



MENDOCINO COLLEGE

INSTITUTIONAL
FOLLOW UP
REPORT

SPRING
2015

**Mendocino College
2015 Institutional Follow Up Report**

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

**Submitted to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

March 2015

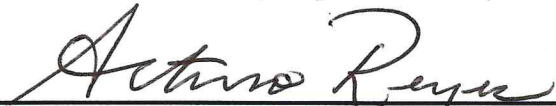
Certification of the Institutional Follow Up Report

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


From: J. Arturo Reyes, Superintendent/President
Mendocino College
1000 Hensley Creek Road
Ukiah, CA 95482

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

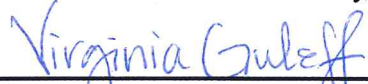
We certify there was effective participation by the campus community and believe the Institutional Follow Up Report accurately reflects the nature and substance of this institution.



J. Arturo Reyes, Superintendent/President
Mendocino-Lake Community College District
Date 3/11/2015



John Tomkins, President, Board of Trustees
Mendocino-Lake Community College District
Date 3/11/15




Virginia Guleff, Vice President, Education and Student Services
Accreditation Liaison Officer
Date 3-11-15




Reid Edelman, President, Faculty, Academic Senate
Date 3/11/15



Minerva Flores, President, Management/Supervisory/Confidential
Date 3-11-15



David Bushway, President, Classified Senate
Date 3/11/15



Melissa Reynolds, President, Associated Students of Mendocino College
Date 3/12/15

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STATEMENT OF REPORT PREPARATION

On July 3, 2014 Mendocino College (MC) received a letter from the Accrediting Commission for Community and Junior Colleges (ACCJC or Commission) which reaffirmed its accreditation with the requirement that an Institutional Follow Up Report be submitted by March 15, 2015. The letter contained four team recommendations and one Commission recommendation. Upon receipt of this letter, the Superintendent/President notified the campus of the reaffirmation as well as the need to address the five recommendations. During Fall In-Service, Superintendent/President Reyes reviewed the letter and the five recommendations with the campus community and directed the college to immediately act to identify, address and resolve the deficiencies noted in the recommendations. ([SRP-1](#), [SRP-2](#))

The Vice President of Education and Student Services also serves as the Accreditation Liaison Officer and was designated as the coordinator of this report along with the Accreditation Steering Committee. The Accreditation Steering Committee has broad representation from campus constituent groups:

Accreditation Steering Committee Members

Steve Cardimona	Faculty, Earth Sciences; Academic Senate Member
Eileen Cichocki	Vice President, Administrative Services
Minerva Flores	Director, Institutional Research, Effectiveness and Grants
Virginia Guleff	Vice President, Education and Student Services; Accreditation Liaison Officer
Patti Gulyas	Accounting Specialist, Fiscal Services; Classified Senate Member
Steve Hixenbaugh	Dean, Career and Technical Education and Lake Center
Dan Jenkins	Faculty, Cooperative Work Experience/Alcohol and Other Drugs/Human Services; Academic Senate Member; SLO Team Coordinator
John Koetzner	Faculty, Librarian
Debra Polak	Dean of Instruction
Vivian Varela	Faculty, Sociology; Distance Education Coordinator

In order to fully address all recommendations, the Accreditation Steering Committee assessed the issues and developed a timeline and a matrix of writing tasks. Additionally, to specifically address Recommendations 1 and 4, the Planning and Budgeting Committee formed an ad-hoc committee, which was led by the Director of Institutional Research and the Dean of Instruction. The Mendocino-Lake Community College District (District) also consulted with the Commission in August of 2014 regarding the best approaches to addressing the visiting team's recommendations to ensure that any deficiencies identified in the letter would be corrected and assurance of sustainable continuous quality improvement would be provided. ([SRP-3](#), [SRP-4](#), [SRP-5](#))

Accreditation Steering Committee members completed the writing of their assigned sections by the end of the Fall 2014 semester and an initial rough draft was compiled for the committee's review on January 28, 2015. The Planning and Budgeting Committee completed a further review on February 10, 2015 and the Academic Senate also completed its review on February 12, 2015. In addition, the Classified Senate reviewed the draft report and provided feedback during the week of February 9, 2015 as did the Associated Students of Mendocino College. After all constituent groups had the opportunity to review the Institutional Follow

Up Report, further comments and suggestions were incorporated and the Mendocino-Lake Community College District Board of Trustees approved the final document on March 11, 2015. ([SRP-6](#), [SRP-7](#), [SRP-8](#), [SRP-9](#), [SRP-10](#), [SRP-11](#))

RESPONSES TO TEAM RECOMMENDATIONS

RECOMMENDATION 1

Review and Evaluation Mechanisms

In order to meet the Standards, the team recommends that the College systematically review and modify as necessary all parts of the planning and resource allocation cycle, including institutional and other research efforts. The team further recommends that the College create evaluation mechanisms for all parts of the cycle of integrated planning and resource allocation, assess these evaluation mechanisms, and through systematic review of their effectiveness, improve instructional programs, student support services, library and other support services. (I.B.6, I.B.7, III.C.2, II.D.3.h)

Analysis

The college has a long-standing history of a strong planning and resource allocation cycle. In 2009, the college completed an overall reorganization of its planning and resource allocation cycle; the highlight of this reorganization was the formation of the Planning and Budgeting Committee (PBC), which includes representation from all constituent groups and which is responsible for making all budget recommendations to the Superintendent/President. The reorganized planning structure was designed to be responsive to the college's Program Review Process. The committees in this structure receive reports from program review which contain resource requests. These committees then evaluate and prioritize the requests in light of their connections to the college Mission/Vision/Values/Goals, the Strategic Plan, and the Educational Master Plan. The requests are then forwarded to PBC, which considers budgetary implications, and then prioritizes the requests further to make recommendations to the Superintendent/President. ([TR1-1](#))

This process has been successfully in place since 2009. However, the college recognizes that even the most successful planning structures need to be consistently evaluated for efficacy, as *Recommendation 1* directs. Therefore, Mendocino College has engaged in a systematic review of the resource allocation process and has enhanced existing and developed additional evaluation mechanisms for all parts of the integrated planning cycle.

The college has engaged in the following improvements:

- An improved strategic planning process
- A refined program review process
- The strengthening of planning committees
- Implementation of the Institutional Effectiveness and Participatory Governance Report

Improved Strategic Planning

The college has a long history of successful strategic planning. An annual strategic action plan has been developed since 2005 and an on-going strategic planning process has been in

place since then. The Mendocino College Strategic Plan for 2009-2015 identifies five pertinent goals that assist in prioritizing institutional decisions and planning. Per the Integrated Planning Timeline, the college organizes an annual planning retreat led by the Superintendent/President in which all constituent groups are invited to discuss and address college-specific goals and objectives. ([TR1-2](#), [TR1-3](#), [TR1-4](#))

As part of the general Strategic Planning process and prior to the planning retreat, the constituent groups review key documents including the college's Mission/Vision/Values/Goals, the Educational Master Plan, the Technology Action Plan, the Facilities Master Plan, and the current Strategic Plan. At the yearly planning retreat, the previous year's goals and action plans are reviewed. New measurable objectives and timelines linked to the five college goals are developed. Progress on meeting these objectives is monitored throughout the year. ([TR1-5](#), [TR1-6](#), [TR1-7](#), [TR1-8](#))

The college seriously considered *Recommendation 1* during its Annual Strategic Planning Retreat held on September 19, 2014 and led by the Superintendent/President. Representatives from Academic Senate, Classified Senate, students, management and the Board of Trustees engaged in the long-standing processes mentioned previously. Participants reviewed the college's Mission/Vision/Values/Goals. In addition, the participants reviewed the latest Planning Priorities from the Educational Master Plan and the Board of Trustees Priorities. ([TR1-10](#), [TR1-11](#), [TR1-12](#), [TR1-13](#))

With these frameworks in place, participants in the Fall 2014 Strategic Planning Retreat reviewed the college's current strategic goals. Participants were assigned to five different groups and each group was assigned one of the District's strategic goals. The groups analyzed their assigned goal and offered suggestions for revision. Suggestions were considered by the larger group and incorporated after discussion and reaching consensus. ([TR1-14](#))

Next, the Strategic Planning Group created objectives for the goal to which they had been assigned. After the work groups created their objectives, they shared them with the larger group and received feedback. The objectives were then compiled and distributed to the college areas in which oversight would occur for the development of activities. ([TR1-15](#))

During the meeting, the Director of Institutional Research led the group in a review of the District's planning structure. This began by a reminder of the content of *Recommendations 1 and 4* from the Accreditation Team visit during the Spring of 2014. In the context of answering those recommendations, the Director of Institutional Research presented a number of questions to lead the group through assessing the planning structure and processes, which provided the opportunity for collaboration. Then the roughly 30 strategic planning group participants individually completed a survey regarding the college's institutional planning processes. Retreat participants responded to questions regarding overall planning for the previous academic year, constituent representation in committees and in the decision-making process, as well as general knowledge of Mendocino College's planning and budgeting processes. Finally, they engaged in small group reflection and discussion of their survey answers. ([TR1-16](#), [TR1-17](#), [TR1-18](#))

Additionally, general comments regarding the planning processes were shared with the whole group, and a specific analysis of committee meetings and committee activities ensued. From this dialogue, a need for a reporting out mechanism regarding documents from the committees was apparent. Survey results from the 2014 Annual Strategic Planning Retreat were also incorporated in the overall assessment of Mendocino College's institutional planning and processes.

The workgroups then completed the Fall 2014 Planning Retreat – Planning Process Discussion Template to synthesize their discussions regarding what is working in the planning process, what areas can be improved, and what suggestions there are for facilitating this improvement. After the retreat, information from these templates was given to the PBC Ad Hoc Committee on Institutional Planning so that it could consider the input and make recommendations for improvements. ([TR1-19](#))

The Planning and Budgeting Committee reviewed the Planning Retreat Outcomes at its October 7, 2014 meeting. Feedback from the survey indicated a positive response to the session, with some comments indicating that more time was needed to more fully engage in the process. The participants agreed that since the objectives were written at the retreat, the objectives and work plans should be further refined by those responsible for implementing them. PBC provided input on the next steps for following up on the creation of the activities. It was decided that the objectives developed at the planning retreat would be sent out to the college community. Campus constituents could then comment on activities that they were already engaged in and help develop new activities that aligned with the goals and objectives. Responsible persons for each goal were designated. The Vice President, Education and Student Services was assigned to Goal 1, the Dean of Student Services was assigned to Goal 2, the Dean of Instruction was assigned to Goal 3, the Vice President, Administrative Services was assigned to Goal 4, and the Dean of Career and Technical Education was assigned to Goal 5. Each lead will review the objectives and contact constituent members to create specific activities that can be accomplished during the 2014-2015 academic year. The Director of Institutional Research will create an electronic tracking document in which goals, objectives and activities will be entered, thus creating an integrated database for the strategic action plan and providing greater access and timely reporting-out opportunities for the campus constituent groups. ([TR1-15](#), [TR1-20](#), [TR1-35](#))

Refined Program Review

The college also has a long history of an effective program review process, which has been used to drive planning and budgeting for many years. Although the program review process is clearly at the sustainable continuous quality improvement level in the program review rubric, the college acknowledges that refinement of the process is necessary. To this end, in the 2014 Institutional Self Evaluation, the college created an Actionable Improvement Plan for II.A.1.c, "Implement a six-year assessment cycle to align with Program Review and Title 5 curriculum updates." Since the Self Evaluation, the Educational Action Plan Committee (EAP) has developed a new six-year cycle for program review, which aligns with the SLO assessment cycle and with the curriculum review cycle. This change ensures the information in program review is current and accurate and that the program review cycle dovetails with other key college cycles.

Additionally, in light of *Recommendation 1* and to further review its resource planning and allocation cycle, the Educational Action Plan Committee (EAP) has engaged in a review of following program review elements: the data provided to departments, the data fields for program review within the Governet system, and the integration of prioritization tools from the planning committees into the program review structure. This review has stemmed from feedback received from faculty, staff and administrators who have had difficulty both inputting program review data into Governet as well as from committee chairs who have had difficulty with the extracted reports used for prioritization and recommendation. Further, it was noted that while planning processes have improved and tools have been developed to analyze program review information, program review screens have become outdated; the information they provide is not as useful as it could be. For example, effective rubrics have been developed for evaluating requests generated in program review, but program review screens do not efficiently gather the information needed for planning committees to complete this rubric driven evaluation, requiring additional input by committees. Additionally, with the implementation of the Student Equity Plan, the need for comprehensive disaggregated data has been identified. ([TR1-21](#), [TR1-22](#))

To solve this problem, EAP and committee chairs are redesigning the program review reporting tool. Because the platform provided by Governet is unwieldy and difficult to get changed as needed, the District is working closely with Governet to implement system upgrades and changes and is considering developing its own program review reporting platform that can accurately reflect current priorities, evaluation tools and methods. An internally developed platform will also allow for embedding links to current and relevant data available on the District server. ([TR1-23](#))

Strengthened Planning Committees

Although Mendocino College has previously assessed various aspects of its planning and budgeting processes, upon receiving the visiting evaluation team's recommendation, the college has strengthened, augmented and consolidated its individual assessment processes to provide an annual general assessment of its planning and budgeting processes. The PBC Ad Hoc Committee for Institutional Effectiveness, chaired by the Director of Institutional Research and the Dean of Instruction, first met on July 8, 2014 and reviewed the official ACCJC recommendations regarding evaluation of the Mendocino College's governance and its planning process and cycle. ([TR1-24](#))

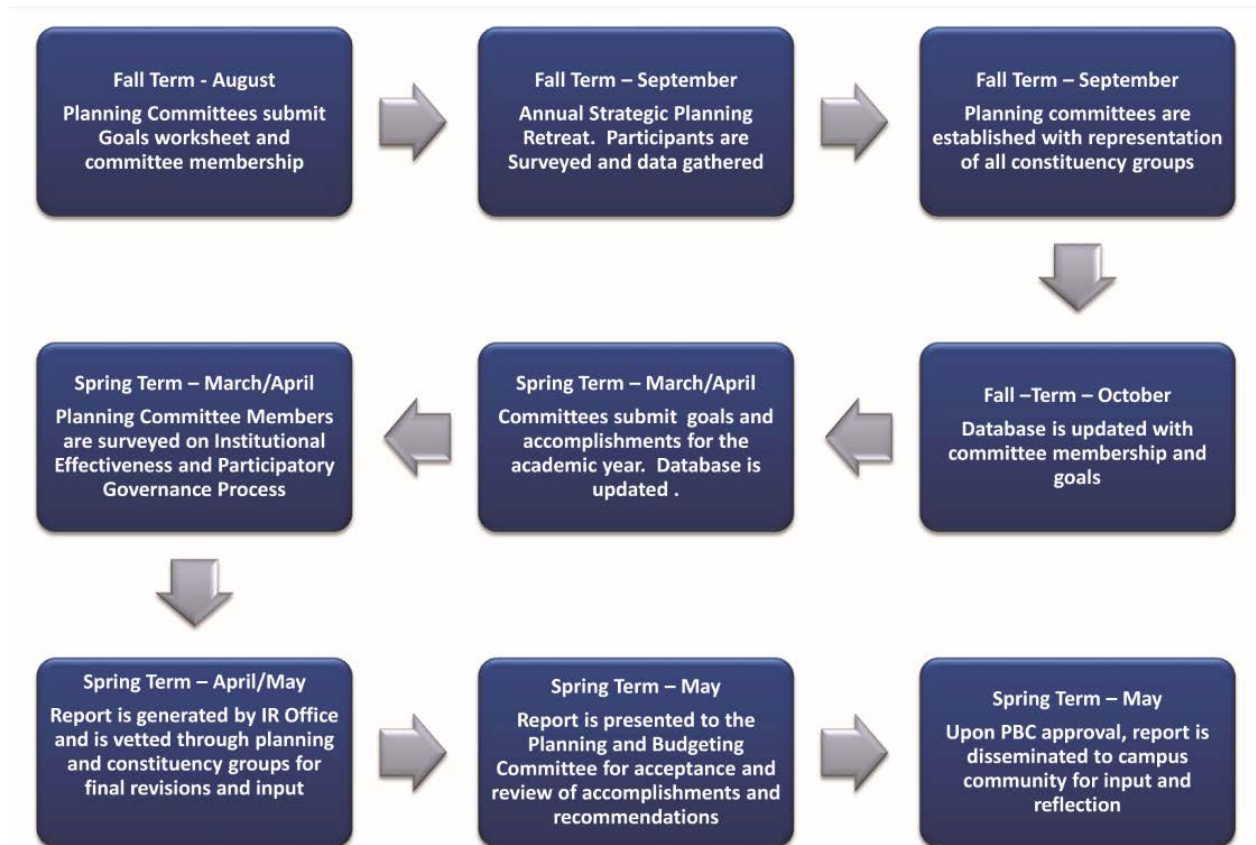
The Ad Hoc Committee, which was comprised of representatives from constituent groups, designed an assessment plan that evaluated 2013-2014 planning committee objectives, goals and accomplishments, and surveyed 2013-2014 planning committee members. The information was then gathered and summarized to produce an annual Institutional Effectiveness and Participatory Governance Report that was disseminated among the entire campus community. Now that one cycle has been completed, a timeline has been developed to ensure that a systematic review of the college planning and resource allocation processes will occur on an on-going basis with an annual report. Planning committees have been engaged in the process for the 2014-2015 year.

Below is a graphic representation of Mendocino College’s institutional effectiveness and participatory governance assessment process and timeline: ([TR1-25](#))

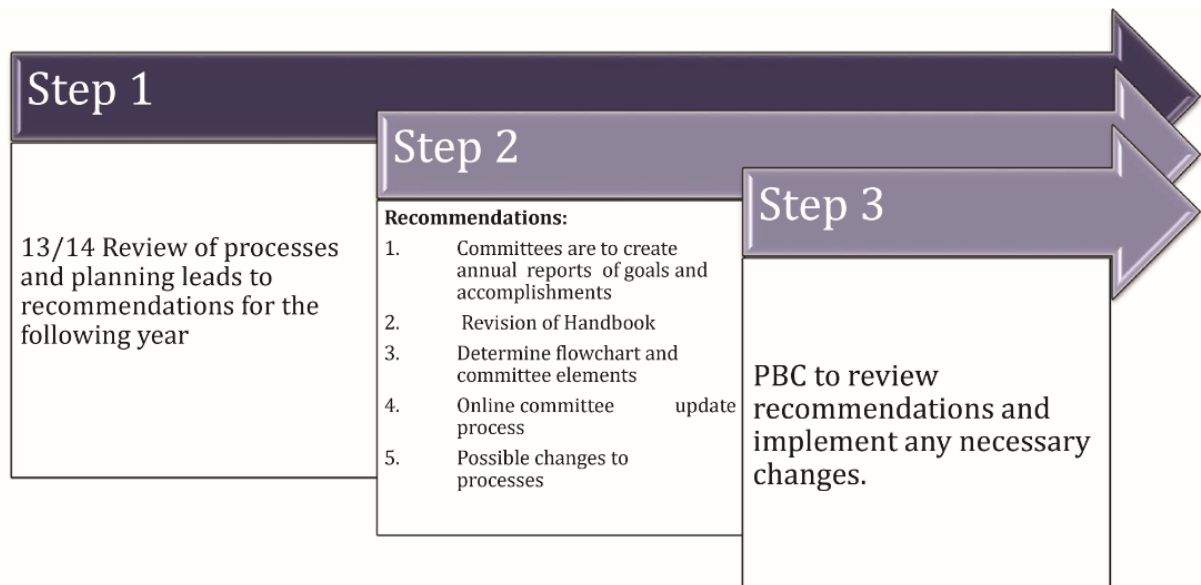
Process



Timeline



The following graphic illustrates the outcome of assessing Mendocino College’s Institutional Effectiveness and Participatory Governance, in terms of actions that occur to improve Mendocino College’s planning, budgeting and participatory governance processes:



Institutional Effectiveness and Participatory Governance Annual Report

The Mendocino College Institutional Effectiveness and Participatory Governance annual report consists of three assessments:

- 1) Planning Committee Goals and Accomplishments
- 2) Committee Member Surveys, and
- 3) The Strategic Planning Retreat

Planning Committee Goals and Accomplishments: The first assessment consists of assessing the goals and accomplishments of each of the seven Mendocino College planning committees through planning committee goal reports, which link to Mendocino College’s Mission/Vision/Values/Goals, as well as Accreditation standards. These reports are collected annually, summarized, and form part of the first section of the annual report. This section highlights major accomplishments and quantifies the number of goals that were completed in the ending academic year.

Committee Member Surveys: The second assessment section consists of a comprehensive survey of all the members of the college planning committees. Members respond to prompts and questions regarding overall planning, planning in their specific committee, overall comfort with the process, and the role of constituent group members’ participation within the committees. Members are also asked to provide comments on how to improve the planning, budgeting and participatory governance process. These survey results are then summarized, highlighting positives and areas of improvement. ([TR1-26](#))

Strategic Planning Retreat: The third assessment was described in detail earlier in this report. It consists of presentations, reviews of planning documents, individual surveys, and documentation of small and large group discussions.

The third assessment sections form the body of results for the Institutional Effectiveness and Participatory Governance Report. The report also consists of an executive summary, the college's Mission/Vision/Values/Goals, and a summary of highlights and recommendations. The report is compiled through the Office of Institutional Research, Effectiveness and Grants through committee submission and survey completion. An initial draft is created and vetted through the planning committees and constituency groups. After any needed revisions or modifications are completed, a final draft is provided to the Planning and Budgeting Committee for review of accomplishments and recommendations and official acceptance. The report is then distributed to the campus community for input and reflection. ([TR1-27](#))

Aside from presenting data and information from the three assessments, the report, most importantly, summarizes highlights and recommendations. These highlights and recommendations are a synthesis of comments gathered from the: 1) Committee goals and accomplishments reports, 2) Planning Committee Member Survey responses and 3) Strategic Planning Retreat Survey responses.

Integration of Technology

Recommendation 1 references Standard III.C.2, whereby the institution must ensure that technology planning is integrated with institutional planning. As noted in the 2014 Self Evaluation, Mendocino College primarily integrates technology planning into institutional planning through its Program Review Process. Each year campus programs indicate their technology needs through their program review documents, which are then compiled and forwarded to the Technology Committee for prioritization and recommendation to PBC. In addition, the Information Technology (IT) Department maintains inventories of computers as well as a computer refresh cycle. These three components together ensure that technology planning is part of institutional planning. ([TR1-28](#), [TR1-29](#), [TR1-30](#))

This year, in light of *Recommendation 1* and in response to the Chancellor's Office request, colleges were directed to create a five-year instructional equipment plan, which included technology requests as part of their program review. The development of this plan provided the institution with a vehicle to assess its technology request process in program review and to ensure that technology requests are fully integrated into a long-term instructional equipment plan. ([TR1-31](#))

Financial Management

Recommendation 1 from the 2014 visiting team also references Standard III.D.3.h, which requires the institution to ensure that it regularly evaluates its financial management practices and that the results of the evaluation are used to improve internal control structures. As stated in the 2014 Self Evaluation Report, 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. During this annual audit, the auditors test the adequacy of internal controls. ([TR1-32](#))

The annual audit process is extensive and comprehensive. The auditors comply with the requirements set forth in the Contracted District Audit Manual (CDAM); they also choose random transactions to test for compliance and accuracy. In addition to the regular, yearly audit, District records can be reviewed by providers of categorical funds, such as federal audits of student financial aid and California Department of Education reviews of the Child Development Center.

Because of its long history of financial stability, it is rare for Mendocino College to have an audit exception. In the past six years, the college has had only four state compliance exceptions, one federal compliance exception, and no financial statement exceptions. On the rare occasion when the college has an audit exception, it takes the exception very seriously. For example, in the 2013-2014 audit, an exception was found in that the EOPS program did not hold its advisory committee meetings during the 2013-2014 academic year. It was the only exception the college had; however, this exception provided the college with important information so that the college could re-assess its advisory committee practices for EOPS. The college moved quickly to ensure that this exception would not occur again. New procedures were implemented, the new EOPS counselor was involved in the coordination of the advisory committee, and the new Dean of Student Services is now directly overseeing the process. As a result, one EOPS advisory committee meeting with representatives from a variety of campus and community groups was already held in the Fall of 2014 and another is planned for the Spring of 2015. ([TR1-33](#), [TR1-34](#))

Resolution

The college has met the requirements of *Recommendation 1*. It has reviewed and assessed the planning and resource allocation cycle through assessing its strategic planning process, program review process, program-review-driven committee processes, its integration of technology, and its financial management.

Several recommendations that were made and addressed as a result of the Institutional Effectiveness and Participatory Governance assessment are as follows:

- *Revision of the Committee and Participatory Governance Handbook.*
- *Electronic versions of the Committee Descriptions and Committee Goals documents, which are updated annually and sorted through an automated electronic database.*
- *Revision/Consolidation of Mendocino College committees, through committee mapping.*
- *Planning Committees, in addition to submitting a Committee Goal and Accomplishments Report, will add a detailed narrative that summarizes committee accomplishments, obstacles, and recommendations for the future.*

Additionally, Mendocino College has documented its assessment of Institutional Effectiveness and Participatory Governance with the initiation of an annual report. Mendocino College has fulfilled this recommendation as it systematically evaluates its planning and budgeting process through the compilation and completion of this annual Institutional Effectiveness and Participatory Governance Report.

RECOMMENDATION 2

Review of Board Policies and Administrative Procedures

In order to meet the Standards, the team recommends that the College establish a cycle to systematically review and update board policies and administrative procedures. (II.A.6.c, IV.B.1.e)

Analysis

As noted in the 2014 Institutional Self Evaluation Report, Mendocino College has Board Policies and Administrative Procedures that are available to the public on the college's website with a clear indication of the revision dates for each. Also, during its Spring 2014 visit, the accreditation team noted that the college follows a process for updating policies and procedures with "adequate consistency." However, the team also noted that in spite of work with legal counsel to update Board Policies (BPs) and Administrative Procedures (APs), there were still some that had not been reviewed in 20 years at the time of the report.

The college's existing process for review and revision of BPs and APs includes the following steps: BPs and APs are slated for revision; first drafts of proposed revisions are created through the President's Office; revised policies and/or procedures are brought to the President's Policy Advisory Committee (PPAC) for discussion and first reading. Next, PPAC members, who represent students, faculty, classified and management, share those drafts with their constituent groups for feedback. At the following PPAC meeting, constituent group feedback is brought back for discussion and modifications are made as needed. In consideration of *Recommendation 2*, and led by the President's Office, an analysis of the current policies and procedures with revision dates revealed that revisions were made as they were required by external or internal changes, so that some policies and procedures had been updated several times over the last 20 years while others were not revised at all. Therefore, a new, systematic cycle of review has been established to address this problem swiftly and efficiently. Now, the President's Office systematically identifies which Board Policies and Administrative Procedures are on-cycle to be updated based on a tracking spreadsheet. In the initial implementation, the first year of the new six-year review cycle included all policies and procedures that had not been reviewed for eight or more years. These policies have all either been reviewed or are in the process of being reviewed with completion dates before the end of the Spring 2015 semester, as documented in the PPAC tracking spreadsheet. ([TR2-1](#), [TR2-2](#), [TR2-3](#))

In order to make this process most effective and assure that policies and procedures are up to date with legal requirements, the college subscribed to the Community College League of California Board Policies and Procedures service. Therefore, in addition to establishing a systematic cycle of revisions, the college is also improving its process by assuring use of required and recommended legal language and incorporating the adopted statewide numbering system.

A last and final step has been added. Policies and procedures are now brought to the Board of Trustees on two subsequent agendas, first for discussion, and second as an action item, whereas in the past, they were brought to the Board for a single reading. This process is now

also being systematically tracked on the tracking spreadsheet to assure that the college is maintaining its six-year cycle. ([TR2-4](#))

Resolution

Recommendation 2 has been addressed: a systematic cycle for reviewing Board Policies and Administrative Procedures has been established and implemented. A detailed tracking spreadsheet has been developed and all policies and procedures have been put on a six-year revision cycle to coincide with the college's other review cycles, including curriculum, program review, and the Education Master Plan cycles. The responsibility for maintaining the cycle clearly rests with the President's Office, PPAC, and Human Resources. Additionally, the Board will be provided with a report on an annual basis.

The improved process will leave room for responding as needed to changes in legal requirements and any other external or internal demands for policy and procedure revisions. As those needs arise, the process will be followed as described above and the progress toward revision will be tracked just as it would have been within the six-year review cycle.

In responding to this recommendation, the college has significantly improved the process for review to ensure up-to-date Board Policies and Administrative Procedures, as well as improved the content of those documents. Added resources and greater attention to this area has involved the entire campus in this improvement.

RECOMMENDATION 3

SLOs in Faculty Evaluations

In order to meet the Standard, the team recommends that the College establish effectiveness in producing student learning outcomes as an evaluation component for all faculty and for all others directly responsible for student progress toward achieving those learning outcomes. (III.A.1.c)

Analysis

Upon receiving Recommendation 3 from the visiting accreditation team, and in the interest of collegiality, in September 2014 the District immediately presented it to the various bargaining units representing college employees: Mendocino College Federation of Teachers (MCFT), the full-time faculty bargaining unit; Mendocino Part-time Faculty Association (MPFA), the part-time faculty collective bargaining unit; Mendocino-Lake Community College Classified Bargaining Unit (SEIU), the classified bargaining unit; and the Management/Supervisory/Confidential (M/S/C) employee meet and confer group.

This recommendation concerns a negotiated issue, and MCFT brought the recommendation to the Academic Senate to open a dialogue with faculty. It is noted that currently the full-time faculty have the development and assessment of Student Learning Outcomes and/or Service Area Outcomes as an existing job duty in their collective bargaining agreement. Likewise, part-time faculty receive compensation for completing student learning outcomes assessments for their courses. As a result of these duties, work on developing and assessing SLOs is current and is a process in which faculty participate fully. ([TR3-1](#))

The Academic Senate discussed that “effectiveness in producing student learning outcomes” is addressed in the MCFT collective bargaining agreement under Article 7: Workload, specifically Article 7.9.10 (“Develop and assess student learning outcomes and/or service area outcomes in the discipline or unit, at both course and program level as applicable”). It was further discussed that the existing full-time faculty evaluation tool (Evaluation Form A) included a heading for “other professional responsibilities,” which implies an assessment of all faculty workload issues. However, it was agreed that this language could be changed to guarantee that “effectiveness in producing student learning outcomes” would be more specifically addressed. With these considerations, an ad hoc subcommittee formed with representatives from the Academic Senate, MCFT, and the Student Learning Outcomes Team. This ad hoc group agreed to draft a revision of the Evaluation Form A to include references to the collective bargaining agreement throughout the form, with specific references to student learning outcomes. The ad hoc subcommittee chose this approach in order to demonstrate that “effectiveness in producing student learning outcomes” as a faculty responsibility was not different than any other faculty responsibility; at the same time, faculty wanted to be sure that they clearly identified this concern to ensure compliance with accreditation standards. The revised draft was presented to the Academic Senate and met with their approval on September 18, 2014. ([TR3-2](#), [TR3-3](#))

A representative of the Mendocino Part-time Faculty Association serves on the Academic Senate, and participated in the ad hoc committee review and revision of the evaluation form. Since the part-time faculty Evaluation Form A is identical to the full-time faculty Evaluation Form A (with the exception of the heading), it was agreed that similar references to the MPFA collective bargaining agreement would be included in their evaluation form. It was noted, however, that specific language related to “effectiveness in producing student learning outcomes” was not found in the MPFA collective bargaining agreement.

The faculty groups are still engaged in negotiations, so final agreements have not been signed. However, a recent statement from the Mendocino College Federation of Teachers chief negotiator indicates, “... we have already agreed, tentatively, to including the SLOs in the faculty evaluations. In fact, the Academic Senate, in consultation with MCFT, approved a revised evaluation document in September of 2014. MCFT proposed it to the District on October 14, but no official acceptance came until December 9. However, the union’s position is and has been that we do not wish to split off part of the negotiations and want to resolve the SLO matter in the context of the full negotiation process.” ([TR3-4](#))

Management, supervisory and confidential employees play key roles in supporting the production of student learning outcomes, some more directly than others. Supporting student success and achievement of learning outcomes is a prevailing and overarching objective of all M/S/C staff. Therefore, M/S/C has agreed to include SLOs and Service Area Outcomes (SAOs) in their evaluation instrument. Specifically, the following sentence was added to the “Planning and Organization” section of the M/S/C Evaluation Instrument: “Participates in the process of developing and assessing Service Area Outcomes (SAOs) and Student Learning Outcomes as applicable to the position.” ([TR3-5](#))

Resolution

The college is pleased with the broad effort to comply with *Recommendation 3*. The college is certain that this recommendation has been addressed exceptionally well given the timeframe allowed for completion and maintains that final resolution will be achieved upon the close of the current District labor negotiations. As noted above, the Academic Senate, representing both full-time and part-time faculty, has fully endorsed the concept of having SLOs in the evaluation of those primarily engaged in providing instruction to our students. Faculty have provided leadership and taken primary responsibility of creating, implementing, disseminating, assessing, and revising Student Learning Outcomes/Service Area Outcomes, Program Learning Outcomes and Institutional Learning Outcomes. Management, supervisors, and confidential employees have agreed to include SLOs and SAOs in their formal evaluations.

RECOMMENDATION 4

Evaluation of Participatory Governance

In order meet the Standard, the team recommends that the College systematically evaluate its participatory governance and decision-making structures and processes to assure their integrity and effectiveness and to use them as the basis for improvement. (IV.A.5)

Analysis

In its 2014 Institutional Self Evaluation, the college noted that there is an established culture present at Mendocino College which embraces integrity and effectiveness in decision-making and constant improvement. During the completion of the 2014 Institutional Self Evaluation, the college reflected deeply about its key planning committees and recognized the need for continued improvement in this area. Therefore, the college created a number of Actionable Improvement Plans related to planning committees:

- 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.1)
- Develop a committee assessment mechanism. (I.B.6)
- Establish clear standards for recording committee activities, including action plans, timeline, responsible persons, and completed activities to ensure clear communication and accountability. (I.V.A.1)
- Develop a standard for recording and communicating committee activities. (IV.A.2.a)
- 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.a)
- Formalize processes for the evaluation of planning structures and processes. (IV.A.5)

In considering these Actionable Improvement Plans as well as *Recommendation 4*, the college notes that the shared governance planning committees regularly establish goals and evaluate previous procedures, handbooks and supporting documents. The Planning and Budgeting Committee (PBC) regularly assesses the shared governance planning committees by reviewing their annual goals and their effectiveness in achieving stated outcomes. Additionally, 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. However, the college also notes that it participates in regular evaluation of its governance and planning processes and structures through effective discussion within committees and institutional research. The college further notes that committees and the Director of Institutional Research conduct 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.

Committee Reporting Activities

In terms of tracking committee goals and accomplishments, each committee is responsible for filling out the Committee Goal Sheet and submitting that to the Institutional Researcher for compilation. Additionally, planning committees are now required to submit updated electronic membership lists which are entered into a database that provides reports on constituency composition, representation, and term expiration dates. Mendocino College has, in the past, documented committee membership through hard copy format, but as an improvement, this process is now electronic, and will be updated annually and more efficiently and made easily accessible to the public. ([TR4-1](#), [TR4-2](#))

Evaluation of Participatory Governance

As stated in the response to *Recommendation 1*, PBC agreed that the best approach to evaluating participatory governance in order to address the requirements of both *Recommendation 1* and *Recommendation 4* would be through the PBC Ad Hoc Committee for Institutional Effectiveness, which is co-chaired by the Director of Institutional Research and the Dean of Instruction. This Ad Hoc Committee first met on July 8, 2014 to review the official ACCJC recommendations and to design an assessment plan that evaluated 2013-2014 planning committee objectives, goals and accomplishments, and surveyed 2013-2014 planning committee members. The information was then gathered and summarized to produce an annual Institutional Effectiveness and Participatory Governance Report that was disseminated among the entire campus community. ([TR1-24](#), [TR1-25](#))

The annual Mendocino College Institutional Effectiveness and Participatory Governance Report consists of three assessments: 1) Planning Committee Goals and Accomplishments; 2) Committee Member Surveys; and 3) the Strategic Planning Retreat.

First, as mentioned previously in this section, planning committees must now submit information regarding goals and accomplishments through electronic forms which feed into a college database. Also, in order to further assess participatory governance, the college has designed an annual Committee Member Survey that systematically evaluates the participatory process. All members of the planning committees complete a participatory governance survey and planning process survey, which summarizes committee representation as well as efficiency, awareness and proficiency of the planning processes. Finally, as detailed in the response to *Recommendation 1*, the college has developed an assessment of the Strategic Planning Retreat. ([TR4-3](#), [TR1-17](#))

Information from the three assessments above as well as an executive summary, Mendocino College's Mission/Vision/Values/Goals, and a summary of highlights and recommendations

are included in the report. The development and dissemination of this report has served to create a formalized and systematic process and to generate information that is widely available to the District.

Below is a summarized process of assessing participatory governance:



Committee Handbook

The college has also worked to revise and clarify the committee handbook. As detailed above, planning committees now enter both committee goals and committee information into electronic forms and this information becomes part of a usable database. To dovetail with these efforts, the Academic Senate and Classified Senate leadership, along with the Vice President of Education and Student Services completed a revised draft of the committee handbook. This draft has been vetted through the Committee Chairs' group as well as through the Academic Senate. Previously, the committee handbook had to be updated yearly, which was a cumbersome process. The current committee handbook includes a revised committee structure which groups committees according to these categories: Central Recommending Committees, Academic Senate Committees, Representative Stakeholder Groups, Planning Committees, Standing Committees, Discipline, Division or Event Specific Workgroups and Ad Hoc Committees. Also incorporated into the new committee handbook is the previously approved Guidelines for Participatory Process, which indicates the responsibilities of constituent group members, guidelines for effective participation and a chart which links the 10+1 areas to specific committees. Links to the committee goals sheet and to the committee information sheet are also included at the end of the document. ([TR4-4](#), [TR4-5](#))

Resolution

The college has met *Recommendation 4*. It has developed mechanisms to systematically evaluate participatory governance and decision-making structures through the newly revised membership and committee process and through the three assessments that are documented in the annual Institutional Effectiveness and Participatory Governance Report. These additional steps and procedures will consolidate, clarify and adequately document the

participatory governance process. In addition, to capture the efficacy of the college's participatory governance as part of ACCJC recommendation, planning committees are required to submit an information sheet and an annual goal report, which summarizes accomplishments, objectives and any obstacles encountered during the academic year. This information is now disseminated through the Institutional Effectiveness and Participatory Governance Report, which is considered in PBC as planning and budgeting recommendations are forwarded.

COMMISSION RECOMMENDATION 1

In order to meet Standards, the Commission requires that the college establish institution-set standards for student achievement to improve effectiveness and establish processes to measure performance in accomplishing these standards. (I.B.2, I.B.3, I.B.5)

Analysis

Mendocino College defined and measured its student achievement standards upon notification from the U.S. Department of Education in the Spring of 2013. In the Fall of 2013, Mendocino College refined its student achievement standards, and in the Spring of 2014, presented the information at its staff and faculty in-service, as well as with the Planning and Budgeting Committee. ([CR-1](#), [CR-2](#), [CR-3](#), [CR-4](#))

In accordance with the U.S. Department of Education's recent regulations regarding institutional-set standards for student achievement, Mendocino College has established five metrics to measure student success and achievement:

- Student Success and Retention Metrics (Metrics 1 and 2)
- Student Degree and Certificate Completion Metrics (Metrics 3 and 5)
- Student Transfer to 4-year Metric (Metric 4)

Student Success and Retention Metrics (Metrics 1 and 2)

The California Community College's Chancellors Office tracks student course success and retention each term for all community colleges in the state of California. Course completion measures successful student completion of courses (students receiving A, B, C or P) and course retention measures the percentage of students remaining in their courses for the term (not dropping or withdrawing). Mendocino College has course success and retention as two of its metrics to measure student achievement. The institutional-set standards are set by integrating the state averages from the previous academic year (combining summer, fall and spring terms). Mendocino College combines its success and retention from the previous academic year terms to establish an average that is measured against the state average. For the 2013-2014 academic year, Mendocino College has surpassed the state average in course completion and retention by 3%.

Student Degree and Certificate Completion Metrics (Metrics 3 and 5)

The California Community College's Chancellors Office tracks student degree and certificate completion each term for all community colleges in the state of California. Degree and Certificate completion measures the number of degrees and certificates conferred to students within one academic year. Mendocino College has degree and certificate completion as two

of its metrics to measure student achievement. The institutional-set standards are five-year rolling averages for Mendocino College (the number of degrees and certificates conferred to students over the previous five years). Mendocino College has surpassed the institutional set standard of degrees conferred by nine. However, it did not meet or surpass certificates conferred for the 2013-2014 academic year (-2 certificates).

Student Transfer to 4-year Metric (Metric 4)

The California Community College’s Chancellors Office tracks student transfer to 4-year colleges annually for all community colleges in the state of California. Transfer to 4-year colleges measures the number of students who successfully transfer to a 4-year institution at the end of an academic year (this includes state universities, private universities and out-of-state universities). Mendocino College has transfer to 4-year universities as one of its metrics to measure student achievement. The institutional-set standards are five-year rolling averages for Mendocino College (the average student transfers to 4-year universities over the previous five years). Please see notation regarding student transfers.

Student Success and Achievement Metrics

Metric	Institution-Set Standard	MCC 2013-2014
1. Student Course Completion Rate*	73%	↑75%
2. Student Retention Percentage*	87%	↑90%
3. Student Degree Completion ⁺	303	↑312
4. Student Transfer to Four-year ⁺	107	↑175**
5. Student Certificate Completion ⁺	45	↓43

Using CCC DataMart MIS information * Based on statewide rate (external) ⁺ Based on a Mendocino College rolling five-year average (internal)

KEY:

1. Student Course Completion Rate – % of students who completed a course with A, B, C or P.
2. Student Retention Percentage – % of students who remained enrolled each semester (did not drop).
3. Student Degree Completion – # of AA/AS degrees awarded during an academic year.
4. Student Transfer to four-year – # of student transfer to 4-year universities during an academic year.
5. Student Certificate Completion – # of Certificates awarded during an academic year.

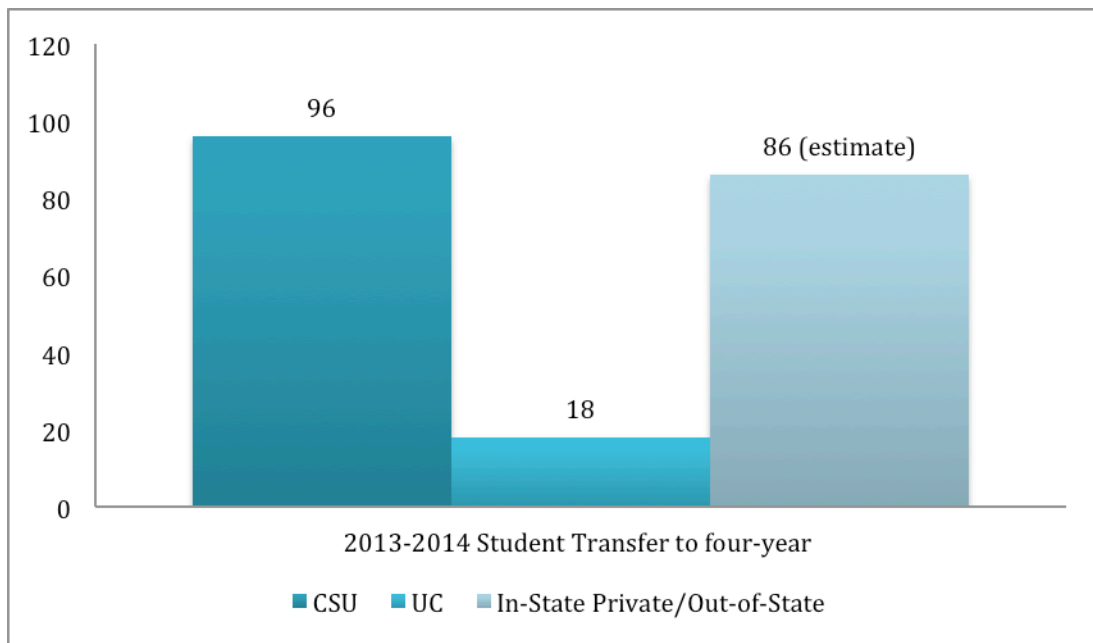
ACCJC also requires licensure pass rate information. The pass rate for our RN program is 100%.

** Clarification on “Student Transfer to Four-year”

NOTE: “Student Transfer to Four-year” is defined as student transfer at the end of an academic year to the following institutions of higher education:

- Universities of California
- California State Universities
- In-state private universities
- Out-of-state universities

For the 2013-2014 academic year, CSU and UC transfers have been accounted for (114), however, private in-state and out-of-state schools have not been tabulated through the Chancellor’s Office. Based on the institutional trend on the number of in-state private and out-of state transfers for the past three years, we are estimating 86 to have transferred in 2013-2014.






Upon receiving the Commission’s Recommendation, the college moved immediately to address any deficiencies in the area of setting and measuring student achievement standards. In the Fall of 2014, the Planning and Budgeting Committee (PBC) set a timeline to review and measure the Institutional Student Achievement Standards by February 2015. During the Fall 2014 semester, the Director of Institutional Research refined the institutional-set minimum standards and researched potential targets and goals. In addition, a draft of the new standards was presented at the Spring 2015 faculty and staff in-service.

[\(CR-5, CR-6\)](#)

During the January 20, 2015 PBC meeting, target goals were established and vetted through the constituent groups. PBC members discussed the feasibility of standard goals and what would be prudent, as well as challenging in not only meeting the general state standard, but

surpassing it. Additionally, the Student Achievement Standards were presented to the Board of Trustees at its February 2015 meeting. ([CR-7](#), [CR-8](#))

Below is the final revised Student Achievement Standards draft for 2015:

Student Achievement Standards 2015				
Metric				2014-2015
	Institution Set Minimum Standard	Institution Set Standard	Institution Set Goal	
Student Course Completion Rate	70%	72%	76%	
Student Retention Percentage	85%	87%	91%	
Student Degree Completion	287	303	320	
Student Transfer to Four year	155	175	200	
Student Certificate Completion	45	50	55	

Resolution

Mendocino College has met the requirements of *Commission Recommendation 1*. The college addressed the requirement of the U.S. Department of Education to establish its Student Achievement Standards in the 2013-2014 academic year. These standards and the process that derived them were presented to college faculty and staff, and vetted through the Planning and Budgeting Committee. The college now has included in its process the establishing of minimum standards or goals. This additional step has allowed for more group and constituent discussion regarding Mendocino College’s future goals and benchmarks.

EVIDENCE

STATEMENT OF REPORT PREPARATION

	<u>Code</u>
Letter from Commission	SRP-1
S/P Fall 2014 Inservice presentation	SRP-2
Follow Up Report Production Timeline	SRP-3
Follow Up Report Planning Matrix	SRP-4
PBC minutes 5-28-14	SRP-5
Steering Committee agenda/minutes 1-28-15	SRP-6
PBC agenda/minutes 2-10-15	SRP-7
Academic Senate agenda/minutes 2-12-15	SRP-8
Email to Classified Senate	SRP-9
ASMC Feedback Sheet	SRP-10
BOT agenda 3-11-15	SRP-11

Team Recommendation 1: REVIEW AND EVALUATION MECHANISMS

	<u>Code</u>
Planning Committee Structure	TR1-1
Yearly Strategic Action Plans, e.g. 2012,2013,2014	TR1-2
Strategic Plan 2009-2015	TR1-3
Integrated Planning Timeline	TR1-4
Mission/Vision/Values/Goals	TR1-5
Educational Master Plan	TR1-6
Technology Action Plan 2010-2015	TR1-7
Facilities Master Plan April 2011	TR1-8
<i>Deleted</i>	TR1-9
Agenda Fall 2014 Strategic Planning Retreat	TR1-10
VP Planning Retreat Presentation Fall 2014	TR1-11
EMP planning priorities	TR1-12
BOT Priorities	TR1-13
Strategic Goals 2014-2015	TR1-14
2014-2015 Strategic Goals (revised goals)	TR1-15
Director Flores' Presentation Strategic Planning Retreat	TR1-16
Fall 2014 Planning Retreat Survey	TR1-17
Strategic Planning Retreat Survey results	TR1-18
Fall 2014 Planning Retreat-Planning Process discussion template	TR1-19
PBC minutes 10/7/14	TR1-20
Current Program Review screens	TR1-21
EAP Six Year Review Cycle	TR1-22
Committee Chairs agenda/notes 2/4/15	TR1-23
Institutional Effectiveness AdHoc Committee agenda/minutes	TR1-24
Institutional Effectiveness and Participatory Governance report	TR1-25
Committee Member Survey instrument	TR1-26
PBC agenda/minutes: acceptance of IEPG Report	TR1-27
IT inventory	TR1-28
IT refresh cycle	TR1-29
Program Review report to IT	TR1-30
5 Year Instructional Equipment Plan	TR1-31
2013/2014 Annual Audit	TR1-32
EOPS Audit Exception and Response	TR1-33
EOPS Advisory Committee Agenda-Minutes Fall 2014	TR1-34
Strategic Planning Activity Worksheet	TR1-35

EVIDENCE

Recommendation 2: REVIEW OF BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

BP/AP Review Cycle spreadsheet
PPAC minutes 9/4/14
Other PPAC minutes
Board agendas/minutes

Code

TR2-1
TR2-2
TR2-3
TR2-4

Team Recommendation 3: SLOs IN FACULTY EVALUATIONS

SLO Language in CBAs
Existing Form A
Academic Senate Minutes
MCFT Negotiator's Comments at February Board Meeting
M/S/C Evaluation Form w/ SLO Language

Code

TR3-1
TR3-2
TR3-3
TR3-4
TR3-5

Team Recommendation 4: EVALUATION OF PARTICIPATORY GOVERNANCE STRUCTURES

Committee Goals 2014 Template
Committee Description Template
Effectiveness Survey
Committee Handbook
Draft New Committee Handbook

Code

TR4-1
TR4-2
TR4-3
TR4-4
TR4-5

Commission Recommendation 1: INSTITUTION-SET STANDARDS

USDE Regulations
Student Achievement Standards 2011-2012
Student Achievement Standards 2012-2013
S/P Spring 2014 Inservice Presentation
S/P Inservice presentation Spring 2015
PBC minutes 1-20-15
BOT Minutes from 2/11/15 Meeting
Student Achievement Standards 2015

Code

CR-1
CR-2
CR-3
CR-4
CR-5
CR-6
CR-7
CR-8



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