EVALUATION REPORT

MENDOCINO COLLEGE

P.O. Box 3000
Ukiah, CA 95482

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association for Schools and Colleges

This report represents the findings of the evaluation team that visited
Mendocino College from March 3-6, 2008

Thom M. Armstrong, Ph.D., Chair

MENDOCINO COLLEGE
Comprehensive Evaluation Visiting Team

March 3-6, 2008

Dr. Thom M. Armstrong, Chair
Former Superintendent/President
Copper Mountain College

Ms Rosalie Cuneo Amer
Professor Emerita & Adjunct Instructor
Cosumnes River College

Ms Jan Ford
Professor of Mathematics
Cuyamaca College

Dr. Michael Kasler
President
Cypress College

Ms Lynda Lee
Dean of Community Education
MiraCosta College

Ms Myra Siegel
Vice President of Student Services
Los Angeles City College

Dr. Ronald Taylor
Vice President of Academic Affairs
Chabot College

Mr. Scott Thomason
Vice President of Administrative Services
Reedley College

Dr. Linda Umbdenstock
Former Administrative Dean of Research
Long Beach City College

ACCREDITATION EVALUATION REPORT

MENDOCINO COLLEGE

Comprehensive Evaluation Visit
March 3-6, 2008

Introduction and Summary

This report represents the findings and recommendations of the accreditation team that visited Mendocino College from March 3-6, 2008. The visit was conducted for the purposes of reaffirming the accredited status of the college under the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The team was composed of eight members and a chair. All nine team members were selected by the ACCJC.

In preparation for the visit, team members attended a training session on February 5, 2008, in Oakland, California. The team chair visited Mendocino College on February 6, 2008, and met with the college president, accreditation liaison officer, and the staff member assigned to assist the team with logistical and other details during its visit. The team reviewed the college's self study, the reports of previous accreditation teams, the Focused Midterm Report submitted since the college's last accreditation team visit, and other documents such as the college catalogue and schedule of classes. The members prepared written analyses of the self study, made a list of questions to assist them as a guide upon their arrival on campus, and lists of individuals or groups they wished to interview during the course of the team visit. The team assembled in Ukiah on March 2, 2008, and reviewed with the team chair initial impressions of the college's status and its progress toward meeting the recommendations since the last comprehensive evaluation, the charge, and the logistical details of the team visit to the college commencing on March 3.

The team found the self study to be clearly written, well organized, easy to follow, and in "one voice." The planning agenda is of a manageable length. While the writing is clear, there is inconsistency in the sections labeled as "description," "evaluation," and "plan." In various locations throughout the self study, student satisfaction surveys are listed as one means of gathering data, and yet specific results from these surveys are not cited as evidence in the report. The "plans" are at times vague, and appear to lack specificity, leadership, and timelines. In many sections of the self study, it was left to the team to determine whether or not the college felt it had met, partially met, or not met a specific accreditation standard. While the self study process appears to have been inclusive in most respects, no members of the board of trustees were involved in the development of the self study, and received it only in time to approve it at a board meeting prior to the self study's submission to ACCJC. Members are kept informed about accreditation matters through periodic reports by the ALO and they review and approve accreditation reports.

The team was extremely impressed with the college's efforts to assist the team in conducting its visit. In particular, the team appreciated the friendliness and helpfulness of all college staff, and was greatly assisted by the extra organizational efforts of college staff to have evidence and documents available to the team in both the team room at the college and in the one at the hotel.

Mendocino College last underwent a comprehensive evaluation for accreditation in 2002. The accrediting team had seven recommendations for the college. At its meeting in June, the ACCJC reaffirmed Mendocino College's accreditation for six years, with the requirement that the college submit a Focused Midterm Report by April 1, 2005. In June 2005, the Accrediting Commission accepted the college's Focused Midterm Report and urged it to continue its progress toward meeting the recommendations of the March 2002, visiting team.

The Mendocino-Lake Community College District was formed in 1972, partially within the boundaries of Mendocino County by a vote of 76%. In a 1975 vote, the district boundaries were expanded to include a portion of Lake County. The district covers approximately 3200 square miles, predominantly rural territory, with a population of approximately 100,000. The college sits on 127 acres north of Ukiah, and has established instructional centers in Willits (25 miles north of Ukiah) and Lakeport (40 miles east), which are housed in rented facilities. In November 2006, voters in the district approved a general obligation bond in the amount of $67.5 million by a vote of 63%.

Approximately 100,000 students have taken classes at the college in the past 35 years. As of fall 2007, 5,155 students were enrolled at its three primary sites. A little over 1000 of these students were full-time. Women comprise 63.6% of the student body, and men 35.7%. The average age is 26. Sixty-six and one-half percent of the college's students identified themselves as White, with 15.5% as Hispanic, 7.4% as Asian/Pacific Islander, 1.9% as African-American, and .2% as Native American. These percentages mirror the district's ethnic make-up, although the college continues to pursue ways of increasing its Native American enrollment. Sixty-three percent of Mendocino College students qualify for some type of financial aid, and they are evenly distributed across most age categories. In 2006, 33.8% of recent Mendocino County high school graduates enrolled at the college, and 23.2% from Lake County, which is also partially served by Yuba College's Clearlake Center.

The district is not experiencing the levels of enrollment growth that are occurring in other parts of California, with a growth rate of approximately 1% percent per year. Of particular concern to the district is a steady decline in the K-12 population, and a gradual aging of the Mendocino-Lake population. The college will be challenged to develop outreach strategies, new programs, instructional delivery formats, and services that will help to maintain enrollment levels and better meet the needs of students and the communities it serves. At present, the college offers 30 associate degrees and 18 certificates of achievement.

Once on campus, the team interviewed faculty members, support staff, administrators, students, and members of the board of trustees. Team members visited a limited number of classes, and three team members also visited the satellite instructional centers at Willits and Lakeport. Made aware that the college's recently-inaugurated registered nursing program had not submitted a substantive change request to ACCJC, members of the team interviewed nursing faculty and

4

administrators, observed a nursing class in session, and inspected nursing instructional facilities. The team was convinced that the RN program was high caliber, and that quality instruction is taking place. The team also investigated and concluded that a substantial portion of associate degree requirements can be taken at the Lake instructional center; consequently, a substantive change should have been submitted to ACCJC, which has not yet been done.

Based on a review of the appropriate section of the self study (pp. 73-78), the content of the Focused Midterm Report, and information collected during the team's visit to the college, the team was able to evaluate the college's responses to the previous team's recommendations. Since the last visit, the college has hired an institutional researcher, and the work of the researcher is being utilized. Data appropriate to institutional planning has been provided by the research office, training has been provided, and data produced is used in program planning and evaluation. Funding for the library and learning resource center is being provided, although not without challenges at times due to the varying levels of state funding for instructional equipment and library materials during "crises." The college is providing better coordination of the library, learning center, and learning labs through a reorganization of instructional and student services administration. Planning is underway for construction of a new Library/Learning Center through Measure W funds, with an anticipated completion date of 2011. While progress has been made in establishing a systematic process to monitor completion of all personnel evaluations, and most evaluations are up to date, not all evaluations for managers have been completed. As indicated in the Self Study, the college made a good faith effort to assess the number, structure and function of committees, but decided to retain most of them, and actually added one to a revised structure that the president has recommended for implementation in fall 2008. While a large number of committees are part of the "culture" of Mendocino College, the issue still remains as to refining the process so as to facilitate the integrated planning and resource allocation processes with a focus of time and effort on achieving results.

Of most pressing concern to the visiting team is the college's slowness in developing an integrated and comprehensive planning process that assesses student learning outcomes and institutional effectiveness by use of effective program review and college data, establishes measureable objectives to benchmark program and college goals, and links planning to the budget allocation process.

The team's experience at Mendocino College was a very positive one. A lot of good work is being done at the college by a lot of people. The college is well thought of in the community and held in high esteem. To acknowledge the good work that is being done and the spirit that characterizes that good work, the team makes the following specific commendations:

1. The team commends the hospitality and friendliness of everyone with whom it came into contact. The team appreciates the assistance of staff that helped facilitate its work, such as providing duplicate sets of documents for use by the team at both the college and at the hotel. This involved a lot of organization and staff effort.

2. The team commends the college for a climate characterized by collegiality, civility and mutual respect, and one that is supportive of the college's leadership. College faculty and

staff are commended for their active, positive, and collegial participation on college committees and in other college affairs and activities.

3. The team commends the college for its focus on students and quality instruction, a commitment to better serve students by locating student support services in one location, outreach to the community, and the quality of its education centers at Willits and Lakeport.

4. The team commends the college for establishing relationships that help support its mission, including such partnerships as the Friends of the Library and the Higher Education Consortium.

5. The team commends the college for its inviting, attractive, and well-maintained buildings and grounds.

6. The team commends the college for its record of sound fiscal management.

After carefully reviewing the self study, examining evidence, interviewing college personnel and students, and discussing the findings in the context of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges 2002 Standards, the team makes the following recommendations to Mendocino College in order to help it come into compliance with the standards, or to achieve a higher level of quality and performance. The recommendations are based on specific standards cited in parentheses following each component of the recommendation.

Recommendations:

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)

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)

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. (Standards I.B.5, I.B.6, I.B.7)

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)

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.4.d)

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. (Standard IV.A.4, ER 21)

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)

ELIGIBILTY REQUIREMENTS

1. AUTHORITY

Mendocino College is authorized to operate as an institution of higher education and to award degrees by the California Community College System Office. The college is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Mendocino College was first accredited by WASC in 1973, and its last accreditation was reaffirmed in 2002.

2. MISSION

Mendocino College's mission statement was last revised and approved by the board of trustees in July 2007. The college mission statement is printed in the biennial catalogue, each schedule of classes, and on the college website.

3. GOVERNING BOARD

The seven members of the Mendocino College Board of Trustees are locally elected at large as the policy-making and oversight body of the district and represent the communities in the district. Terms of office are four years and are staggered with biennial elections in accordance with the California Education Code. One student trustee is elected by the Associated Students of Mendocino College.

4. CHIEF EXECUTIVE OFFICER

The superintendent/president is the full-time chief executive officer of the district appointed by the board of trustees to administer board policies and oversee college operations.

5. ADMINISTRATIVE CAPACITY

The college administration, as of fall 2007, is comprised of one superintendent/president, two vice presidents, and seventeen managers. The administrative team of the college possesses the requisite preparation and professional experience to adequately support the college's mission and services.

6. OPERATIONAL STATUS

Mendocino College enrolls approximately 5,000 students each semester at its main campus in Ukiah, and at education centers in Lakeport and Willits.

7. DEGREES

Mendocino College offers 30 degree programs and 18 certificates. A substantial portion of the educational offerings are components that lead to degrees. In fall 2006, 48% of students at Mendocino College were enrolled in degree and certificate programs. Substantive changes were not submitted to ACCJC/WASC with the implementation of a registered nursing program in 2005, or for the Lake Center, where programs are being offered that lead to associate degrees.

8. EDUCATIONAL PROGRAMS

The principle degree programs at Mendocino College are congruent with its mission. They are recognized higher education fields of study, are sufficient in length and content, and are conducted at levels of quality and rigor appropriate to the degrees offered. Some, like nursing, have identified student learning outcomes, while others are still defining their outcomes. Degree programs are generally at least two academic years in length.

9. ACADEMIC CREDIT

Mendocino College awards academic credit in a manner consistent with generally accepted good practices in community college higher education fields of study.

10. STUDENT LEARNING AND ACHIEVEMENT

All course outlines, which are reviewed by the Curriculum Committee, and all course syllabi, contain stated course objectives and outcomes, and the methods for measuring success, usually by assigning an appropriate grade. At this point, there is no record documenting student achievement of specific student learning outcomes by course, program or degree, except for those programs whose students take required certification exams in nursing, fire science, paramedic and CISCO. The college has clearly established criteria for awarding degrees and certificates on achievement of course requirements. Learning assessments to address student learning outcomes are in the developmental stage. Identification of course-level student learning outcomes has been integrated into program review, and faculty has been asked to include in program reviews their plans for related learning assessments that are due spring 2008. Most programs have identified course-level SLOs, but not all. Institution-level SLOs have been identified. Program-level SLOs are just

being planned at this point, and learning assessments for SLOs have not yet been developed except by a few individual faculty. There is no record documenting student achievement of specific student learning outcomes by course, program or degree, except for those programs whose students take required certification exams (nursing, fire science, paramedic, and CISCO). For the programs requiring licensure/certification exams, achievement rates are outstanding.

11. GENERAL EDUCATION

Major areas of knowledge are included in the general requirements for all degrees. Students must demonstrate competence in mathematics, written expression, reading, cross-cultural studies, and health education. All degrees include a focused area of study, with the exception of two, liberal arts and general education degrees. Assurance is given in the self study that this is met in practice, even though no formal requirement exists. General education requirements are stated in the catalogue, class schedules, and on the college website.

12. ACADEMIC FREEDOM

The college has a board policy on academic freedom that guarantees an environment where a free expression of ideas by faculty and students can occur.

13. FACULTY

At the time of the team visit, Mendocino College had a core of 55 full-time faculty with a responsibility in instruction sufficient in size and experience to support the college's educational programs. Faculty duties and responsibilities are described in their job descriptions and in the faculty handbook.

14. STUDENT SERVICES

The college provides an array of services to help students achieve their educational goals. These include financial aid, counseling, transfer and careers services, tutoring, and health awareness. The college provides specialized programs for its increasing Hispanic population. It recently completed the grant College Assistance Migrant Program (CAMP) and was granted a second five-year grant period for the High School Equivalency Program (HEP). A full-time Native American Outreach position is designed to help attract and retain the population of Native Americans in the area. Although students can apply online and register by phone, online services to support distance education are limited. Online counseling has been attempted but has not been very successful. The director of distance education is working with student services to develop appropriate support services. With

full implementation of the Integrated Information System anticipated in 2010, the college will be better able to create a web portal to provide interactive online processes, as well as to support other student services activities.

15. ADMISSIONS

The college follows admission procedures that clearly identify the qualifications needed for admission. These requirements and procedures are printed in the college catalogue and schedules, and are also available on the college website.

16. INFORMATION AND LEARNING RESOURCES

The college's library and other learning support services appear to provide adequate support for the instructional programs through traditional and online library services, learning center services including tutoring and assessment, and computer labs. The college eagerly awaits construction of a new 30,000-square-foot library/learning resource center in Ukiah, which will greatly increase services for students. In planning for this expanded capacity, the college needs to assess the effectiveness of its current online library system, staffing levels, hours of operation, and age of the library collection.

17. FINANCIAL RESOURCES

The college has a record of sound fiscal management. It consistently adopts an annual general fund budget that balances expenditures with available revenues. This has contributed to the college maintaining a reserve that exceeds the minimum, prudent reserve required by the California Community Colleges Chancellor's Office. College staff continually monitor financial developments that will impact state funds to the college, and makes appropriate changes to the budget as warranted. The college pursues appropriate strategies for risk management through participation in JPAs with other institutions of higher education.

18. FINANCIAL ACCOUNTABILITY

Mendocino College is audited annually by an independent audit firm. As it has for several years, the college received an unqualified audit and qualifies as a low risk auditee in its annual audit for FY 2006-2007. The college utilizes the services of a professional firm every two years to provide the required actuarial studies of its retiree health benefits obligations. The college has begun setting aside funds to provide for its long-term commitment for post retirement benefits for employees who retire prior to age 65.

19. INSTITUTIONAL PLANNING AND EVALUATION

While program review procedures are well established at Mendocino College, the college needs to make more effective use of program review data and incorporate an assessment of student learning outcomes in all areas, engage in a dialogue for assessing institutional effectiveness and student success, and develop and implement a comprehensive and integrated planning process that establishes measureable objectives to benchmark program and college goals. Planning needs to be linked to the budget allocation process.

20. PUBLIC INFORMATION

The college publishes a biennial catalogue with an addendum in alternate years. The catalogue is available in printed form and on the website. It includes general information, specific requirements pertaining to admissions, payment of fees, and completion of degrees, certificates, graduation and transfer, and major policies affecting students. In addition to the catalogue, the college communicates with the public through the regular publishing of class schedules, and occasionally a report to the community. The college also maintains a website that can be accessed by the public for information of various kinds.

21. RELATIONS WITH THE ACCREDITING COMMISSION

Mendocino College maintains positive relations with the Accrediting Commission, and attempts to comply with eligibility requirements. It completes and submits the required annual, mid-term and other reports in a timely and professional manner. With the exception of its oversight in not reporting substantive changes to the Commission for its nursing program and classes leading to degrees being offered at the Lakeport Center, the college communicates regularly with the Commission about any changes or concerns that are relevant to accreditation.

Responses to

Recommendations of the Previous Team

March 26-28, 2002

Recommendation 1

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

The college has made great strides at improving its program review process, including evaluation of effectiveness as indicated in the previous team's recommendation. All programs have completed frank and useful program reviews during each of the last few years. There is a general sense on campus that program review is a thoroughly institutionalized practice, and influences institutional budgetary allocations. While program review has become a part of the "culture" at Mendocino College, aside from justifying staffing positions, effective use of program review still eludes the college. Program review should be part of a more fully developed comprehensive and integrated planning process that incorporates student learning outcomes in all areas. As the self study indicates, program reviews do not yet include outcomes assessments of student learning. The inclusion of student learning outcomes is a new requirement in the program review template for spring 2008 program reviews. Given the progress made to date on SLOs, there is every reason to expect broad compliance with the upcoming set of program reviews. Identifying student learning outcomes is not the same as having available assessments for promoting continuous improvement. The college acknowledges that this is not expected for another two years. This recommendation has not been completely fulfilled.

Recommendation 2

The team recommends the college establish, with necessary support, a research office to provide data upon which the college can establish institutional priorities and measure institutional effectiveness. As part of this process the college will need to provide training for staff in the effective use of these data.

This recommendation has been fulfilled. The college committed the funds to hire a director of institutional research. Since the 2002 evaluation team visit, two people have held this position. Data appropriate to institutional planning has been provided by the research office. All staff have been given training on how to interpret data and use it for program reviews in their areas, and for planning and evaluation purposes.

Recommendation 3

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

This recommendation has not been fully met. While the college has made a significant effort at academic planning and enrollment management, its work on determining the proper curricular and scheduling mix is a semester-to-semester process, rather than a global, strategic process based on a thorough analysis of overall trends and identified strategic directions. Fiscal constraints have been taken into account in the development of the schedule of classes, as have community and student needs, along with some attention to an appropriate balance in order to maintain institutional quality. However, these considerations appear to have been part of a short-term, ad hoc process, and not one that relies upon a sound, data-driven holistic plan. The college has developed some effective tools for engaging in academic planning and scheduling, such as the Four-Year Sequence that faculty are required to present when submitting new program proposals. Strategic priorities need to be identified as part of the development of an integrated and comprehensive educational master plan. These strategic priorities need to be clearly and explicitly supported by decisions made with respect to class scheduling and program offerings, and the location and formats of those offerings.

Recommendation 4

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

The college has partially met this recommendation after a great deal of intensive work on student learning outcomes. The college effort to date is detailed in the self study on pages 75-76, and in the SLOs theme essay on pages 54-57. Course-level outcomes have been identified for most courses, but not all. Institutional student learning outcomes have been identified. Work has begun on identifying program-level courses. Only recently has the identification of student learning outcomes been included in the program review format, and to date there is no evidence that the results of learning assessments have been incorporated into institutional planning. The college is in the development phase of student learning outcomes.

Recommendation 5

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

This recommendation has been met. The college addressed the previous team's recommendation to provide more consistent funding for the library. In the last two years, funding for the library has been 20% of the annual instructional equipment/library materials allocation from the state. This infusion of money has helped the library purchase new materials, books, media and electronic resources, as well as laptop computers. Additional funding for the library and learning resource center has come from allocation of state telecommunication and technology Infrastructure Program (TTIP) funds. The second part of the previous team's recommendation was to provide greater coordination of library and learning services, resources, and programs. Through a reorganization of instructional and student services administration, the college has achieved greater coordination of the library, learning center and learning labs.

Recommendation 6

The team recommends the college establish a systematic process to monitor completion of evaluations in accordance with college policies and procedures in order to ensure timely and consistent evaluations of all classified, management and confidential employees.

This recommendation has been partially met. Evaluations for most employees are up to date, and the personnel office has a systematic process for monitoring the completion of all evaluations. The exception is with administrative evaluations, which have not been completed, despite the prodding of the superintendent/president. This is acknowledged in the college's self study.

Recommendation 7

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

As indicated in the college's self study, the college made "a good faith effort" to implement this recommendation; however, in the end, decided to retain most of its committees. In fact, the college has added since the last accreditation visit an additional committee, reflecting a proposed re-structuring of the college committee and planning structure, for implementation in fall 2008. While the culture of Mendocino College is one characterized by participatory governance, and this manifests itself in committee participation, the concern on the part of the team is that refinement of the committee structure is needed so as to better facilitate a successful planning and budget allocation process.

Standard I

Institutional Mission and Effectiveness

General Observations

During the visit, the college community impressed the team with its commitment to the mission of "programs and services dedicated to achieving student learning." Since the last team visit, the college has established a solid research office that provides the research studies needed for evaluation and planning. It has also developed a routine for and intensified its program review process and developed an integrated timeline as a basis for annual planning and budgeting. The college has become more aware of the need to have a cohesive planning and budgeting process focused on institutional goals for improvement. The college has developed academic guidelines and initiated an academic plan to be used as the framework for decisions about the balance, mix, growth, and elimination of programs to fulfill the mission. The college has made significant gains in the development of academic and student services student learning outcomes.

Clearly, with the leadership of the president, college-wide participation, and the hiring of a director of institutional research, the college has moved closer to systematic decision making. However, although there has been much progress and constant review and revision, the basic planning, budgeting, and evaluation process requires some major work to meet the standard of sustainable, continuous quality improvement.

Findings and Evidence

I.A. Mission

The college has reviewed and revised its mission statement since the last accreditation visit and has used it to focus college efforts on student learning programs and services to meet the needs of its students and community as appropriate to a California community college. The President provides an overview of the changes related to the student population and the community as context for this awareness in the twice-annual college in-services. Central to its annual planning cycle, the college uses its mission statement to begin the cycle with board review, to initiate the annual strategic planning retreat, as part of program planning documents, and at the conclusion of the cycle with its review by the planning committee, formerly the Institutional Master Plan Steering Committee (IMPSC), now the Planning and Budgeting Committee (PBC). (Standards I.A.1, I.A.3)

One example of aligning programs and services to the student population is the response of the college to the changing demographics in its community. Upon reviewing the demographic data analyses which alerted MC to the growth of the Latino population, the college responded by

incorporating several programs that address the needs of that population, Hispanic Equivalency Program (HEP), Math, Engineering, Science Achievement (MESA) and College Assistance Migrant Program (CAMP). It has also made the hiring of a full-time English- as-a Second Language (ESL) faculty member its top staffing priority. However, the special programs and the hire are vulnerable because of dependence on grants and the current fiscal downturn. There is also a growing awareness of the increasing older population and declining youth group as evidenced by many conversations with faculty and staff, but no current comprehensive plan exists to address either population. Both would logically fit in the Educational Master Plan under development. (Standard I.A.1)

The mission statement is board approved and published in the catalog and the schedule of classes and appears in board policy, college plans and on the website. The inclusion of the mission statement in orientation materials for new faculty is a commendable strategy. (Standards I.A.2, I.A.3)

I.B. Improving Institutional Effectiveness

As evidence of ongoing, collegial, self-reflective dialogue the self study listed participation on committees, the planning process, and the twice-yearly in-services. However, through discussions with faculty and staff the team found stronger evidence of true dialogue taking place in both formal and informal significant discussions about student learning outcomes that resulted in revisions to curriculum and sharing of good classroom practices. In addition, the annual planning retreat provides an opportunity for in-depth dialogue. (Standards I.B.1, I.B.2)

The college has established goals but is just in the process of identifying measurable objectives to focus their efforts. The evidence cited in the report as proof of goal accomplishment varies from the significant, such as progress on development of student learning outcomes, to the somewhat marginal. (Standard I.B.2)

The college has worked diligently on its planning and resource allocation process. It has made a number of improvements, including the combining of planning and budgeting and the plan to move program reviews to a three-year cycle. The college has used processes that contain criteria to evaluate programs, and the college realizes that it needs to move to assessment of student learning outcomes. However, the college has not progressed to the point of ongoing and systematic evaluation. (Standards I.B.3, I.B.4, I.B. 6)

The college has identified three levels of planning with recommendations moving from the department level via program review through various institutional planning committees to the IMPSC, now the PBC. From the annual program review documents and the yearly minutes documenting the extensive time spent in identifying the institutional top staffing priorities out of

the many requests, it would appear that the process is primarily oriented to line-item requests rather than goal-focused action. Discussions with many faculty and staff in different roles and settings indicated how the program review process evolved as a strong, collegially embedded planning process that leveraged credibility and an increasing college-wide perspective. Nevertheless, since strategic plans by definition should be focused on long- term planning and measurable objectives have admittedly not been developed yet, the needed progress in developing a systematic planning and review system that marshals resources for demonstrable improvement is still lacking. (Standards I.B.5, I.B.6, I.B.7)

The college seems poised to make significant advances in its planning process. While the college is proud of its strong culture of collegiality which they see as manifesting itself in numerous, active committees with wide representation, the team found more compelling the examples of dialogue about student learning and institutional improvement. The team has concern about the distribution and focus of energies in a way that is sustainable and produces the improvements desired in contrast to the lengthy time spent in prioritizing limited resources. The combining of planning and budgeting committees, the identification of measurable objectives, the focus of the Educational Planning Committee on developing an educational master plan to frame how the curriculum will comprehensively and cohesively address the changing needs of the community it serves, and the focus on assessing student learning outcomes and using the results for improvement will expedite the college's effectiveness.

The college has acknowledged that it needs to improve communication through the documentation and publication of the agendas and minutes of meetings. The team recommends that they also focus on the results of the actions taken in order to emphasize progress on their achievement of student learning outcomes and improved institutional processes. (Standards I.B.5, I.B.6, I.B.7)

Significantly, the college uses the planning process to discuss priorities and the in-service days to present information to the college. The college has set overarching goals to improve its effectiveness and the college community appears to be familiar with them through such venues as the bi-annual in-services which a majority of college staff attend. They work toward them through the various planning committees and other groups. The college has acknowledged that it has not articulated the goals in specific objectives with measurable indicators of progress. This is essential for expediting improvements in commonly agreed upon ways.

The college has developed data and research capabilities and disseminated results to the college community. Its attention to longitudinal data is especially noteworthy. The institution of a research office appears to have yielded a lot of data and studies that inform the college about its changing community needs, progress in student achievement, enrollment management, program review and basic skills as the basis of a foundations skills plan. The office also works with

faculty on issues of assessment in learning outcomes. Faculty and staff commented on the value of having data and some have requested particular information for use in examining their programs. At this point, research seems to be contextual and trend-oriented in nature rather than evaluative and benchmarking. (Standard I.B.7)

III. Conclusions

The college meets standards I.A.1, I.A.2, and I.A.3 by aligning programs and services with its mission which is regularly reviewed, board approved and published. (Standards I.A.1, I.A.2, I.A.3)

While the college meets the standard in that its mission is central to planning and decision-making, it can improve by completing the plan identified in its self study to refine the criteria for developing programs and services and by revising its program review directions. (Standard I.A.4)

The college is meeting standard I.B.1, but is not recognizing what constitutes real self-reflective dialogue. (Standard I.B.1)

In the absence of measurable objectives, the evidence of goal achievement seems weak and haphazard rather than intentional and sustainable. The college does not yet meet this standard. (Standard I.B.2)

The college has recognized its need to focus attention on assessing progress but still does not have a comprehensive system for doing so. (Standards I.B.3, I.B.4)

Documentation and use of assessment results, systematic evaluation of planning/review/allocation processes, and use of evaluation processes for their effectiveness are still in their basic stages and need to be used to focus on college improvement. (Standards I.B.5, I.B.6, I.B.7)

Recommendations

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

   - Finish refining the committee and organizational structure to enhance 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, II.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)

2. To comply with recommendation 4 contained in the 2002 Accreditation Evaluation report, the 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.1c, II.A.2, II.A.2.b, II.A.2.h, II.A.3, II.A.5, II.A.6, II.B.4, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.5, IV.B.2.b)

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. (I.B5, I.B.6, I.B.7)

Standard II

Student Learning Programs and Services

A. Instructional Programs

General Observations

Mendocino College offers a robust array of degrees and certificates across many disciplines. Its offerings have been determined by community need, as represented in labor market data or conveyed to college staff directly by community members. The Curriculum Committee has primary responsibility for ensuring the rigor of courses and programs, including their depth and breadth, sequencing, and synthesis of learning. Administration has responsibility for implementing the recommendations that arise from the curriculum development process (the vice president of education and student services is vice chair of the committee, and the work of the committee is well supported by staff from her office).

The college offers courses at all mission-appropriate levels—collegiate, developmental, pre-collegiate, and non-credit pre-collegiate, as well as a small number of not-for-credit community service offerings. While the primary mode of delivery is in-person, full-semester courses, courses are offered in a variety of formats, including short-term and "late-start," online, video, and a small number of study-abroad (travel) courses. Teaching methodology is left to individual instructors and often includes web-enhancement for in-person courses. A number of disciplines are supported by labs and field trips as appropriate to the subject matter, such as the open-entry, open-exit lab for Business Office Technology, and the labs established to support English and math.

Students and prospective students are informed of program requirements and degree requirements through published course schedules, college catalogue, brochures, and the college website.

To ensure that courses and programs meet the needs of community members and students, and are offered at a level consistent with their educational preparation, the college uses data developed by the director of institutional research, and relies extensively on the expertise of individual faculty, communications from community members, and advisory committees for vocational programs.

For many years, the college has assiduously addressed the far-flung residence of many prospective students by establishing offerings at many outlying sites and centers, and by

developing video courses and online courses. The college has operated centers at Lakeport and Willits for a long time, as well as course offerings at a number of other off-site locations.

Quality, consistency, relevance and currency of course offerings are ensured through regular processes of evaluation and hiring of faculty, through the curriculum approval process, and in program review. Future needs and plans for courses and programs are addressed in the program review process, through periodic campus surveys of students, and the accreditation process.

Student learning outcomes have been addressed in a number of forums since 2004, with responsibility for coordination of work on SLOs being vested for the last couple of years in a Student Learning Outcomes Team (SLOT), a committee of faculty and administrators.

Current developments of significance for this standard include recent changes to state regulations, increases in the Latino population and in seniors/retirees, the statewide Basic Skills Initiative, and the increase in online course offerings. The Basic Skills Initiative appears to be a significant catalyst for faculty dialogue on instructional methodology and might provide some impetus at the college for identifying new strategic directions. The significant increase in online instruction is a change that has played a big part in planning at the college and will continue to do so.

Findings and Evidence

Mendocino College clearly has a coherent, cooperative institutional culture that assists in addressing institutional challenges such as SLOs, off-site offerings and services, and development of online instruction. With regard to the development and continuing support of off-site offerings and online courses, the college is to be commended for addressing effectively these emerging needs. Allocations of resources have been made in response (a new director of distance education, implementation of appropriate course management software and training) and the college continues to provide an exemplary range of offerings to students at its two major off-campus centers in Lakeport and Willits, with an appropriate level of support. (Standards II.A.1.a, II.A.1.b) With regard to online instruction, significant challenges remain: development of online support services, implementation of a new integrated data management system, and confirming institutional support for a consistent approach (using one course management system rather than two, for example). A significant strategic question, related to both online instruction and the further development of the centers, is how to balance the range of online offerings with the range that should be provided face-to-face in response to the community's need for one mode or the other. This question reinforces the need for a more strategic approach to planning. (Standards A.2, A.2.e)

Faculty expertise and a broad-based, conscientious process of review ensure the quality of the college's offerings, and their mission-appropriateness. The Curriculum Committee has developed clear procedures for reviewing courses, and orients faculty to the curriculum development process. Degrees include a component of general education based in a philosophy clearly stated in the college catalog, and adjustments to these requirements, or the courses that fulfill them, are approved by the Curriculum Committee. Major areas of knowledge are included in the general education requirements for degrees, and competencies indicated in the standards (II.A.3.b, II.A.3.c) are reflected in degree requirements and/or the Institutional Student Learning Outcomes ("ISLOs"). Consistency of curriculum, regardless of location or means of delivery, is also ensured via the work of the Distance Education Planning Committee, which reviews proposals to offer courses in distance learning formats. The college should review its processes to ensure that noncredit curriculum receives an appropriate level of review. (Standards II.2b, II.2.c)

The college's sources of information about courses and programs are clear, consistent and complete with minor exceptions noted under Standard II.B. Students receive course syllabi from every instructor, and syllabi are reviewed regularly by the deans of instruction to ensure completeness in representing course content, course requirements and appropriate policies/rules as well as methods of evaluation. (Standards II.A.6, II.A.6.c)

Programs present needs relative to their course offerings in their annual program reviews, ensuring institutional attention to any support needs. To ensure that courses and programs meet the needs of students, and are offered at a level consistent with their educational preparation, the college uses data developed by the director of institutional research. These data are widely disseminated to college staff and include information on demographics, characteristics of students, employer needs, and job market. These data inform the program review process and are used by the Educational Action Plan Committee in assessing mission-relatedness, appropriateness, and viability of possible offerings. The college relies on faculty expertise as well as advisory committees to identify competency levels and currency of curriculum in vocational programs. (Standards II.A.2.b, II.B.2.e, II.A.3.5)

The educational preparedness of students is considered mainly on an individual basis, as students are assessed for their skills in mathematics and English and as they develop their individual educational plans. And once students have been assessed individually for placement, a number of programs have been created to address specific needs, such as the EOP&S, DSP&S, HEP and MESA programs and services. There appears to be no general consideration of educational preparedness of the student body as a whole, except in the very recent work related to the Basic Skills Initiative (Foundational Skills Task Force). It is to be anticipated that this new work will find its way into institutional planning, but this has not yet been formalized.

A director of distance education has recently been hired to provide direction and support to the increasing slate of online course offerings. The director works with the Distance Education Planning Committee to provide guidance to instructors interested in learning how to teach online, and to plan for the addition of services to support online course offerings. Online courses are currently offered through two different course management systems, ETUDES and Course Compass. There is a desire on the part of the director, and presumably the committee, to shift eventually to one course management platform. Online and other distance offerings follow the college's approved curriculum, and generally the processes for quality control (faculty hiring and evaluation) are the same for these offerings as for others offered under the college's name. The college does have a good way to ensure quality and consistency of online courses through the initial approval of the Distance Education Planning Committee and the Curriculum process, but has not yet developed an evaluation tool specific to online instruction. This need has been recognized. (Standard II.A.1.b)

Generally the offerings at the Lake Center and the Willits center are well subscribed, and the team's visit to several of the locations confirmed that the offerings at the two permanent centers are well supported by a full array of appropriate ancillary services. To address the needs of its changing population, the college has also offered courses in bilingual formats. From conversations with staff, it became apparent that it is now possible for a student to complete all degree requirements only by taking courses at the Lake Center. The college should therefore work with ACCJC to obtain substantive change approval for the overall program of offerings there, which lead to an associate degree. (Standards II.A.1, II.A.1.a)

Quality, consistency, relevance and currency of course offerings are ensured through regular processes of evaluation and hiring of faculty, and through attention to these criteria in the curriculum approval process and in program review. Future needs and plans for courses and programs are addressed in the program review process, through periodic campus surveys of students and the accreditation process. Review of student achievement levels, to date, has focused on student success and retention data produced for the program review process (special attention is given to these criteria for programs undergoing Part 2 of the process). At this point, there is no record documenting student achievement of specific student learning outcomes by course, program or degree, except for those programs whose students take required certification exams (nursing, fire science, paramedic, CISCO). Students are encouraged to seek certifications where they are not required (e.g., ASE for automotive students). For the programs requiring licensure/certification exams (e.g., nursing), achievement rates are outstanding. It appears clear that course credit, and degrees and certificates, are awarded on the basis of student achievement of stated course objectives through the traditional grading process. While there is no reason to question the achievement of appropriate technical competencies by students completing vocational degrees and certificates, the college has no objective evidence of achievement of these competencies beyond the required external certifications for licensure. (Standards II.A.1.c, II.A.2.b, II.A.2.c, II.A.2.e, II.A.2.f, II.A.2.h, II.A.2.i, II.A.5)

While there has been considerable dialogue on student learning outcomes, learning assessments to address SLOs are in their infancy. Identification of course-level SLOs has been integrated into program review, and faculty have been asked to include in their program review their plans for related learning assessments in the program review that is due this spring. Most programs have identified course-level SLOs—but not all—and these are represented via a "Course-Level Student Learning Outcomes" web page. Institution-level (degree-level) SLOs ("ISLOs") have been identified through a broad process of campus dialogue. Program-level SLOs are just being planned at this point, and learning assessments for SLOs have not yet been developed except by a few individual faculty. The work of the SLOT (Student Learning Outcome Team) is widely known and respected on campus, and the SLOT conducts trainings and assesses progress on this initiative. There has been an effort to include part-time faculty in the development of SLOs, with relative success, but the SLOs work apparently does not yet include advisory committee input into competency levels (for vocational programs) that are assessed in order to determine program effectiveness.

Overall, the college has made relatively good progress on student learning outcomes, but is still in the development stage, since it has not established authentic assessment strategies for assessing student learning outcomes (with the exception of some pilots by enterprising lead faculty), nor has it completed the identification of all levels of student learning outcomes, nor for all courses and programs. The college has taken on the SLO challenge with energy and has engaged in a significant level of institutional dialogue in relation to it. The next stage, beyond identifying the SLOs that remain (program-level for all programs, and unfinished work on course-level), is to identify authentic learning assessments by which student learning on each SLO can be documented. Then the level of actual student achievement must figure into institutional planning and resource allocations. The SLOT seems to be fully aware of the challenges associated with learning assessment on SLOs and has identified models for faculty use in meeting these challenges. It is essential for the faculty to keep up the momentum they have established in the realm of SLOs, addressing learning assessment on each of the three levels in a thoroughly systematic fashion, and as assessment results are available, to readily deploy these results in institutional planning decisions. (Standards II.A.2.e, II.A.2.f, II.A.2.g, II.A.6)

While program review is now well established, and is clearly utilized in institutional planning, nevertheless, because neither it nor the SLOs work done to date have established formal means for assessing student learning outcomes, it follows that the results of learning assessments are not taken into account in program-level or institutional improvement. (II.A.2.a) The college appears to understand and embrace the concept of continuous improvement and the need to incorporate SLOs results into a regular planning cycle. The college does have a planning process in place, which appears to be cyclical, but which is light on evaluating the effectiveness of the institution's support for student learning. Institutional data (broad student achievement data such as retention, success, etc.) appear to play a strong role in institutional planning, and there is recognition specific SLOs learning assessment needs to be incorporated into this cycle; the college has formulated a plan to do this in stages over the next two years. Program review information appears to play a strong role in allocation of resources. (Standard II.A.2.f)

The college has clearly established criteria for awarding degrees and certificates based on achievement of course requirements. Degree-level learning outcomes have been established, on the basis of broad dialogue. Until learning assessments are established for the degree-level learning outcomes, program-level learning outcomes, and course-level learning outcomes (for degree-requirement courses), it is impossible to verify that degrees and certificates are being awarded on the basis of achievement of stated learning objectives. (Standard II.A.2.i) Neither the program review process nor another formal institutional process monitors the effectiveness of students' progress toward their intended degrees and certificates. The overview of completion data in the Introduction section (p. 28) is not checked against student education goals, nor is it evident that respective program faculty attends to rates of completion to identify barriers. Faculty who sponsor degrees are required to submit annually a Four Semester Sequence, to ensure that course scheduling provides for timely completion of degrees by students. Student satisfaction data verify that the instruction provided is of high caliber. (Standards II.A.2.b, II.A.2.c)

The college's Educational Action Plan Committee (EAP) has created guidelines for creating new programs, strengthening at-risk programs, or eliminating programs that are no longer viable. The college recognizes that it can improve on appropriate notice to students in such cases, through better dissemination when program modifications occur. EAP is in the process of drafting a comprehensive academic planning document to determine long-term educational program goals and expects to have completed a new academic master plan in fall 2008. The recent phase-out of most contract education and community education courses may have been done deliberatively through the EAP discussions and review of relevant information, but this has not been clear in the information reviewed by the team (whereas interviews did indicate that deliberative discussion and use of the established criteria did occur in relation to the proposed soccer program, for example). Thus it is not yet clear based on recent actions that the college is addressing its program mix in a truly strategic manner. It is to be expected that the new Educational Master Plan will provide a framework for such decisions. One instance of the need for such a framework is revelation that the nursing program, though established for quite some time, had not been approved as a substantive change with ACCJC. The college should immediately work with ACCJC to obtain this approval for the program.

Another area where process improvement is in order concerns regular review of all courses. Neither the program review process nor the Curriculum Committee have a formal process to ensure that all courses are reviewed regularly, thus ensuring currency of program content. When proposals come to the Curriculum Committee, currency of content is addressed, but there is no assurance that all courses offered by the college are reviewed within a specified period of time. (Standard II.A.2.e)

The college has indicated its global student achievement outcomes in the form of success rates in retention, basic skills, degree completion, and transfer to the University of California and the California State University; and these rates of student achievement are all at levels typical for a small rural institution like Mendocino College.

Faculty are encouraged to investigate the effectiveness of instructional methods by attending conferences, observing more experienced faculty, and making use of pedagogical courses to learn new delivery modes (online instruction). Based on interviews with administrative staff, it appears that generally the instructional approaches, course content, and grading standards specified in the course outline are checked during instructor evaluation. A more rigorous assurance could be provided by a slight revision of the instructor evaluation form. While the college does encourage faculty to learn new approaches to instruction, or to maintain currency, through attendance at conferences and a variety of in-service opportunities, the college does not appear to be ensuring that the faculty engage in significant cross-disciplinary dialog about modes of delivery and their effectiveness in promoting student learning. Work on learning assessment in connection with SLOs will probably help with this, and the college looks to the opportunities presented by the statewide Basic Skills Initiative to promote dialogue and approaches to meet the learning needs of under-prepared students; initial response to the initiative is an indication of a developing dialogue among faculty.

It is not clear whether student learning styles or specific kinds or levels of student preparedness are being taken into account in reviewing instructional approaches within each program, or in the current work on a staff development plan. Nor is it clear how broad-based is the dialogue concerning this need. It is not yet clear whether program faculty assess student learning with an eye to the effectiveness of specific delivery modes. (Standard II.A.2.d)

Major areas of knowledge are included in the general education requirements for degrees, and competencies indicated in the standards seem to be generally reflected either in degree requirements and/or the ISLOs. As noted in the study, respect for cultural diversity is addressed in a Cross Cultural requirement for the associate degree, for example. Beyond this element, recognition of what it means to be an ethical human being and effective citizen is represented in three of the ten degree-level SLOs that have been identified (nos. 1, 9, and 10). Assessment of this learning is pending, however, and it is not clear whether all ten ISLOs are reflected in the various courses currently required for the associate degree. (Standards II.A.3.a, II.A.3.b, II.A.3.c)

All degrees include a focused area of study, with the exception of two that are noted in the Self Study under this standard. Assurance is given that this standard is met in practice, but a formal requirement should be developed for the Liberal Arts and General Education degrees. (Standard II.A.4)

The college's public information appears to be complete and accurate generally, but the college had assigned staff—the director of public information and marketing and a Web Advisory Committee, and others—to check accuracy and completeness, and two key positions are currently vacant. (Standard II.A.6.c)

The college has a board policy on academic freedom, and a well established practice for responding to claims of bias on the part of instructors. The college has indicated a plan to add this information to the faculty handbooks. (Standards II.A.7, II.A.7.a)

The college publishes a policy concerning academic honesty, with consequences for infractions clearly indicated, and the deans of instruction urge faculty to include specific statements on this in their syllabi. The college has indicated a plan to identify better ways to prevent student plagiarism. (Standard II.A.7.b)

Conclusions

The college's integrity is supported by a thorough curriculum development process and consistent implementation of mission-appropriate curriculum. Through regular evaluation processes and syllabus review, consistency of curriculum is addressed. Course credit and degrees are awarded on the basis of appropriate evaluations of student achievement in relation to the adopted curriculum. Minor adjustments to these processes are in order however. The college should review its processes to ensure that noncredit curriculum receives an appropriate level of review. The college does have a good way to ensure quality and consistency of online courses through the initial approval of the Distance Education Planning Committee and the Curriculum process, but has not yet developed an evaluation tool specific to online instruction. (Standard II.A.1.b)

The college has done an admirable job of addressing the learning needs of students in distant locations, through the establishment of centers and course offerings at various outlying sites and by providing appropriate services at each site, and for addressing student needs for more flexible opportunities by expanding the number of courses offered online; the success of this effort is clearly evidenced by enrollment trends. Moreover, the college is to be commended for requiring faculty who sponsor a degree major to submit annually a four-semester sequence, thus ensuring faculty attention to program planning into the future. The Educational Action Planning committee has developed criteria and processes for considering the balance of programs offered by the college. There is some evidence that overall academic planning needs to be more strategic. An educational master plan is in process, which should address this general need. One planning frontier that should be addressed in the strategic directions of the college is how to balance the range of online offerings with the range that should be provided face-to-face, along with other needs in the area of online instruction. (Standards II.A.1, II.A.1.b, II.A.1.c, II.A.2.a, II.A.2.c, II.A.2.d, II.A.2.e, II.A.2.f)

In overall planning done to date, there appears to be no general, focused consideration of the educational preparedness of the student body as a whole, except in the very recent work related

to the Basic Skills Initiative (Foundational Skills Task Force). The college should incorporate this work into institutional planning in a formal and integrated way. (Standard II.A.1.a)

The planning effort must include follow up on the need to obtain substantive change approvals from ACCJC. Needs for such approvals that are apparent currently relate to the program of offerings at the Lake Center leading to an associate degree, and to the nursing program. The college should build a regular step into its academic planning processes, ensuring submissions to ACCJC in a timely manner. (ER 21)

Overall, the college has made relatively good progress on student learning outcomes, but is still in the development stage, since it has not established authentic assessment strategies for assessing student learning outcomes (with the exception of some pilots by enterprising lead faculty), nor has it completed the identification of all levels of student learning outcomes, nor for all courses and programs. The college has taken on the SLOs challenge with energy, and has engaged in a significant level of institutional dialogue in relation to it. The next stage, beyond identifying the SLO's that remain (program-level for all programs, and unfinished work on course-level), is to identify authentic learning assessments by which student learning on each SLOs can be documented. Then the level of actual student achievement must figure into institutional planning and resource allocations. (Standards II.A.1.b, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.g, II.A.2.i, II.A.3)

While the college does encourage faculty to learn new approaches to instruction, or to maintain currency, through attendance at conferences and a variety of in-service opportunities, the college does not appear to be ensuring that the faculty engage in significant cross-disciplinary dialog about modes of delivery and their effectiveness in promoting student learning. Work on learning assessment in connection with SLOs should help with this, and the college looks to the opportunities presented by the statewide Basic Skills Initiative to promote dialogue and approaches to meet the learning needs of under-prepared students; initial response to the initiative is an indication of a developing dialog among faculty. The college should consider developing a faculty development plan that addresses overall strategic needs, partly to ensure support for such major efforts as SLOs and learning assessment, and also so that in future there will be assurance that the college meets standards that look for faculty dialogue and reflection on the effectiveness of specific delivery modes. (Standard II.A.2.d)

While the college does an excellent job in general representing its offerings to the community through its catalogue, schedule, website and other publications, there is a need to include noncredit courses in appropriate publications. (Standard II.A.6.c)

Recommendations

See Recommendations 1, 2 and 3 in Standard I.

See Recommendation 6 in Standard IV.

Standard II

Student Learning Programs and Services

B. Student Support Services

General Observations

The self study reflects the college's interest in providing quality services for a diverse population of students. Faculty, staff, and administrators who were interviewed all expressed a positive impression of the college and the relatively new leadership team, especially in the areas of improved communication and inclusion in the planning process. The only drawback noted was the singular dean of student services who is often the only student services representative on planning committees.

The catalogue is well organized and is published every other year with updates done annually. Non-discrimination and student grievance information is also included in the schedule of classes along with admissions, degree, certificate, and graduation requirements.

The college has a comprehensive student services program at the main, Ukiah campus, and an array of services at the Lake and Willits Educational Centers. Computer access is provided at all locations for students to use online services. The college provides specialized programs for its increasing Hispanic population. It recently completed the grant period for College Assistance Migrant Program (CAMP) and was granted a second five-year grant period for the High School Equivalency Program (HEP), both of which target the migrant worker population. In addition, an annual Hispanic Retreat Day brings more than 400 students from feeder high schools to learn about the College. A full time Native American Outreach position is designed to help attract and retain the population of Native Americans in the area. An annual Native American Motivation Day brings up to 300 prospective students to campus.

Students at Mendocino College are provided with many opportunities to participate in programs and activities outside of the classroom to enhance their personal development. Besides participation in student government (Associated Students of Mendocino College), some work in the community as tutors, others participate in community events, and still others participate in outreach activities such as those noted above. Within the classroom, students are required to complete a course in cross cultural studies as part of the graduation requirements. Two of the institutional student learning outcomes (SLOs) address an understanding of and appreciation for diversity.

Eight full-time counselors, which includes a career/transfer center counselor, counselors for special and categorical programs, a counselor assigned to the Lake Educational Center, and the Guidance instructor all report directly to the dean of student services. Counselors meet on a regular basis and invite other service representatives and instructional faculty to participate at times to share information.

Findings and Evidence

Although the intent of student support services is to provide quality programs and services, little evidence of a formal, systematic process of evaluation to assure that these services support student learning and enhance achievement of the mission of the institution is evident. Student Services led the college in developing student learning outcomes (SLOs), but without much direction on how to write them, some areas had to rewrite them to better align with the SLOs concept. At this point, a few areas have begun to assess SLOs. Without clearly stated SLOs and methods for assessing them, the annual program review process is missing the evaluation of SLOs component as a basis for improvement. Until now, the planning process was not tied to resource allocation, but a revision in the committee structure is intended to tie budget allocation to the planning process. (Standards II.B.1, II.B.4)

The catalogue is provided in hard copy and online. All required components are included in the 2006-08 catalogue, except the Academic Freedom statement and the Sexual Harassment policy. Both of them are available in written policy format and the Sexual Harassment policy is also available online. (Standard II.B.2)

The college is in the process of relocating all of its major student support services into MacMillan Hall, the administration building. This will ease the process for students to learn about and find services to meet their needs. Students who were asked about their impression of student services at the college responded positively about the availability of services and the friendly and helpful service that they have received. A student with a physical disability commented that the college was easy to access.

Although students can apply online and register by phone, online services to support distance education are minimal. Online counseling has been attempted, but not successfully, and the college website is not easily navigated. Students must come to campus for assessment and orientation. The director of distance education is increasing online course offerings while working with student services to develop appropriate support services. After the implementation of the new Datatel operating system in 2010, the college is planning to create a web portal to provide interactive online processes. (Standard II.B.3.a)

The college creates an environment that encourages personal and civic growth for its students by providing on campus activities and by collaborating with its community on programs and events. In this way the college serves its growing diversity while helping all students become more culturally aware. Students are encouraged to participate in student government and in the shared governance process, but participation is sporadic. (Standard II.B.3.b)

The counseling department has undergone several changes in the last few years. The concept of the "lead" counselor was eliminated and the duties of that position were divided among all of the general counselors. Recently, the career/transfer center counselor was assigned as the full-time counselor at the Lake Educational Center. The counselor who had been assigned as the athletic counselor took over as the career/transfer center counselor, and the responsibility for counseling athletes was divided among all of the general counselors. The counselors' outreach responsibilities will be augmented this spring by the addition of an athletic coach who will serve as the outreach representative. He is expected to build a data base of prospective students for a more comprehensive approach to recruiting students. The counselors who were interviewed expressed a desire to have a "lead" counselor or director of counseling position to provide coordination for the area. SARS, a scheduling and reporting program, provides statistics on counseling contacts, but it does not link with the college's present system. This will be better utilized with the implementation of Datatel. (Standard II.B.3.c)

The college supports and celebrates diversity through its many programs and activities. These programs include the specialized programs noted above; e.g., CAMP, HEP, and the outreach to high schools, along with other programs to meet the needs of the disadvantaged and disabled. Some materials, including key information in the schedule of classes, are provided in Spanish. The bilingual counselor who worked under the CAMP grant has been maintained by the college as an adjunct position. The Counseling department requested a bilingual counselor position in the last program review, but the position was ranked third and only two positions were funded. (Standard II.B.3.d)

The Matriculation Committee regularly reviews assessment instruments in conjunction with research data. Admissions information is kept securely and confidentially. The policy for release of student information is available in the Admissions and Records office. (Standards II.B.3.e, II.B.3. f)

Evaluation of student support programs that are also specially funded and/or categorical state programs is done as a part of the requirements for program participation. Other evaluations are done inconsistently. Each service is now undergoing point of service surveys to evaluate students' satisfaction with the quality of the services provided. (Standard II.B.4)

Conclusions

The College is to be commended for its focus on students and its intention to put their needs first, which is illustrated by the in-progress relocation of student services offices to MacMillan Hall which will provide a one-stop center for students; the opportunities for students to grow personally and civically outside the classroom; and the special programs provided for the College's diverse population.

Despite the admirable work the faculty and staff are doing in support of student success, the College does not fully meet the requirements of this standard due to the lack of fully developed student learning outcomes and methods of assessing them; and the lack of an evaluation component within the program review process.

Per the requirements for inclusion in the catalogue, as noted within the standard, the college should add the Academic Freedom statement and the Sexual Harassment policy to the catalogue.

The Team agrees with the college's faculty and staff that online services to meet the needs of its distance education students and staffing to meet the needs of its growing Hispanic population should be addressed. The Team also agrees with the college's desire to increase student participation in the shared governance process.

Recommendations

See Recommendations 1, 2 and 3 in Standard I.

STANDARD II

Student Learning Programs and Services

C. Library and Learning Support Programs

General Observations

The self-study narrative for Standard I.C is forthright, and provides much pertinent information. There is good-faith intent to address all components honestly. A high level of staff satisfaction exists within a collegial work environment. This is borne out by team interviews with staff. A positive work environment is being promoted by the current administration, led by the college president and the vice president of educational and student services. Staff of the library (including a head librarian) and learning center (including a half-time director) report directly to the dean of instruction. Partially because of the small-campus environment, communication appears to be open and relaxed.

The college addressed the previous team's recommendation to provide more consistent funding for the library. In the last two years, funding for the library has been 20% of the annual instructional equipment/library materials allocation from the state. This infusion of money has helped the library purchase new materials, books, media and electronic resources, as well as laptop computers. Additional funding for the library and learning resource center has come from allocation of state Telecommunication and Technology Infrastructure Program (TTIP) funds. The second part of the previous team's recommendation was to provide greater coordination of library and learning services, resources, and programs. Through a reorganization of instructional and student services administration, the college, based upon staff interviews, has achieved greater coordination of the library, learning center and learning labs.

Through funds approved by Measure W, a general obligation bond passed by voters in November 2006, a new library and learning center will be constructed at the Ukiah campus. College staff is genuinely hopeful and anxious for construction to begin on this capital project, which is scheduled to be completed in 2011. Planning for the new structure is well underway.

Findings and Evidence

The college's library and other learning support services appear to meet the standards by providing support for the instructional program through traditional and online library services, learning center services, including tutoring and assessment, and computer labs. Some questions by the team were raised as to the adequacy of the current online library system, library staffing

levels, and the hours of service. A careful assessment should be undertaken by the college on these issues.

Between 2002-2006, student satisfaction surveys focused on library staff and learning center, not library services. The results ranged from 3.25-3.58, on a scale of 4.0 where 1 is low and 4 is high. Library staff, with assistance from the institutional researcher, should analyze the perceived adequacy and satisfaction level of traditional and electronic collection resources and help determine access and need for student training so that library services can be made more effective and efficient, as well as providing effective maintenance and security for its library and other learning support services. (Standards II.C, II.C.1, II.C.1.d)

Progress with collection funding since the last accreditation has been significant. The head librarian successfully worked with the administration to obtain an annual funding level of 20% of the college's receipt of state instructional equipment and library materials allocation. Funding for book materials increased at least three-fold during the cycle. The annual Telecommunications and Technology Infrastructure Program (TTIP) electronic resource allocation of $36,364 continues. In addition to regular college funding, a question remains as to whether these forms of state funding will be guaranteed in light of the state's current, and possibly future, budget crisis. Statistics for e-book usage are available. In 2004, the average copyright date of the traditional book collection was 1982. A comparable study should be made every couple of years to ascertain the collection's currency and level of funding that may be required. Through the college foundation, creation of the very active Friends of the Library has had a positive impact on the relation between the college, its library and the community. The list of Friends' programs is commendable. (Standard II.C.1.a)

Selection of library materials is done collaboratively between library staff and classroom faculty. The self study indicates that the library faculty intends to work with the Curriculum and Flex Committees, and with the administration, to implement a new procedure. When a new course or program is offered, appropriate library collection titles are included so as to enhance successful instructional assignments for students. In campus interviews with the college's head librarian, the chair of the Curriculum Committee, and the president of the academic senate indicated their interest in initiating the process. (Standard II.C.1.a)

College library faculty has developed a hybrid, one- unit course, Library 200: Information and Research Competency, the initial course for information competency ("IC"). Marketing of the course should be designed so it can be scheduled and offered regularly. The course is tied to one of the ten Institutional Learning Outcomes. Enrollment should increase when additional library classroom space becomes available in 2011. Library faculty is taking the subject of "IC" back to the Academic Senate. In addition, the library faculty plans to create a half-unit "IC" course through the curriculum process. The learning center staff is planning to provide group tutorial

sessions for first-time users of online courses, and to create more detailed printed and online information containing learning center services. This standard is partially met. (Standard II.C.1.b)

While Standard II.C.1 is generally met, the team has some concerns about the aging online library system. Technology within the library and learning center is mixed; there are new laptop computers for student in- house use, compared to older dedicated online public access catalogs that should be replaced so that student are better able to retrieve information and resources more quickly. The library's online system, Follett's Winnebago Spectrum, is at least ten years old, and is primarily a system for K-12. Seven years is the average timeframe for library system replacement. The college library system has modules for cataloguing, circulation, and the public catalogue. The modules for reserve room or acquisitions have not been implemented. The library and information systems staff should assess the system's functionality, age, and state-of-the-art currency. The college would do well to plan for the replacement of the existing system by including this as a component in an institutional technology plan. Consideration might be given to migrating to a more standard online library system typically used by other California community colleges. A full-time instructional technology specialist gives technical support for library, learning center and online classes, as well as student email. (Standard II.C.1.c)

Library and learning center support to the Lake and Willits Centers exists through twenty-four hour online access of the library catalog and other electronic resources. Compliance with the part of the standard that deals with adequate access regardless of location or means of delivery is met. Library orientations and instruction are conducted at the Centers; the learning center has established systems of coordinated tutoring, placement testing, and sharing resources; and center computer labs are well maintained. Interlibrary loans are also facilitated between the Ukiah library and the two centers. (Standard II.C.1.c)

Morale level of both staff and faculty in library and learning center areas is high; however, some concern among the team was raised with respect to the staffing level of the library, with one full-time librarian and a .4 adjunct reference librarian for a college serving approximately 5,000 students each semester. Furthermore, library program reviews since 2004 have recommended adding four hours per week for Saturday coverage. Strong consideration will need to be given to adding additional staffing when the new Library and Learning Resource Center building is constructed. Two classified library positions were expanded from 10 to 12 months. (Standard II.C.1)

While in general, this standard is met, some of the library furniture is quite old, and the carpet is in need of cleaning. Learning Center staff is researching the feasibility of providing a security system to protect learning materials. In three years a new facility will be ready for service, with new state-of-the-art furniture and equipment. (Standard II.C.1.d)

The library has been using the Community College Library Consortium to supply state-of-the-art online research databases, including one e-book collection that was funded through state TTIP electronic resources funding. The databases are fully accessible, 24/7, to all students and staff in the district. Every year, library faculty evaluates the database subscriptions when a decision to renew comes due. The library recently has initiated a second e-book subscription, "ebrary," containing 32,000 titles. Currently, the service is under evaluation. The college and its library also contracts with the standard bibliographic utility in the U.S. (O.C.L.C.), for cataloguing data which creates the library system base, as well as for interlibrary loan services. The learning center is part of computerized placement testing with area high schools. (Standard II.C.1.e)

The program review process for both the library and learning center varies as to completeness. The library and AV (media services) program reviews contain SLOs, with goals, expected outcomes and evaluative results, which are integrated into a budget request plan for staffing and equipment. More detail as to statistical usage evidence could be integrated into it. The library and media staff should be commended for the thoroughness of the program reviews. The next step is to assess levels of student achievement of the outcomes. The learning center program review was much less complete, without the goals, outcomes and evaluations. A more thorough one is planned in early 2008. It does not appear that an evaluation of library and learning support services are used to achieve student learning outcomes, or that the results of these evaluations form the basis for improvement. This standard is partially met. (Standard II.C.2)

Conclusions

Overall, the team found that the college and its library and learning support services partially meet Standard II.C. Library faculty understand and have implemented the idea of student learning outcomes, but like the institution as a whole, the library and learning support services should move to complete the development of student learning outcomes for all courses, programs and services, and then use the assessment results as part of a continuous effort of improvement. (Standard II.C.2)

The team suggests an evaluation of the current Winnebago online library system to ascertain and improve ease of design of systems, review recent technology, study library subsystem functionality, and the speed of information retrieval. When the college determines that the library system needs to be replaced, a technology plan, linked to the budget, should be established. The college may do well to invest in a library system that is common to other community colleges in the state. (Standards II.C, II.C.1, and II.C.1.d)

Some questions exist as to the college's ability to adequately support the library and learning support services, as well as the education centers, with the current level of faculty and staff, especially if the college seeks to expand library hours on Saturday as recommended in the 2007 program review. The construction of a new and expanded library and learning services building in 2011, with greatly expanded square footage, will demand a thorough analysis of staffing needs. (Standard II.C.1)

The team encourages library staff to work with the Curriculum and Flex Committees, and with the administration, to implement a procedure that, when a new course or program is approved in curriculum, to collaboratively assess the library materials needed, thus helping to promote student success. (Standard II.C.1.a) Online tutoring should be developed and provided for extended hours should a student survey indicate that need. (Standard II.C.1.c)

An evaluation of the library's holdings of book and media collections should occur on a regular basis, in the circulation and reference areas, and in media holdings, and a determination made, using sound criteria and faculty input, as to what to retain and what to discard. (Standard II.C.1)

Recommendations

See Recommendations 1 and 2 in Standard I.

Standard III

Resources

A. Human Resources

General Observations

Mendocino College faculty members play a key role in the selection of new faculty whose positions are identified through the Educational Action Plan Committee staffing priorities. Job announcements, approved by selection committee members, are comprehensive and reflect position duties and responsibilities. Candidates who are interviewed are asked during the interview process to present teaching demonstrations as well as complete written assignments. Selection committees for management positions also review and approve all job announcements before being advertised at the college and in various newspapers and publications. Supervisors review job announcements for classified positions. Degrees held by faculty and administrators are listed in the college catalogue and are appropriate to the positions they hold.

The college has in place systematic processes for evaluating faculty, classified staff, administrators, and the board. The evaluation form for classified employees has been revised with all non-probationary employees being evaluated by their supervisor every two years. Full-time, tenured faculty, including instructional, counselor, librarian, and program directors, are evaluated once every three years by either a peer and an administrator or two peers. Evaluation components include student surveys, peer/administrator evaluations, and self-assessments. During their four-year tenure process, faculty members are evaluated by a peer and administrator in addition to student evaluations each year. Part-time faculty members are evaluated by a dean or a full-time instructor the first semester, and then once every six semesters. Current evaluation instruments for faculty do not include a specific question related to the effectiveness in implementing stated student learning outcomes. Management, supervisory, and confidential employees are evaluated during their first year and third year of employment and then every three years. The superintendent/president is evaluated by the president and vice president of the board of trustees every two years. Each member of the board of trustees conducts a self-evaluation every other year.

Although the college has on its planning agenda the development of a written code of professional ethics for its personnel, it does not currently have one.

The majority of full-time faculty members teach at the Ukiah campus while the Willits and Lake Centers rely primarily on part-time faculty. All faculty members are qualified and meet established minimum qualifications or have been granted an equivalency. Administrators and staff are sufficient in number and meet appropriate qualifications to support the institution's mission.

All personnel policies and procedures are located in collective bargaining agreements or in board policies and on the college intranet. Policies and procedures are equitably and consistently administered as evidenced by the small number of grievances initiated against them.

Personnel records are kept secure in the Personnel Services Office. Archived files are kept for one year before being stored electronically. Files are confidential and may be viewed by employees.

Mendocino College has policy in place to ensure that unlawful discrimination in the workplace is prohibited. If such issues arise processes are in place to resolve the situation. Support of this policy is contained in the college catalog. To ensure that equal opportunity employment is addressed in all hiring processes, the director of personnel services provides training for all selection committee members. Commitment to diversity is expressed in the core values of the college. Supervisory training is also provided on the prevention of sexual harassment in the workplace. The Personnel Services Office reports and tracks employment equity and diversity through the Management Information System.

As one of its core values, the college demonstrates its commitment to integrity and fair treatment of faculty, staff, administrators, and students through its shared governance processes. Faculty, staff, and administrators also have formal advocacy with their respective employee organizations. The Associated Students of Mendocino College provide advocacy for students in this arena.

Professional development activities and opportunities provided to faculty, staff, and administrators include travel to conferences, seminars, workshops, tuition reimbursement, flex hours, and sabbatical leaves. Employees are asked to provide professional development activities through their program review process. Training needs are also identified through shared governance committees such as the Professional Development Committee and the Student Learning Outcomes Committee. Periodic evaluation of professional development activities are conducted by the Professional Development Committee.

All human resource planning needs are identified in program review plans.

Findings and Evidence

In data supplied by the Personnel Office, percentages of completed evaluations for faculty and staff have improved; however, evaluations for management still remain at a low completion rate. Through conversation with key administrators, this is explained in part by uneven distribution of direct reports to some management positions. With some reorganization in both the administrative services and academic areas, direct reports have been more evenly assigned. Managers have been given deadlines of June 30, 2008, to complete delinquent manager evaluations. Evaluation forms have been revised for instructional faculty and classified staff. Faculty initiated dialogue with administrators has indicated a need to begin conversations involved with reviewing and revising evaluation forms for librarians, counselors, and online teaching. The discussion of integrating the evaluation of student achievement of SLOs into the evaluation of faculty and others directly responsible has been addressed, but no formal change to evaluation forms have been made. (Standard III.A.1.b, III A.1.c).

The college currently has no code of professional ethics for its personnel. (Standard III.A.1.d)

Evidence supported the self-study claim that faculty play a significant role in selection of new faculty and that degrees held by faculty and administrators are from accredited institutions. Despite the fact that the college has a large number of part-time faculty members, the college meets state requirements for number of full-time faculty. Interviews with faculty and administrators revealed agreement that the college has a sufficient number of qualified faculty, staff, and administrators. From the fall, 2007 staff survey, 54% of employees agreed that the college has an adequate number of support staff. In interviews with classified staff the issue of lack of support staff surfaced. (Standard III.A.2)

Professional development activities at the college emanate from several different venues. The Professional Development Committee, chaired by the Director of Personnel, provides college wide activities and training opportunities on such topics as evaluation of personnel, sexual harassment in the workplace, and disaster preparedness. The SLO Committee sponsors workshops on SLOs development. Classified Senate encourages members to attend workshops on becoming effective senate members. The Flex Committee evaluates all Flex plans submitted by faculty. Only activities provided by the Professional Development Committee undergo periodic surveys to identify current professional development needs. There is no evidence that these evaluations are used for a basis of improvement or that the activities offered are tied to the goals and needs of the college. Only 53% of the staff agrees that professional development opportunities reflect work-related needs and interests. (Standards III.A.5.a, III.A.5.b).

Currently human resource planning needs are identified in yearly program review plans. The president is currently proposing a new committee structure that will integrate human resource planning. Currently, staffing needs are forwarded to the college Planning and Budget Committee from the Educational Action Plan Committee and the Administrative Services Master Plan Committee. This new proposal is not finalized. Interviews indicate a need to consolidate human resource planning, but staff members are not sure how the new committee will accomplish the task. (Standard III.A.6).

Conclusions

Evaluation forms for counselors, librarians, and online faculty need to be reviewed for possible revision. (Standard III.A.1.b)

Although the college meets most of Standard IIIA there are some areas that need attention. The college does not have a code of professional ethics for its personnel. (Standard III.A.1.d)

An overall system for assessing and reporting professional development activities in support college goals and of future improvements does not exist. (Standard III.A.5.b)

Recommendations

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 evaluations of all personnel is adhered to in accordance with college policies and procedures. (Standard III.A.1.b)

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)

See Recommendations 1 and 2 in Standard I.

Standard III

Resources

B. Physical Resources

General Observations

The institution has relied upon the original Facility Master Plan that was created when Mendocino College opened for guidance in the development of its facilities. The list of items to be addressed with the funds provided through Measure W included the remaining four items to be accomplished from the original Facility Master Plan. These items include two buildings on the main campus, the Library and the Maintenance buildings, and the acquisition of land for the Lake Center and the Willets Center.

Ongoing facility needs of the College are provided each year in the Five-Year Plan that is sent to the California Community Colleges State Chancellor's Office. This document contains the facility needs identified for all of the college's locations.

The college greatly enhanced its ability to support student learning programs and services and improve institutional effectiveness with the passage of its general obligation bond Measure W in November of 2006.

The Bond Implementation Planning Committee was formed after the passage of Measure W. It has broad representation in its membership of employee groups. Individual committees have been formed for most projects and consist of members with a particular interest or knowledge set specific to projects.

In accordance with the provisions of Proposition 39 requirements, a Citizens' Bond Oversight Committee was formed in December 2006, to oversee the expenditure of the general obligation bond funds. This committee consists of 14 members appointed by the Board of Trustees. This committee 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.

The Bond Implementation Planning Committee meets weekly to monitor the progress and status of the Measure W facility projects. Regular updates on critical path timelines, cost estimates, cash flow

projections, and other reports encompassing all aspects of each project is reviewed at these meetings. Regular updates are also provided to the college and the board of trustees.

Findings and Evidence

The Safety Committee has members representing all constituent groups and meets quarterly. Annual safety inspections are performed by independent consultants. These independent consultants also provide specialized training to college staff on safety as well as appropriate operation of equipment. (Standards III.B.1, III.B.1.a)

College staff is participating in the Disaster Resistant California Community College NIMS and SEMS training administered by the State Chancellor's Office. The College is also part of a Mutual Aid Group on the Northern Coast of California. (Standard III.B.1.a)

The college centers' facilities are furnished and equipped comparably to the main campus. (Standard III.B.1.b)

A new work order inventory system was implemented by the maintenance department early in the spring of 2008. This system provides online capabilities for maintenance department employees in managing work order requests that relate to its facilities. This program provides the maintenance department staff the ability to electronically monitor the status and final disposition of all physical plant work orders received as well as generating appropriate reports. In addition, college employees have online access to learn the status of work orders that they have submitted. (Standard III.B.1.b)

Through the annual program review process, employees have identified facility and equipment needs or "wishes." The District Safety Committee as well as the District Workers Compensation Insurance, and Property and Liability Insurance carriers conduct periodic site reviews and formulate recommendations concerning equipment selection and purchase. Needs for modification of the college's facilities necessary to provide a safe and secure physical environment for its students, employees, and community members are also identified. (Standards III.B.1.b, III.B.2, III.B.2.b)

Conclusions

It is readily apparent that the college 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. (Standard III.B.1)

The college has been relying upon its original Facility Master Plan that was created over 20 years ago. The college is encouraged to complete and adopt the new Facility Master Plan that is expected to be completed near the end of the current calendar year. The college is encouraged to continue its efforts to improve staff input during the planning and development stages of new facilities, particularly in regard to staffing needs created by new facilities. (Standard III.B.1.a)

The college utilizes the services of consultants provided through its Property and Liability and Workers Compensation Insurance JPAs with expertise in the areas of safety and training to assure that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to offer access, safety, security, and a healthful learning and working environment. (Standard III.B.1.b)

Workers Compensation and Property and Liability carriers conduct periodic site reviews and formulate recommendations relative to acquisition of equipment. The college plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account and assures the feasibility and effectiveness of physical resources in supporting institutional programs and services. (Standard III.B.2)

Currently the college relies primarily on its Five-Year Plan for Construction, which is developed with input from the master planning committees, for its long-range capital plans to support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. (Standard III.B.2.a)

Physical resource planning should be integrated with overall institutional planning. The college is encouraged to complete the Educational Master Plan as soon as possible. This plan will provide the details that will allow the institution to systematically assess the effective use of physical resources and use the results of the evaluation as the basis for improvement in support of student success and operational effectiveness and efficiency and link institutional priorities to budget allocation. (Standards III.B.2, III.B.2.a, III.B.2.b)

The college is to be commended in its development of its emergency preparedness planning. College employees, including the president, have attended Disaster Resistant California Community College training provided by the Community College State Chancellor's Office. College staff has provided several emergency preparedness planning workshops to college employees. (Standard III.B.1.b)

The college is to be commended for the implementation of its new computerized tracking system for service requests. (Standard III.B.1.b)

Recommendations

See Recommendations 1 and 2 in Standard I.

Standard III

Resources

C. Technology Resources

General Observations

Overall, the college has kept up with the changes in technology needed to support teaching and learning, operations and communications, and research. The team could not locate documentation to indicate this was by design.

The college has upgraded labs and replaced computers, increased access to the internet through wireless, e-mail, and web improvements, provided platforms for distance learning and computer-enhanced instruction and student research, upgraded office software, prepared for VOIP, and converted to smart classrooms.

The college is engaged in a major change in its installation of the Datatel enterprise resource planning system. It has high expectations for this project and stated benefits that if focused on will greatly support and enhance the ability of the college to make strategic improvements.

Findings and Evidence

It appears that staffing is currently adequate and supportive in both maintenance and training. While the instructional labs and distance learning support staff do not report to the computing services department, the team efforts of the two areas appear to result in seamless service and support. (Standard III.C.1.a)

The Technology Committee is cited as having made a huge difference to staying current in infrastructure and support needs, and the Computing Services Department received very high marks in the college satisfaction survey. This was born out by spontaneous comments from faculty and staff who were interviewed. (Standard III.C.1.a)

Training appears to have been fairly adequate in the past. There is a training facility established for the new Datatel system and a regular schedule, that if adhered to, would be very helpful to a smooth implementation process. Given the extent of change always accompanying such a system, the plan for phasing in the product, training various types of users, and even training to prepare the transitions in routine works based in the new system needs to be rigorously adhered to for the success of such a major undertaking. (Standard III.C.1.b)

48

Through careful strategizing, the college was able to obtain major resources through a bond measure for a major infrastructure improvement: an enterprise management system, Datatel. The college engaged in an extensive evaluation and selection process and has a Project Charter for implementation. It is not clear from the self-study whether the college has considered all the ramifications of this undertaking, such as how they will maintain existing level of computing services, and other routine services while so much staff time will necessarily be devoted to the Datatel transition. The site visit confirmed that the leadership was prepared with infrastructure set up, change management preparation, and the selection of an implementation team. They have planned for development of the use of data as well as transactions. They will need to be vigilant and realistic about the changes in budget, staffing assignments, and the nature of coordination across functional units this project will entail. How so large and intensive a project affects a focus on mission and learning, in the short term, needs to be considered so that the college's strategic goals and priorities do not take a back seat during this phase. The use of the system to achieve the hoped for benefits itemized in the Project Charter will require direct integration with college goals and objectives and its evaluation of improved college effectiveness. (Standard III.C.1.c)

Technology needs currently are reflected in the annual program reviews (both needs from other departments and the Computing Services department's own program review) and worked through the planning process for setting priorities for resource allocations. There is no College Technology Plan that sets a multi-year plan for the college as a whole. Such plans typically set standards, determine upgrade and replacement cycles, recommend large-scale purchases and integrate technology platforms for efficiency. While the college says it has a process for acquiring and distributing technology resources based on strategic directions, the evidence for this is sketchy. The process appears to consider only departmental needs not major infrastructure developments in its planning. (Standard III.C.2)

The Technology Committee appears focused on day-to-day needs. It is not clear what their specific charge is or what criteria they use for recommendations. For example, from the self-study, while showing commendable concern for ADA needs, it is not clear that it is the best use of resources for every desk to have larger monitors. While students with disabilities may be well served by all faculty and staff having large screens, as a rationale for the expenditure it seems expansive. Large screens may be cost effective; however, as a strategy for serving all students with disabilities, it is a weak justification for this use of funds. It appears that the monitor standard is beneficial to staff and stands on its own merit without using an ADA rationale. (Standard III.C.2)

Conclusions

During this period, the college has good support with its technological infrastructure, computers and software, and support and training services for enhancing the operations and effectiveness of the college. (Standards III.C.1.a, III.C.1.b)

The college has undertaken a major upgrade to its technological infrastructure. It does not have a systematic plan for technology but major pieces and parts of processes. The filter for most acquisitions and upgrades relate to department requests rather than institutional level planning integrated with goals. (Standard III.C.1.c)

Distribution and utilization of resources appear considered and effective. (Standard III.C.1.d)

The college has used department plans to identify short-term, particular needs for technology. It does not have a comprehensive technology master plan as required by the standards that integrates long term needs with strategic directions and educational master planning. As the college prepares its Educational Master Plan, this is a good opportunity to assess its instructional and service technology needs in a more comprehensive way. (Standard III.C.2)

Recommendations

See Recommendations 1, 2, and 3 in Standard I.

Standard III

Resources

D. Financial Resources

General Observations

The College monitors student enrollments and develops its annual budget with the intention of maintaining a budget that balances revenues and expenditures. Currently, student enrollment is level. The budget for the current year was created without including any funds for FTES growth although funds for growth are available from the State.

Financial status reports are provided to the board of trustees monthly. In addition, longer range fiscal projections are also periodically provided. The college regularly performs both short-term and longer-term projections of its financial position.

College staff monitors the financial position of the college as well as the financial position of the State of California on an ongoing basis. Staff participates in appropriate professional associations, attend workshops and conferences, and represent the college's financial interests on boards of insurance JPA's. Staff also regularly monitors local and state economic developments that may impact the college's funding and develop potential options to be pursued by the college to adjust expenditures to the amount of funding available.

The college consistently adopts annual budgets that are balanced while providing general fund reserves that exceed the minimum prudent reserve amounts prescribed by the Community College State Chancellor's Office.

Findings and Evidence

The college has been consistently adopting annual general fund budgets that balance expenditures to available revenues. This has contributed to the college maintaining a reserve that exceeds the minimum prudent reserve required by the California Community Colleges State Chancellor's Office. Current projections are for the college to end FY 2007-2008 with an 8% reserve. (Standard III.D.1.a)

College staff continually monitors financial developments that will impact funds the College will receive from the State. Development of the FY 2008-2009 budget is underway and anticipated decreases in revenues that are developing at the state level are being incorporated into the college's budget development process along with corresponding decreases to budgeted expenditures. (Standard III.D.1.c)

The annual independent performance and financial audit of the Measure W bond funds for FY 2006-2007 was completed. The annual report of the Citizens' Bond Oversight Committee will be provided to the Board of Trustees and distributed to the college community along with the fall 2008 Schedule of Classes. (Standard III.D.2.a)

The college pursues appropriate strategies for risk management through participation in several JPA's with other institutions of higher education. The college's Safety Committee includes members from constituent groups and meets quarterly to discuss and make recommendations on safety issues and ensure that safety information is regularly provided to college employees. (Standard III.D.2.c)

The college has appropriate checks and balances in place to ensure that all grant applications are approved at the appropriate level of the college prior to grant applications being submitted to funding sources. (Standard III.D.2.e)

All contractual agreements are reviewed by senior administrators as well as the college legal counsel prior to the college entering into any contractual agreements. This review includes ensuring that contracts align with the college mission and goals. (Standard III.D.2.f)

The college contracts with independent auditing firms for its annual audit. In addition numerous reviews of financial management records for categorically funded programs occur throughout each year relative to its categorically funded programs to ensure compliance with state and federal requirements. (Standard III.D.2.g)

Conclusions

The college relies heavily on the program review process. Resource needs identified through the program review process are forwarded to the IMPSC for funding consideration. These tend to be requests for specific line item areas, such as staffing. What is lacking is an integration of financial resources with overall institutional planning that is clearly linked to the institution's mission and goals. Financial planning should be tied to the institution's educational master plan, strategic plan, facilities plan and technology plan. At present, no systematic and integrated planning mechanism is in place, nor

is there a mechanism for regularly evaluating its financial management processes or for using results as a basis for improvement and assessing institutional effectiveness. (Standards III.D.1, III.D.1. a, III.D.2.g, III.D.3)

The college continually monitors enrollment trends to identify and respond to changing needs and demands. The college has recently created a director of distance education position in an effort to increase distance education offerings that will lead to an increase in FTES. (Standard III.D.1.b)

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

The college is utilizing the services of Jeff Kischuk of Total Compensation Services, Inc., to provide required actuarial studies of its retiree health benefits obligations. These studies are being performed every two years as required. In addition to including funds in its annual budget to pay the current year obligation, the college has started setting aside funds to provide for its long-term commitment for providing post retirement health benefits for its employees who retire prior to age 65. The college has also joined the California Community College JPA created by the CCLC thereby meeting the requirements of GASB 45. (Standard III.D.1.c)

The college implemented a new integrated timeline for its budget process to integrate its budget development to support the College's mission and goals for FY 2006-2007. (Standard III.D.1.d)

As it has for several years, the College again received an unqualified audit and qualifies as a low risk auditee in its Annual Audit for FY 2006-2007. (Standards III.D.2.a, III.D.2.d, III.D.2.e, III.D.2.f, III.D.2.g)

Monthly financial reports, Quarterly 311 reports, and three annual budgets are provided to the Board of Trustees. This information is also available on the College's website. (Standard III.D.2.b)

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences. The college utilizes the Tax Revenue Anticipation Note program as needed and continues to maintain a general fund reserve in excess of the minimum prudent reserve required by the State Chancellor's Office. (Standard III.D.2.c)

Thee college is to be commended for receiving another annual "unqualified audit" for FY 2006-2007.

The college maintains healthy reserves for uncertainties. Current projections would have the college ending the current year with a reserve in the range of 8%.

Recommendations

See Recommendation 1 and 2 in Standard I.

Standard IV

Leadership and Governance

A. Decision-Making Roles and Processes

General Observations

A revised planning committee structure, which delineates the decision-making roles of constituency groups of the college, is being developed to replace the current multi-level committee structure that governed the college at the time of the last accreditation team visit. The president, in consultation with her cabinet, has proposed this new structure which will replace the major college shared governance committee, the Instructional Master Planning Steering Committee, with a Planning and Budget Committee. This will allow the college to integrate its planning with budgeting processes. Although this new structure still is multi-level and driven by needs and requests generated by the annual program review documents, the second level has been divided into eight committees that focus on staffing, facilities, marketing, professional development, technology, educational planning, curriculum, and student learning outcomes. This should provide the college with a mechanism to integrate institutional planning and decision making into the budget planning process.

Faculty, staff, and administrators participate in institutional policy development through participation on the President's Advisory Committee. Current planning and budgeting committees also allow for full participation by all constituency groups through committee compositions. The Educational Action Plan Committee, soon to become the Educational Planning Committee under the new proposed structure, allows for broad input from groups involved with instructional and student services programs at the college. The current forms for program review plans, completed by all units, and timelines are under review by the Program Review Task Force.

The board has in place a policy delineating the "collegial consultation" agreement with the Academic Senate. The college recognizes the Academic Senate as the body with primary responsibility for making recommendations in the areas of curriculum and academic standards.

Communication between college governance structures and faculty, staff, and administrators occurs in face-to-face meetings, as well as through the college intranet that has been established. On the intranet, faculty, staff, and administrators can view agendas and minutes of college committees, institutional research results, and have online discussions.

Successful passage of Proposition W by the community demonstrates the support the community has for the college and the perception that the institution is of high integrity and honesty. At the federal level, the college has two federally-funded programs, High School Equivalency Program and Assistance Migrant Program in addition to Carl Perkins allocations and financial aid. The college has submitted self-studies, midterm reports and annual data to WASC in a timely manner; however, the college is not in total compliance with substantive changes that have occurred, nor has it fully addressed to all of the previous recommendations made in the 2002 accreditation report.

With the development of a college research office, the college is in the process of incorporating data to evaluate its governance and decision-making structures to increase its effectiveness and assure its integrity. The current proposed Planning Committee structure is an example of this process. The Curriculum and Educational Action Plan Committees annually evaluate their previous procedures and handbooks.

Findings and Evidence

Administrators, faculty, and staff at Mendocino College have taken major steps to meet this standard. Since the accreditation team visit in 2002, the college has hired a director of institutional research who has provided data and training for the college community to assist them in planning based on data. The president holds forums twice a year with the college community to provide them with current information about the college. The planning and decision-making structure of the college has been reviewed and re-evaluated by the president. A new planning committee structure, to increase dialogue and communication flow within the college, has been proposed. An integrated timeline has also been developed to delineate the planning process for all stakeholders. Through interviews with faculty, staff, and administrators, constituents seem enthusiastic to implement the new committee structure. They believe that the new structure will integrate planning with budget and allow the college to focus on developing an educational master plan through its new Educational Planning Committee. (Standard IV.A.1. 5)

Board Policy 010 establishes "collegial consultation" between the Board and/or its designee with the Academic Senate, while Policy 102 charges the Academic Senate with primary responsibility for making recommendations in the areas of curriculum and academic standards. The fall 2007 staff survey indicates that 76% of faculty have a substantial voice in matters relating to educational programs. Membership compositions of college governance committees as stated in the Committee Handbook assure representation of faculty, staff, and administration. The fall 2007 staff survey also indicates that 80% agreed that the administration "provides leadership and encouragement for faculty and staff to better serve student needs." (Standards IV.A.2.a, IV.A.2.b, IV. A. 3)

The visiting team's investigation identified that the college is not in compliance with submitting substantive change requirements to WASC. In all other relationships with external organizations, the college demonstrates honesty and integrity. (Standard IV.A.4)

Conclusions

The College meets Standard IV.A. With the addition of several new administrators to the college, the decision-making roles and processes are in the process of being revised. Since the last accreditation visit in 2002, a director of research has been hired. The college is in the process of using data to set, advance, improve, and achieve college goals. The college president has proposed a new Planning Committee structure with the goal of integrating planning with budget. This new structure will allow the Educational Planning Committee (formerly the Education Action Plan Committee) to focus on creating an educational master plan for the college rather than spending its time setting educational staffing priorities. Although a large number of committees exist for a college of this size, the college is to be commended for restructuring the Planning Committee Structure to better integrate planning and budget. (Standards IVA.1.2.a, IV.2. b, IV.33)

The college has not submitted WASC substantive change requirements for their nursing program and for programs leading to an associate degree at the Lake Center. (Standard IV.A.4)

Recommendations

6. In order to come into compliance with the Accrediting Commission policies on substantive changes, the college should immediately work with WASC to obtain substantive change approval for its nursing program and for programs leading to an associate degree at the Lake Center. (Standard IV.A.4, ER 21)

See Recommendations 1, 2 and 3 in Standard I.

Standard IV

Leadership and Governance

B. Board and Administrative Organization

General Observations

Mendocino College is governed by the Mendocino–Lake Community College District Board of Trustees, a seven-member board elected by voters in the service area. The board is responsible for establishing policies that ensure the quality of the instructional program, student services and campus support services. The board is also responsible for the district's financial stability, and for providing direction to the superintendent/president for the operations of the college. The board has established a process for assessing its performance, established policies for the hiring and evaluation of the superintendent/president, and follows a code of ethics established by board policy. However, an administrative policy dealing with board behavior that violates the code of ethics has not yet been defined. The superintendent/president of Mendocino College is responsible for overseeing the overall operations of the college and the two educational centers, Lake and Willits, including the administrative structure and district budget. Working with the constituency groups in developing the college mission and vision statement, involving them in the various planning processes, and communicating decisions are also part of the superintendent/president's responsibilities.

Mendocino College's mission and vision statement, various planning documents and ongoing meetings with constituency representatives demonstrate commitment and support by the college community for students achieving learning outcomes at the institutional, program and course levels; however, progress in these areas has been insufficient and needs to be addressed. There has been an increase in participation by faculty, staff, and administrators in the shared governance process by serving on various policy, planning and campus-wide committees. The college leadership has taken the initiative to invite and encourage the college community to participate and collaborate in these areas; however, expanding and increasing student participation needs to be explored.

In the Institutional Self Study, and in meetings with college representatives, it was clearly affirmed that the superintendent/president has established effective channels of communication and is highly visible in the communities the college serves. Board members are also active in community events and report on those on a regular basis at board meetings.

Findings and Evidence

The board's policies to assure the quality and integrity of student learning programs and services and the district's financial ability are published in the Board Policy Manual. The policies are available in several college offices, library, and electronically through the college intranet. (Standard IV.B.1)

The board members are to be commended for their visibility in the community and willingness to hear concerns expressed by constituents, and for their sharing of those concerns with other trustees. Once decisions are made by the Mendocino Community College District Board of Trustees, they work collectively to implement them. The board has established a system for evaluating and revising its policies on a regular basis and involving constituents in the review process. Expanding the distribution to include online/website availability would also improve the timeliness of communicating information to constituents groups. (Standards IV.B.1, IV.B.1.a, IV.B.1b, IV.B.1.c, IV.B.1.d, IV.B.1.e)

As part of board development, the board of trustees routinely participates in training programs and district workshops. Presentations by staff related to student success and student access are made before the board of trustees on a regular basis. (Standards IV.B.1.c, IV.B.1.f).

The governing board evaluates its performance every other year through a self-assessment document, which board members complete, and also one completed by staff members who regularly participate in board meetings (Standards IV.B, IV.B. 1g).

While the board has a code of ethics policy, which defines the role and responsibility of individual board members, there is no administrative policy for addressing behavior that violates this code. (Standards IV.B, IV.B. 1h)

Although the board was involved in the accreditation process, it was not until the end of the self-study process. The board was informed of the process. The board should establish a policy on accreditation including its own involvement in the process. (Standards IV.B, IV.B.1.i)

The superintendent/president is evaluated on an annual basis. Surveys validate that there is agreement that appropriate delegation of authority to the superintendent/president takes place. (Standards IV.B, IV.B.1.j)

The superintendent/president has the primary responsibility for providing leadership for the college and implementing district policies, and state regulations and statutes. (Standards IV.B, IV.B.2, IV.B.2.c)

To assist her in the operations of the college and its centers, the superintendent/president delegates authority to the following administrators who report directly to her: vice president of education and student services, vice president of administrative services, director of institutional research, director of information and marketing, and the director of personnel services. (Standard IV. B. 2.a)

The superintendent /president is highly regarded by the board of trustees and the college community. This is validated by the staff survey where a large percentage of faculty and staff indicate she provides effective leadership and communicates well with all constituencies and communities served by the college. Her efforts were instrumental in passing the local general obligation bond. (Standard IV.B.2.e)

The superintendent/president is also commended for her efforts at including all of the constituency groups in the decision-making process. Her collegial approach and leadership skills were critical for developing an integrated timeline used for planning and resource allocation and in integrating student learning outcomes into the program review process. In the staff response to "All constituencies have an equitable role in governing, planning, budgeting, and policy making bodies," 50% strongly agree or agree, but 50% disagree or do not know, which prompted the superintendent/president to propose a change to the budget and planning process. (Standards IV.B, IV.B.2.b, IV.B.2.d.)

Conclusions

Overall, the board meets this standard. It has established a calendar to review board policies, developed goals and objectives to maintain and improve its internal working operations, and has a plan to support the five goals of the College Strategic Plan. The board and superintendent/president are to be commended for their work on the passage of the local general obligation bond, which demonstrates support of the college by the community for needed improvements to the college, but also trust and confidence the community has in the district leadership. As stated in the Self-Study and reported in faculty/staff survey, the board is encouraged to explore additional channels of communicating board responsibilities, policies and decisions. Even though the board has a policy on code of ethics, the policy needs to include provisions on how to address alleged violations of the board's ethics policy by individual board members. As identified in the Self-Study, there is also a need for the board to establish a policy on accreditation including its own involvement in the process. The superintendent/president is to be commended for providing an environment at the college that is conducive to open and

effective communication, which has helped her to move the college toward the integration of planning and budgeting. (Standards IV. B.1.a, IV.B.1.b, IV.B.1.e, IV.B.1.f, IV.B.1.g, IV.B.1.h, IV.B.1.i, IV.B.1.j, IV.B.2.a, IV.B.2.b, IV.B.2.c, IV.B.2.d, IV.B.2. e)

Recommendations

6. In order to come into compliance with Accrediting Commission's Substantive Change Policy, the college should immediately work with ACCJC 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)

7. In order to meet this standard, 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)

See Recommendations 1, 2 and 3 in Standard I.