current. The continuity of Board membership is ensured through staggered terms of office.

### **Self Evaluation**

The College meets the Standard. The Board regularly participates in Board development activities; new Board members participate in the new member orientation. Key topics including accreditation standards and expectations are regularly covered in Board retreats as well as Board meetings. Continuing membership is ensured through staggered terms of office.

### **Actionable Improvement Plans**

None

**IV.B.1.g. The governing board’s self-evaluation process for assessing board performance is clearly defined, implemented, and published in its policies or bylaws.**

### **Descriptive Summary**

The Board of Trustees self-evaluation process is defined in Board Policy 215. Board self evaluations are completed every other year in even years. Board members evaluate themselves



individually and the Board as a whole using an evaluation instrument that was developed over time using input from the Community College League and other colleges. The Board has evaluated its own performance regularly. The accompanying procedure states that all members of the District who regularly participate in Board meetings will have an opportunity to evaluate the Board. The Board's self-evaluation including a summary of the staff evaluations is shared as information at the November Board meeting and becomes a public document. ([IV.B.4](#), [IV.B.17](#), [IV.B.18](#), [IV.B.27](#))

### **Self Evaluation**

The College meets this Standard. The Board has regularly evaluated itself in accordance with its procedure. It has regularly reviewed and shared Board survey information.

### **Actionable Improvement Plans**

None

### **IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

### **Descriptive Summary**

The Board Policy 208 – Code of Ethics clearly defines the principles to which the Board and all District members are expected to adhere. This policy was revised in 2008 to include procedures for dealing with behaviors that violate the code and again in 2013 to update the policy. Board Policy 214 governs Conflict of Interest and Board members declare their financial interests annually to assure the public that there is no conflict of interest. ([IF.52](#), [IV.B.19](#))

### **Self Evaluation**

The College meets this Standard. The Board regularly reviews and updates its Code of Ethics Policy. Board members also annually declare their financial interests.

### **Actionable Improvement Plans**

None

### **IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

### **Descriptive Summary**

The Board is informed about and involved in the accreditation process in a variety of ways. The Board has established a policy on Accreditation, Board Policy 316, which designates the Superintendent/President's responsibility for involving the Board in all accreditation processes as required by the ACCJC and other special accrediting bodies specific to College programs. In addition, the Accreditation Liaison Officer (the Vice President of Education and Student Services) regularly reports to the Board about accreditation matters, as does the Student Learning Outcome Team Faculty Coordinator. The Board ultimately reviews and approves Self Evaluation and Midterm Reports as well as other accreditation reports, including Substantive Change Reports, before they are submitted to ACCJC. ([IV.B.20](#))

### **Self Evaluation**

The College meets the Standard. The Board is informed about and involved with the accreditation process regularly and consistently.

### **Actionable Improvement Plans**

None

**IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

### **Descriptive Summary**

According to Board policy and consistent with Board practice, the Board takes full responsibility for the selection and evaluation of the Superintendent/President and delegates full responsibility and authority to the Superintendent/President. There is a clear Board policy governing the hiring of a Superintendent/President as well as his or her annual evaluation. The Board also delegates authority to the Superintendent/President under its policy governing organization, which specifies that the Board of Trustees is responsible for major administrative and management organization, with day-to-day supervisory duties being the responsibility of the Superintendent/President. In addition, the job description of the Superintendent/President states that the Superintendent/President has a great deal of authority delegated by the Board of Trustees, but that the Board of Trustees retains responsibility for policy, resource allocation and other critical decisions. ([IV.B.21](#))

### **Self Evaluation**

The College meets the Standard. The Board has and follows clear processes for the selection and evaluation of the Superintendent/President. Additionally, the Board has a clear policy for delegation of authority to the Superintendent/President.

### **Actionable Improvement Plans**

None

**IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### **Descriptive Summary**

The Superintendent/President reports to the Board of Trustees and acts as the chief executive officer of the day-to-day operations of the College per Board Policy 301. This day-to-day decision making includes interpreting and executing Board policies as well as reorganizing staff to serve the complex needs of the institution. ([IV.B.21](#))

The Superintendent/President chairs the Planning and Budgeting Committee (PBC), meeting monthly with College constituents from designated committees. As PBC Chair, the Superintendent/President is advised by constituent group representatives on operational matters concerning staffing, FTES enrollment and retention, budgeting, Learning Outcomes, and Program Reviews.

Per Board Policy, the Superintendent/President is responsible for providing a current organization chart of the College at all times, and, along with the College community, engages in an ongoing reflection on the administrative structure. Per the current organization chart, there are two Vice Presidents directly reporting to the Superintendent/President: 1) Vice President of Administrative Services, “VP Larry Perryman”; and 2) Vice President of Education and Student Services, “VP Virginia Guleff.” Human Resources, Institutional Research, and the Foundation also report to and directly support the President. The left leg of the chart shows the College’s administrative and service departments reporting to VP Larry Perryman, including Fiscal Services, Information Technology and Maintenance and Operations. The balance of student and instructional operations report to VP Virginia Guleff, including the Instruction Office, Student Services (Counseling, Admissions and Records, Financial Aid, Student Life and Athletics) and the Library/Learning Center.

### **Self Evaluation**

The College meets this Standard. The Superintendent/President’s decision-making process upholds the College’s Guidelines for Effective Participation in College Governance (Approved 2011). The President’s decision-making and policy-making process meets the standards of Board Policy 213 as well as the Education Code for shared governance. As referenced in the published committee minutes and agendas, the Superintendent/President prioritizes needs and allocates resources consistently with the College’s Education Master Plan, Strategic Action Plan, as well as the Education Code. ([IV.B.22](#))

### **Actionable Improvement Plans**

None

#### **IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**

- 1. establishing a collegial process that sets values, goals, and priorities;**
- 2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- 3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- 4. establishing procedures to evaluate overall institutional planning and implementation efforts.**

### **Descriptive Summary**

The Superintendent/President communicates the Mission, Vision, Values and Goals of the College in various contexts. The Superintendent/President directly communicates with the entire District during Inservice, meetings and frequently through electronic mail. The College also publishes its “Mission, Vision, Values and Goals” on its website.

The College has developed an assessment cycle of Student Learning Outcomes at the course-, program-, service-, and institutional-levels to support improvement in teaching and student learning.

The Superintendent/President frequently commissions institutional research to facilitate both planning and evaluation efforts. The College constantly tracks metric data to support decisions concerning student success, program reviews, staffing, enrollment management, and most other resource planning and evaluation. Recently the College’s Institutional Researcher retired. The Superintendent/President has since hired a permanent Director of Institutional Research, Effectiveness and Grants to strengthen the College planning team.

As the chief executive officer, the Superintendent/President oversees a planning and evaluation process that integrates outcomes with resource allocation consistent with institutional goals.

An Educational Master Plan (EMP) was recommended by the Superintendent/President and approved by the Board in February 2010, and was revised in April 2012. This 94-page living document describes the integration of the planning, implementation, and assessment process for Mendocino College over a 10 year period. Most importantly, the document prioritizes the College’s Goals based on the characteristics and specific needs of the District. ([IF.24](#))

Policy-making is integral to the success of institutional planning and implementation. The Superintendent/President chairs the President's Policy Advisory Committee (PPAC), a forum to improve the communication process during policy making. This committee provides a vehicle for all participant groups to participate in the governance process. PPAC provides a convenient and timely means for all parties to ensure that appropriate input has been considered prior to the final drafting of a policy or procedure. The committee ensures constituent group participation and input by allowing time for constituency group representatives to forward all proposed changes to policies and procedures to their members prior to any discussion or recommendation. In support of both transparency and shared governance, both agendas and minutes for the PBC and PPAC meetings are published on the College’s portal. ([IV.B.23](#))

### **Self Evaluation**

The College meets this Standard. The Superintendent/President continuously guides institutional improvement through collegial processes and high quality research and analysis and by ensuring the integration of educational planning with resource allocation and Student Learning Outcomes assessment results. The Superintendent/President also ensures the evaluation of overall institutional planning through leadership in PBC and through the communication of the District’s Mission, Vision, Values and Goals.

### **Actionable Improvement Plans**

None

#### **IV.B.2.c The president assures the implementation of statutes, regulations, and governing Board policies and assures that institutional practices are consistent with institutional mission and policies.**

### **Descriptive Summary**

The Superintendent/President bears the responsibility for the implementation of statutes, regulations and governing Board policies as per his job description and Board Policy 207, Delegation of Authority. ([IV.B.24](#))

New and revised policies and administrative procedures are presented to PPAC at monthly meetings. The PPAC committee includes two members apiece from the ASMC, Classified, Faculty and Management/Confidential/Supervisory groups and is chaired by the Superintendent/President.

Policies and administrative procedures are read twice by PPAC members and presented to constituent groups for review and response. Constituent comments are shared at the second reading, and a decision is made to forward for approval to the Board of Trustees to revise and redistribute to constituent groups.

Additionally, the Superintendent/President meets with his Administrative Cabinet bi-monthly and delegates the responsibility to appropriately implement statutes, regulations, and policies as appropriate.

### **Self Evaluation**

This College meets the Standard. The Superintendent/President remains current with statutes, regulations and Board policies; he implements Board policies and procedures as needed and assures that institutional practices are consistent with the College's Mission.

### **Actionable Improvement Plans**

None

#### **IV.B.2.d. The president effectively controls the budget and expenditures.**

### **Descriptive Summary**

The Superintendent/President is delegated the responsibility for development and preparation of an annual budget by Board Policy 601, Budget Planning and Preparation. The Superintendent/President is capably assisted in this responsibility by a well-staffed Fiscal Services department overseen by the Vice President of Administrative Services. ([III.D.5](#))

As Chair of the Planning and Budgeting Committee (PBC), the Superintendent/President meets with the committee every two weeks to review planning committee recommendations, determine allocation of resources, prioritize staffing requests and recommendations as provided by the Staffing Committee, and discuss professional development and other institutional needs. These

frequent meetings allow the Superintendent/President an immediate and ongoing awareness of institution-wide resource needs. The Superintendent/President is the final recommender for all staffing decisions and must approve all budget augmentation requests.

### **Self Evaluation**

The College meets the Standard. The Planning and Budgeting Committee replaced the former Institutional Master Plan Steering Committees. As Chair of the Planning and Budgeting Committee (PBC), the Superintendent/President receives recommendations made by institutional subcommittees. This provides an understanding of overall institutional needs and budgetary concerns, resulting in sound and informed decisions. In the past seven years, the institution has maintained a reserve of 9-16%. ([IV.B.26](#))

### **Actionable Improvement Plans**

None

### **IV.B.2.e The president works and communicates effectively with the communities served by the institution.**

### **Descriptive Summary**

The Superintendent/President was welcomed to the College in January 2013 and has made efforts to reach out to the communities served by the District. As outlined in the Superintendent/President's monthly reports to the Board of Trustees, he has been the guest speaker at Willits and Ukiah Rotary meetings, attended the Redwood Empire and Lake County fairs and assisted at the College fair booths, and attended other community events in addition to meeting with local leaders. ([IV.B.25](#))

The Superintendent/President also communicates with staff, faculty and students through one-on-one meetings and by attending lunches, athletic events and various other College engagements. He has created a welcome environment for those within the District by making himself available to meet and discuss issues.

As the chair of the Outreach and Marketing Committee, the Superintendent/President temporarily filled the Public Relations position in an effort to inform the community of the accomplishments of and happenings at the College. This resulted in the dissemination of informative press releases, not only providing information to the College community, but also better informing the community of programs offered as well as inviting the community to participate in the happenings on campus.

### **Self Evaluation**

The College meets this Standard. As per the Superintendent/President's job description, a primary duty is to represent the District to the community, maintain public relations and develop relationships with organizations and agencies within the community. The Superintendent/President presented himself to the community upon his arrival at Mendocino College and strives to present Mendocino College to the community, engage in community events and to develop and mature relationships.

**Actionable Improvement Plans**

None

**IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

This standard (IV.B.3) does not apply to the Mendocino-Lake Community College District. Mendocino College operates as one College District with two educational centers and is not a multi-college District.

## Standard IV.B. Evidence List

- IV B 1 Board Policy 203
- IV B 2 Board Policy 211
- IV B 3 Adopted Board Goals
- IV B 4 Board Evaluation Document
- IV B 6 Example of Trustee Board Report
- IV B 7 Example of Public Comment from Board Report
- IV B 8 List of "Big Picture" Presentations
- IV B 9 SLO Presentation to the Board
- IV B 10 Board Policy 201
- IV B 11 Board Policy 204
- IV B 12 Administrative Procedure 204.1
- IV B 13 Board Resolution Basic Skills
- IV B 14 List of revised Board Policies
- IV B 15 Board Policy 210
- IV B 16 Administrative Procedure 210.1
- IV B 17 Board Policy 215
- IV B 18 BOT Minutes - November 2012 - Board Self-Evaluation Document
- IV B 19 Board Policy 214
- IV B 20 Board Policy 316
- IV B 21 Board Policy 301
- IV B 22 Guidelines for Effective Participation in College Governance
- IV B 23 PPAC Description from Handbook
- IV B 24 Board Policy 207
- IV B 25 Superintendent/President Board Report - November 6, 2013
- IV B 26 Seven Year History of Reserves
- IV B 27 Administrative Procedure 215.1



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## EVIDENCE DOCUMENT LIST

- IF 1 Accreditation Evaluation Report May 2008
- IF 2 Letter Affirming Accreditation June 30, 2008
- IF 3 Accreditation Follow Up Report March 13, 2009
- IF 4 Accreditation Follow Up Report 2010
- IF 5 Mendocino College Midterm Report
- IF 6 Planning Committee Structure
- IF 7 Staffing Report - Program Review
- IF 8 Staffing Committee Rubric
- IF 9 PBC Minutes - Ranking of Staffing Requests
- IF 10 Guidelines for Program Management - Program Review Summary Sheet
- IF 11 EAP Summary of Program Review Report
- IF 12 PBC Minutes - EAP Presentation of Program Review Summaries - Fall 2013
- IF 13 Part 1 Program Review Manual
- IF 14 SLOT Presentation to PBC (November/December 2013?)
- IF 15 Sample Program Review Data
- IF 16 Program Review Cycle Chart
- IF 17 EAP Educational Master Plan Review Cycle
- IF 18 SLO segment from Program Review Template
- IF 19 Fall 2013 Planning Retreat Agenda
- IF 20 Spring 2012 Inservice SAO Workshop Agenda and notes
- IF 21 Spring 2013 SLO Report to ACCJC
- IF 22 Inservice Agendas - SLOs
- IF 23 SLO Newsletter
- IF 24 Educational Master Plan
- IF 25 2012/13 Strategic Action Plan
- IF 26 2013 draft Strategic Action Plan
- IF 27 Facilities Master Plan
- IF 28 IT Minutes Program Review Prioritization
- IF 29 Technology Master Plan
- IF 30 Mendocino College Goals
- IF 31 ISLOs
- IF 32 Master SLO Assessment Schedule
- IF 33 SAO Report from Program Review
- IF 34 ISLO Assessment - Inservice
- IF 35 Management/Supervisory/Confidential SAO Minutes
- IF 36 SLOT Minutes
- IF 37 Inservice Agendas - SLOs and SAOs
- IF 38 Academic Senate Priorities - SLOs

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IF	39	SLO course-to-Program Mapping
IF	40	Team leads approval
IF	41	Dean's Enrollment Report
IF	42	Board Policy 212
IF	43	Administrative Procedure 212.1
IF	44	Annual list of Evaluations due from Human Resources
IF	45	Board Policy 302
IF	46	Administrative Procedure 302.1
IF	47	Email from ACCJC - Nursing Letter from ACCJC - Nursing Substantive Change
IF	48	Lake Center Substantive Change Report 2011
IF	49	Lake Center Substantive Change Report 2012
IF	50	District Education Substantive Change Report 2010
IF	51	ACCJC Letter of Acceptance of Distance Education Substantive Change Report
IF	52	Board Policy 208
IF	53	Substantive Change Approval Lake Center
IF	54	Part 2 Program Review Manual
I	A	1 Mendocino College Mission Statement
I	A	2 Institutional Research TrendMaster
I	A	3 EAP Minutes - Educational Master Plan
I	A	4 PBC Minutes - Mission Statement Fall 2013
I	A	5 Program Review Template
I	A	6 Sample SLO and SAO Analysis from Program Review
I	A	7 Guidelines for Program Management
I	A	8 EAP Educational Master Plan Review Cycle
I	A	9 Early Alert Form and Sample Email
I	A	10 Sample Email Communication to Students From A & R
I	A	11 ASMC Scheduling Survey
I	A	12 Distance Education Homepage Screen Shot
I	A	14 Schedule of Classes
I	A	15 HSI Documentation
I	A	16 CAMP Documentation
I	A	17 AISES Documentation
I	A	18 MESA Documentation
I	A	19 Board Policy 103
I	A	20 Integrated Planning Timeline
I	A	23 Board of Trustee Minutes – April 10, 2013
I	A	24 PBC Mission Statement Handout
I	A	25 PBC Minutes - Survey Results Presentation
I	A	26 FSTLC Agenda - Basic Skills Report
I	A	27 Curriculum Committee Minutes - Data Review

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I	A	28	EAP Minutes - Demographic Review
I	A	29	PBC Minutes - Student Achievement Standards
I	A	30	Student Survey Report 2012
I	A	31	Student Survey Fall 2013
I	A	32	Faculty Staff Survey Analysis February 2013
I	A	33	Fall 2013 Full-time Employee Survey
I	A	34	Screen Shot of Mission on District Website
I	A	35	2013/2014 Mendocino College Catalog
I	A	36	Student Handbook - Mission Statement
I	A	37	Faculty Staff Survey Fall 2007
I	A	38	Guidelines for Enrollment Management
1	B	1	Mendocino College Committee Handbook
I	B	2	Committee Goals Template
I	B	3	Faculty Staff Survey Fall 2012
I	B	5	Board of Trustees President's Report – Minutes and Agenda
I	B	6	Mendocino College Strategic Goals
I	B	7	Committee Chairs Meeting Agenda
I	B	9	Measure W Summary Sheet
I	B	10	2013/14 Adopted Budget
I	B	12	CurricUNET Screen Shot
I	B	13	Program Review Training Session Schedule
I	B	14	Board Policy 213
I	B	15	PBC Minutes / Staffing Ranking Activity from Spring 2013
I	B	16	BOT Minutes - Score Card
I	B	17	SLO/SAO Summary Sheet
I	B	18	2009/2010 Fall Graduate Survey
I	B	19	Clery Report
I	B	20	Committee Goals Report to PBC
I	B	22	Current CTE Core Indicator Data
I	B	23	Sample CTE Perkins Work Plan
I	B	24	2013 Basic Skills Report
I	B	25	Student Achievement Standards
II	A	1	Curriculum Committee Agendas and Minutes - ADTs
II	A	2	Curriculum Committee Handbook
II	A	3	Distance Education Handbook
II	A	4	Program Review Data - Fall 2013
II	A	5	Sustainable Technology Proposal
II	A	7	Accuplacer
II	A	8	Education Plan Form
II	A	9	Academic Contract for Probation

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II	A	10	Admissions Forms
II	A	11	2012 Basic Skills Report
II	A	12	Examples of Labor Market Surveys
II	A	13	Advisory committee Minutes
II	A	14	North Far North Regional Consortium (NNFRC) Forms
II	A	15	CLO-PSLO Mapping/Assessment Spreadsheet
II	A	16	RP Report, Student Support (Re)Defined
II	A	17	SLO Assessment Spreadsheet
II	A	18	Distance Education Institutional Report
II	A	19	Administrative Procedure 407.1
II	A	20	Teacher Institute Announcements
II	A	21	Teachers on Teaching Conference Programs
II	A	23	SAO Assessment Spreadsheet
II	A	24	Public Website Screen Shots
II	A	25	Catalog pages: ISLOs; PSLO
II	A	26	Special Projects Memo: Reassign Time – SLO Coordination
II	A	27	MCFT Faculty CBA (section 7.9.10)
II	A	28	MPFA Collective Bargaining Agreement (Section 16.14)
II	A	29	Budget Request Form
II	A	31	Curriculum Committee Agendas - Course Inactivation
II	A	32	SLO Handbook
II	A	33	Four-Semester Sequences
II	A	34	Faculty Sites on Portal
II	A	35	PSLO Assessment Sheet
II	A	36	Board Policy 411
II	A	37	Administrative Procedure 533.2
II	A	38	Board Policy 533
II	A	39	CTE Advisory October, 2013 Event
II	A	40	Nursing Program Survey
II	A	41	Teacher Institute: Collaborative Spaces and Practices
II	B	1	Board Policy 502
II	B	2	Administrative Procedure 502.1
II	B	3	Accuplacer Assessment Test Information Sheet
II	B	4	PPAC Meeting Minutes
II	B	5	Distance Education Survey Results
II	B	6	Distance Education Committee Meeting Minutes
II	B	7	Student Services Program Reviews
II	B	8	Service Area Outcomes Assessment Report
II	B	9	Distance Education Data for 2013 Program Review
II	B	10	Letter to Distance Education Students

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II	B	13	Super Saturday Agenda
II	B	14	Student Handbook and Planner 2013-14
II	B	15	ACT for Students Meeting Minutes
II	B	16	Assessment Information Sheet
II	B	17	Tutoring Sign-Up Information
II	B	18	Early Alert Form
II	B	19	Link to Admissions & Records Page and Registration Information Page
II	B	20	Link to Financial Aid Page
II	B	21	Link to Counseling Services Page
II	B	22	Mission/Vision/Values/Goals
II	B	23	Link to Center for Visual and Performing Arts Page
II	B	24	ASMC Meeting Minutes
II	B	25	Programs from Native American Motivation Day and Latino Student Retreat Events
II	B	26	2013 Student Success Summit
II	B	28	Counselor Handbook
II	B	29	Counseling Meeting Minutes
II	B	30	Student Equity Plan
II	B	31	Board Policy 307
II	B	32	Administrative Procedure 307.1
II	B	33	Links to Club Pages
II	B	34	Link to Mendocino College Gallery
II	B	35	Link to CCC Apply from Mendocino College Page
II	B	36	Admissions & Records Program Review SAO Results
II	B	37	Link to Learning Center Page
II	B	38	Assessment Validation Study Results
II	B	39	Link to WebAdvisor
II	B	40	Board Policy 304
II	B	41	Administrative Procedure 304.1
II	B	42	Administrative Procedure 304.2
II	B	43	Board Policy 506
II	B	44	Administrative Procedure 506.1
II	B	45	Data Access Form
II	B	46	Evaluation - Classified Employee
II	B	47	Evaluation - FT Counselor
II	B	48	Evaluation with Survey – Management/Supervisory/Confidential
II	B	49	Online Orientation
II	B	50	Early Alert Letter
II	B	51	Activities Identified at Student Success Summit
II	C	1	Emails from Head Librarian
II	C	2	California Community Colleges Library/Learning Resources 2012/13 Data Survey

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II	C	3	Mendocino College Friends of the Library Brochure
II	C	4	Accessing Databases Handout
II	C	5	Library Survey, Fall 2013
II	C	6	Library Program Review, Fall 2013
II	C	7	Learning Center Program Review, Fall 2013
II	C	8	Service Area Outcomes Revisions
II	C	9	Curriculum Committee Agenda for LIB 200 - December 13, 2013
II	C	10	LIB 200 SLO Revisions
II	C	11	LIB 200 Course Comparison
II	C	12	Films on Demand email from Head Librarian
II	C	13	Listing of Learning Center Hours
II	C	14	Flyer for Reading and Writing Lab
II	C	15	Placement Testing Flyer
II	C	16	Technology Focus Award
II	C	17	Board Policy 311
II	C	18	Administrative Procedure 311.1
III	A	1	Board Policy 701
III	A	2	Administrative Procedure 701.1
III	A	3	Job Announcement - Spanish Instructor
III	A	4	Evaluation - Full-time Instructor
III	A	5	Evaluation - Faculty Program Directors/Reassigned Time
III	A	6	Evaluation - Head Librarian
III	A	7	Evaluation - Part-time Instructor
III	A	8	Evaluation - Part-time Librarian
III	A	11	Full-Time Faculty Evaluation Form
III	A	12	Part-Time Faculty Evaluation Form
III	A	13	Administrative Procedure 307.2
III	A	14	2013/2014 Mendocino College Catalog, page 39
III	A	15	2013/2014 Mendocino College Catalog, page 12
III	A	16	Equal Employment Opportunity Plan, MLCCD
III	A	17	2012/2013 Professional Development Plan and Activities
III	A	18	2013/2014 Mendocino College Catalog, page 13
III	A	19	Fall 2013 Inservice Program
III	A	20	2013/2014 Part-time Faculty Handbook
III	A	21	Job Announcement - Dean of Student Services
III	A	22	Job Announcement - Director of Institutional Research, Effectiveness and Grants
III	A	23	Job Announcement - Programmer/Analyst
III	A	24	Job Announcement - Maintenance Technician
III	A	25	Mendocino College Employment Opportunities
III	A	26	Online Student and Peer Evaluation Form C

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III	A	27	Student and Peer Evaluation Form C
III	A	28	Board of Trustees Agenda - June 5, 2013
III	A	29	PBC Minutes - February 5, 2013
III	A	30	Webinar Training - Keenan Safe Schools Online Safety Training
III	A	31	Webinar Training - Preventing Workplace Violence
III	B	1	Board Policy 607
III	B	2	Board Policy 608
III	B	3	Keenan/SWACC Safety Report
III	B	4	Facility Use Policy
III	B	5	Work Order System Example
III	B	6	Facilities Program Review Report
III	B	7	Emergency Preparedness Plan
III	B	8	BIPC Minutes - Bond Reallocation Documentation
III	B	9	Space Inventory Report
III	B	10	PBC Minutes - Facilities Prioritization
III	B	11	Keenan Safe Colleges Users Top Ten
III	B	12	Program Review Facilities Report
III	B	13	5-Year Capital Outlay Plan
III	B	14	Instructional Equipment Prioritization Rubric/Matrix
III	B	15	Vocational Technology Facility Planning Group
III	B	16	Student Center Follow Up
III	B	17	Furniture for Lowery Student Center
III	B	18	CalRecycle
III	C	1	IT Organizational Chart
III	C	2	IT Support Specialist Job Description
III	C	3	Program Review IT Report
III	C	4	IT Committee Minutes – Program Review Information Prioritization
III	C	5	PBC Minutes – Technology Reports
III	C	6	Measure W Technology Projects Documentation
III	C	7	Measure W Projects Timeline
III	C	8	SMART Cart Information Sheet
III	C	9	IT Team Leads Meeting Minutes and Agendas
III	C	11	DE Screen Shot Indicating Help Available
III	C	12	Etudes Screen Shot
III	C	13	Evidence of DE Classroom
III	C	14	Evidence of Backup Generator
III	C	15	Computer Refresh Cycle Sheet
III	C	16	IT Survey
III	C	17	IT Team Lead Agenda
III	C	18	Example Training Guide for New Technology



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III	C	20	Evidence for 3CDUG participation
III	C	21	Flex and Inservice Technology Training Schedules
III	C	22	Technology Committee Meeting Agenda
III	C	23	DE Committee Meeting Minutes and Agendas
III	C	24	BIPC Minutes and Agendas – Technology
III	C	26	Program Review – Technology Request Box/Section
III	C	27	IT Program Review
III	C	28	Etudes tutorial – Screen Shot and Link
III	C	29	Online tutoring and online counseling – Screen Shot and Link
III	C	30	WebAdvisor Screen Shot and Link – Admissions and Records, Financial Aid
III	C	31	Computer Inventory Sheet
III	C	32	Wireframes
III	D	1	Board of Trustees Budget Parameters for District 2013-14 Budgets, January 9, 2013 Board Agenda
III	D	2	Total Compensation Systems, Inc. Actuarial Study of Retiree Health Liabilities, June 2011
III	D	3	Multi-year Projection, dated 8/27/13
III	D	4	Projected Budget Scenarios, dated 9/13/13
III	D	5	Board Policy 601
III	D	6	2012/2013 April Revised Budget
III	D	7	2013/14 Tentative Budget
III	D	8	Monthly Board Fiscal Report
III	D	9	311 Q Quarterly Financial Status Report
III	D	10	Board Policy 606
III	D	11	June 30, 2013 Bond Fund Audited Financial Statements
III	D	12	June 30, 2013 District Audited Financial Statements
III	D	13	June 30, 2013 Mendocino College Foundation, Inc. Audited Financial Statements
III	D	14	Board Policy 602
III	D	15	OPEB Plan - DRAFT
IV	A	1	ScoreCard on Website
IV	A	2	Student Success Summit
IV	A	3	EAP Proposals and PAT Reports for Viticulture Skills, Music Technology, and Small Farm Management
IV	A	4	EAP Proposal and PAT Reports for Men’s Soccer and Women’s Golf
IV	A	5	Administrative Procedure 213.1
IV	A	6	Board Policy 402
IV	A	7	Academic Senate, EAP and Curriculum Committee Agendas and Minutes
IV	A	8	Curriculum Committee Membership
IV	A	9	Bond Implementation Planning Committee Documents
IV	A	10	Foundation Skills Committee Documents
IV	A	11	Webpage Link to Accreditation
IV	A	12	2013/2014 Mendocino College Catalog, Page Number of Accreditation
IV	A	13	Bond Implementation Planning Committee Membership

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IV	A	14	List of CTE Advisory Committees
IV	A	15	CAMP Link
IV	A	16	Board Self Evaluation
IV	B	1	Board Policy 203
IV	B	2	Board Policy 211
IV	B	3	Adopted Board Goals
IV	B	4	Board Evaluation Document
IV	B	6	Example of Trustee Board Report
IV	B	7	Example of Public Comment from Board Report
IV	B	8	List of "Big Picture" Presentations
IV	B	9	SLO Presentation to the Board
IV	B	10	Board Policy 201
IV	B	11	Board Policy 204
IV	B	12	Administrative Procedure 204.1
IV	B	13	Board Resolution Basic Skills
IV	B	14	List of revised Board Policies
IV	B	15	Board Policy 210
IV	B	16	Administrative Procedure 210.1
IV	B	17	Board Policy 215
IV	B	18	BOT Minutes - November 2012 - Board Self-Evaluation Document
IV	B	19	Board Policy 214
IV	B	20	Board Policy 316
IV	B	21	Board Policy 301
IV	B	22	Guidelines for Effective Participation in College Governance
IV	B	23	PPAC Description from Handbook
IV	B	24	Board Policy 207
IV	B	25	Superintendent/President Board Report - November 6, 2013
IV	B	26	Seven Year History of Reserves
IV	B	27	Administrative Procedure 215.1