



MENDOCINO COLLEGE



2026

INSTITUTIONAL
SELF EVALUATION REPORT

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT



Institutional Self-Evaluation Report
in Support of an Application for
Reaffirmation of Accreditation

Submitted by

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

to

Accrediting Commission for Community and Junior Colleges

August 2026

Certification

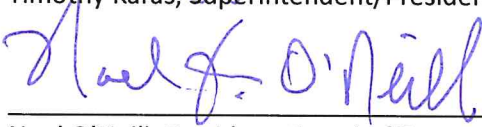
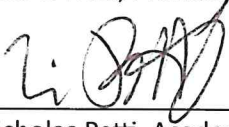
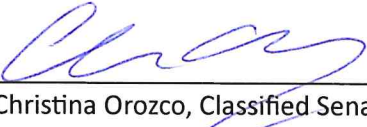
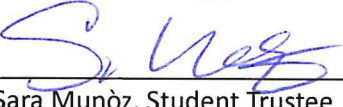
To: Accrediting Commission for Community and Junior Colleges

From:

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

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

	7-1-26
Timothy Karas, Superintendent/President	Date
	7/15/26
Noel O'Neill, President, Board of Trustees	Date
	7/10/26
Nicholas Petti, Academic Senate President	Date
	7/1/26
Christina Orozco, Classified Senate President	Date
	7-1-26
Sara Munoz, Student Trustee	Date
	7/15/26
Debra Polak, Vice President of Academic Affairs/ALO	Date

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Forward to the Institutional Self-Evaluation Report

Mendocino College's self-evaluation process provided an opportunity for structured reflection on how well the institution is fulfilling its mission within a rural, open-entry context. A clear strength identified through the self-evaluation is the College's commitment to the alignment of mission, planning, and practice. This alignment is evident in integrated planning and evaluation processes, budget development, resource allocation, instructional and student support services, and facility planning, tied to workforce and community needs. Employees across the institution showed strong engagement in the self-evaluation process and a shared understanding of the College's role as the primary provider of higher education in a geographically isolated rural district.

Another key theme was the College's responsiveness to community and student needs, particularly in the areas of Career Technical Education, college and career access pathways partnerships (CCAP), distance education, and expanding instruction to isolated areas in its service area. The self-evaluation affirmed that Mendocino College has made meaningful progress in expanding instructional delivery options, strengthening workforce preparation, and building partnerships that support K12 and adult school collaborations. At the same time, the process highlighted the ongoing challenges associated with serving students who face barriers related to transportation, basic needs, housing, technology access, and competing work and family responsibilities.

In describing and reflecting in general on institutional effectiveness, it became apparent that the College finds strengths and challenges in managing two of its inherent characteristics: 1) its relatively small size as a California Community College (as measured by enrollments); and 2) the vast geography it serves. Decision-making processes, committee work, and implementation of instructional activities are often made more efficient by the relatively small group of individuals overlapping on committees and connecting to move initiatives forward. However, there are also fewer individuals to manage the work of the college, and a small college still has responsibility for the same infrastructure issues, state mandates, and other initiatives implemented because of external requirements or internal planning. Our vast geography allows the college to serve a diverse population of students at many locations throughout our district. Mendocino College enjoys the presence of three Centers in the district. However, human and other resources are sometimes spread thinly across the region.

Overall, the self-evaluation process confirmed that Mendocino College is a mission-driven institution with dedicated faculty, staff, and administrators who are committed to serving students and the region. It also provided a clear roadmap for growth—particularly in strengthening systems, addressing student basic needs, and ensuring that institutional practices keep pace with the realities of a rural, open-access environment. The College approaches this next accreditation cycle with a realistic understanding of its context, a commitment to improvement, and a focus on supporting equitable student outcomes.

A. Introduction: Institutional Context

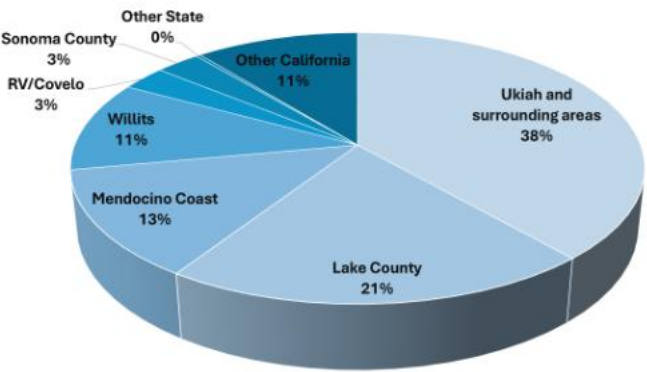
Mendocino College is a public community college located in Ukiah, California, and serves as the sole institution of higher education in the Mendocino-Lake Community College District. Established in 1973, the College was created by local voters to meet the educational and workforce needs of a largely rural region spanning Mendocino and Lake Counties. The district expanded in 1975 to include Lake County, and in 2017, the coastal section of Mendocino County was acquired from the College of the Redwoods district. It now covers approximately 3,200 square miles, making Mendocino College the primary point of access to higher education for many geographically isolated communities in the region. The campus includes the main campus in Ukiah, the North County Center in Willits, the Lake Center in Lakeport, and the Coast Center in Fort Bragg.



Community and Student Populations

For most residents of Lake and Mendocino counties, Mendocino College is the primary entry point to higher education due to both geographic proximity and affordability. The college's district area covers two counties with 51 towns and cities.

Fall 2025 Enrollment



In 2025, more than 20% of all high school graduates in the district enrolled at Mendocino College.

Academic Year

County

All

All

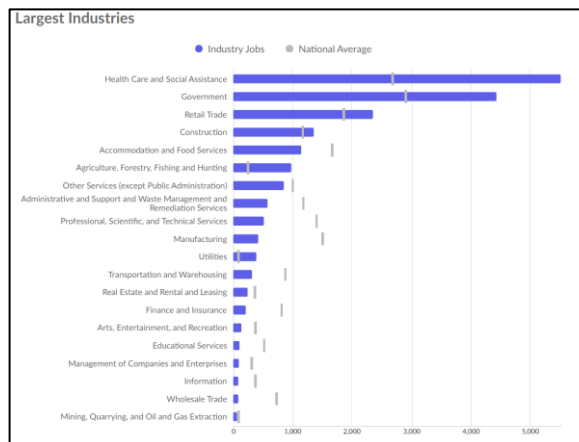
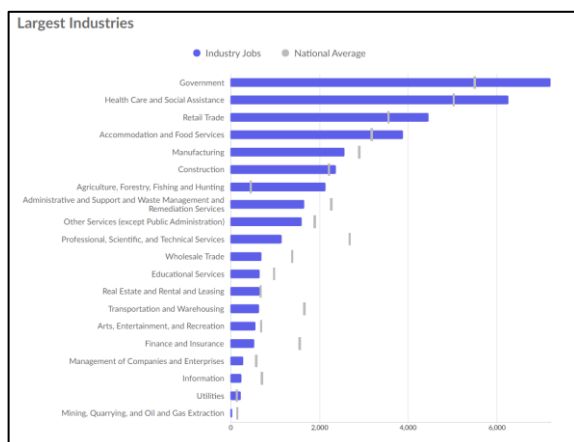
COUNTY CAPTURE RATES

2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
MENDOCINO COUNTY	31%	MENDOCINO COUNTY	28%	MENDOCINO COUNTY	24%	MENDOCINO COUNTY	22%	MENDOCINO COUNTY	25%	MENDOCINO COUNTY	32%	MENDOCINO COUNTY	25%
LAKE COUNTY	16%	LAKE COUNTY	11%	LAKE COUNTY	11%	LAKE COUNTY	11%	LAKE COUNTY	13%	LAKE COUNTY	17%	LAKE COUNTY	14%

ETHNICITY CAPTURE RATES

ETHNICITY	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	MENDOCINO COUNTY	LAKE COUNTY	MENDOCINO COUNTY	LAKE COUNTY	MENDOCINO COUNTY	LAKE COUNTY	MENDOCINO COUNTY	LAKE COUNTY	MENDOCINO COUNTY	LAKE COUNTY	MENDOCINO COUNTY	LAKE COUNTY	MENDOCINO COUNTY	LAKE COUNTY
AFRICAN AMERICAN	1%					3%								1%
ASIAN	4%					1%				3%				
HISPANIC	58%	34%	54%	53%	60%	38%	53%	40%	62%	55%	60%	51%	61%	44%
NATIVE AMERICAN	4%	3%	5%	3%	6%	5%	5%	3%	6%	3%	5%	4%	5%	4%
UNKNOWN	1%	7%	6%	6%	1%	11%	7%	3%	6%	10%	13%	13%	10%	7%
WHITE	32%	57%	35%	38%	32%	44%	35%	54%	23%	32%	22%	32%	24%	44%

The College serves a predominantly rural population across small towns, unincorporated areas, tribal lands, and coastal communities. The regional economy is shaped by agriculture, healthcare, forestry, hospitality, construction, and public service (such as compulsory and higher education).



Consistent with this context, a significant portion of Mendocino College students are first-generation college students, low-income, working adults, and individuals balancing employment, family responsibilities, and caregiving. Many students face barriers related to transportation, housing insecurity, broadband access, and limited local educational options. Although both counties have an aging population, a small population growth is projected for both counties, though the median household income is well below the national median for household, which further underlines the significance of Mendocino College being an anchor for entry into higher paying careers.

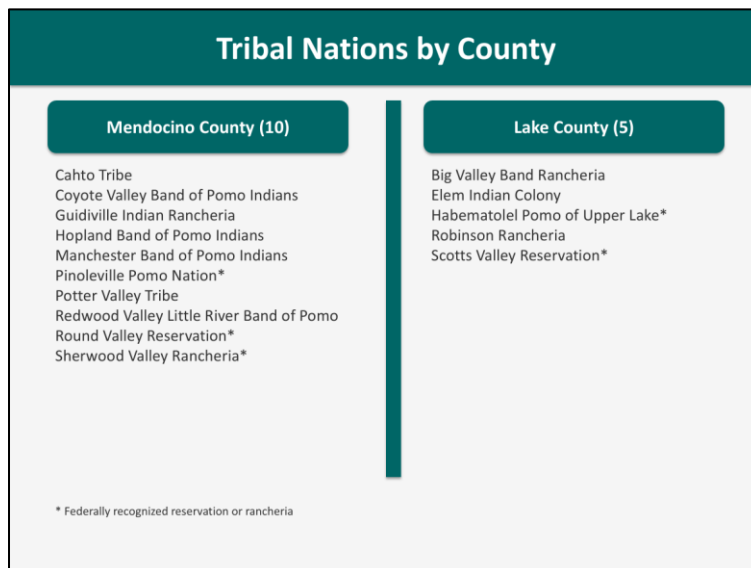
Mendocino County Economy Overview



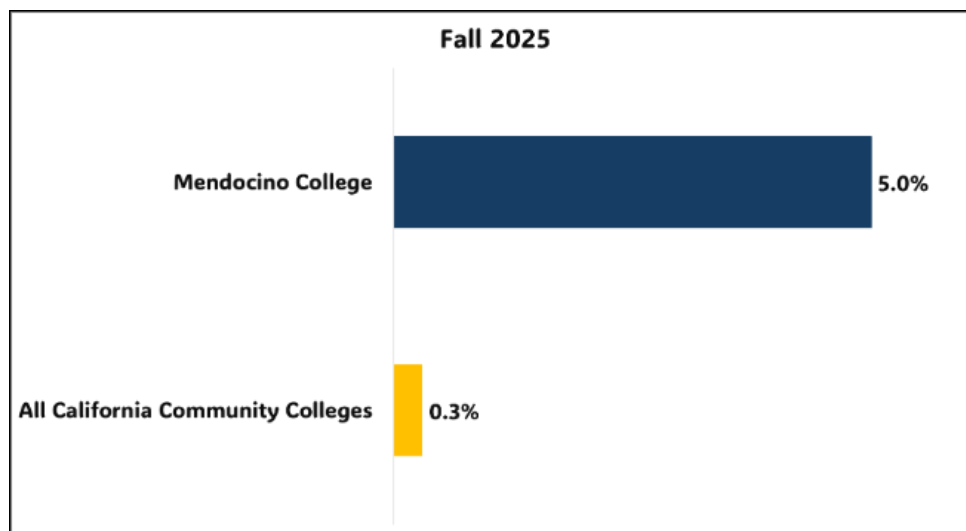
Lake County Economy Overview



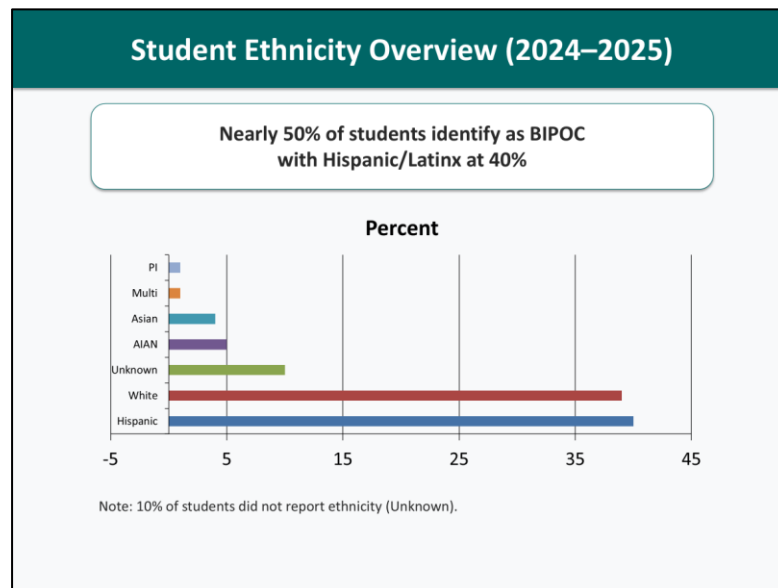
The service area is also home to the second-largest number of federally recognized Native American tribal entities in California.



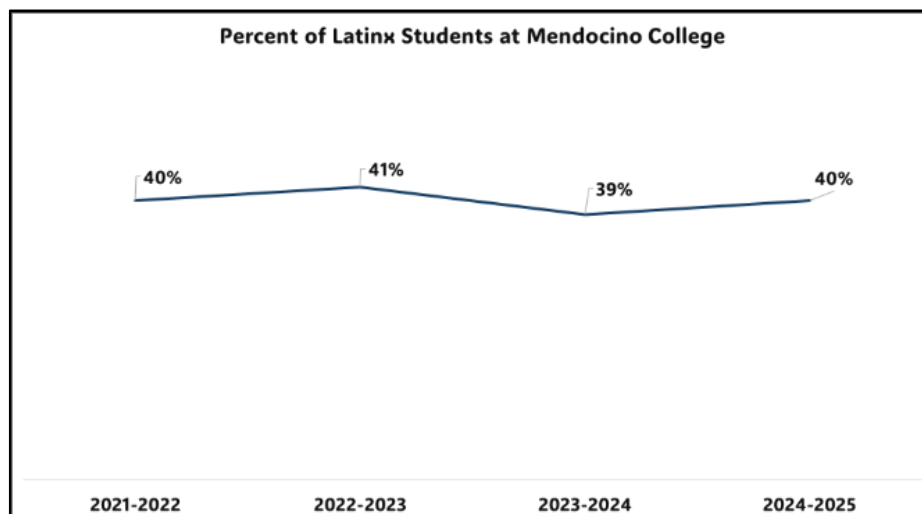
As a result, Mendocino College serves a significant Native American student population, five times higher than the California Community College system overall and the highest among all California community colleges.



Mendocino College enrolls approximately 7,000-8,000 students annually, allowing the institution to maintain close connections with its communities while offering transfer, career technical, basic skills, and lifelong learning pathways reflective of population, system, and regional needs. Mendocino College's mission emphasizes student success, educational equity, and service to the communities it serves. Given the size and geography of the district, the institution operates within a context that requires sustained attention to access. This includes expanding online and hybrid instruction, addressing transportation and connectivity challenges, and developing place-based, culturally responsive programs that reflect the needs and identities of the region's students.



As of 2024-2025, 40% of students identified as Hispanic, reflecting a 13% increase since 2013. Fall 2025 headcount enrollment was 5,721 students, with 51% identifying as racially and ethnically minoritized. Hispanic students accounted for 41% of total enrollment, as well as 48% of first-time and 38% of continuing students.



Student Equity and Success

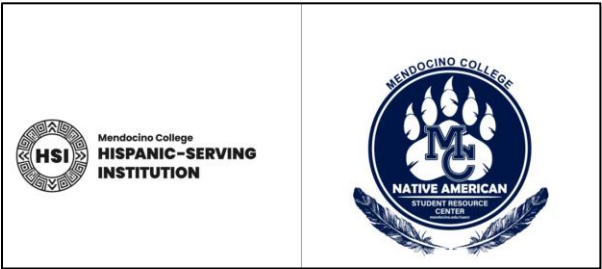
Metric	All	Primary	All	Gender	All							
SEP Metrics - Overall Ethnicity and Gender Intersectionality												
Metric	2012-20..	2013-20..	2014-20..	2015-20..	2016-20..	2017-20..	2018-20..	2019-20..	2020-20..	2021-20..	2022-20..	2023-20..
Successful Enrollment in the First Year			Primary: -4.17% Gender: 0.00%	Primary: -2.77% Gender: -1.02%	Primary: -5.20% Gender: -0.75%	Primary: -6.44% Gender: -0.65%	Primary: -2.48% Gender: -0.43%	Primary: 1.28% Gender:	Primary: -4.33% Gender: -1.94%	Primary: -1.64% Gender: -0.05%	Primary: -4.30% Gender: -1.80%	Primary: -2.61% Gender: -1.52%
Persisted First Primary Term to Subsequent Primary Term	Primary: -1.46% Gender: -0.03%	Primary: -1.17% Gender: 7.68%	Primary: -3.70% Gender: -10.82%	Primary: -5.43% Gender: -11.60%	Primary: -1.16% Gender: -0.87%	Primary: -1.70% Gender: -3.79%	Primary: -0.02% Gender: -3.51%	Primary: -2.62% Gender: -11.54%	Primary: -3.06% Gender: -11.47%	Primary: -4.10% Gender: -5.53%	Primary: -0.37% Gender: 8.08%	
Completed Both Transfer-Level Math and English within the District	Primary: -0.03% Gender: 0.00%	Primary: -0.88% Gender: -0.73%	Primary: -0.47% Gender: 0.00%	Primary: -0.67% Gender: -1.19%	Primary: -0.16% Gender: -0.22%	Primary: -0.34% Gender: -1.03%	Primary: -0.40% Gender: -1.47%	Primary: -1.88% Gender: -1.50%	Primary: -1.21% Gender: -1.71%	Primary: -1.09% Gender: -1.09%	Primary: -1.42% Gender: -1.61%	Primary: -1.93% Gender: -0.33%
Transferred to a Four-Year Institution within Three Years	Primary: -1.10% Gender: 0.00%	Primary: -1.15% Gender: 0.00%	Primary: -0.10% Gender: 0.00%	Primary: -0.04% Gender: 0.00%	Primary: -1.37% Gender: -4.27%	Primary: -2.43% Gender: 0.00%	Primary: -3.30% Gender: -5.65%	Primary: 1.57% Gender: 1.96%				
Attained the Vision for Success Definition of Completion with...	Primary: 0.36% Gender: 0.00%	Primary: 2.50% Gender: 15.23%	Primary: -0.87% Gender: -0.79%	Primary: -0.52% Gender: -1.10%	Primary: -0.74% Gender: -0.99%	Primary: 0.17% Gender: 2.23%	Primary: 0.14% Gender: -0.17%	Primary: -0.78% Gender: -1.74%	Primary: -1.74% Gender: -1.32%			
Primary PPG: Percentage Point Gap (PPG) minus one for the primary subgroup where the reference group is all other students without inclusion of the overall primary subgroup. Gender PPG: When DI is observed on the primary subgroup, Percentage Point Gap (PPG) minus one for the gender subgroup where the reference group is all other primary subgroup students without inclusion of the secondary subgroup (e.g., outcome rate for female Hispanic compared to rate of all other Hispanic students). Primary DI for Equity: If DI observed on primary subgroup, then the [reference group rate for primary * subgroup denominator] - primary subgroup value] calculates the number of students who need to attain the metric outcome to achieve full equity. Gender DI for Equity: If DI observed on gender subgroup when DI not observed on primary subgroup, then the [reference group rate for gender subgroup * gender subgroup value] calculates the number of female, male or all other value students who need to attain the metric outcome to achieve full equity. If DI observed on gender subgroup when DI observed on primary subgroup, then the [reference group rate for primary subgroup * gender subgroup denominator] - gender subgroup value] calculates the number of female, male or all other value students who need to attain the metric outcome to achieve full equity. DI is not observed for the primary subgroup [green < 0%] PPG > 1 calculation for gender subgroups to determine intersectional DI uses the same reference group as the PPG > 1 calculation for primary subgroups or all other cohort students. DI is not observed for the primary subgroup [red > 3%] PPG > 1 calculation for gender subgroups to determine intersectional DI does not use the same reference group as the PPG > 1 calculation for primary subgroups but instead uses all students from other genders within the primary subgroup as the reference group. As an example, if DI is observed for Asian students, instead of comparing the outcome rate of female Asian cohort students to the outcome rate for all other cohort students (excluding female Asian cohort students), the outcome rate of female Asian cohort students is compared to all other Asian cohort students who do not identify as female.												

Mendocino College uses student success and equity data to better understand where students experience barriers and to inform decisions about programs, services, and resource allocation. The Office of Institutional Research regularly provides disaggregated analyses of access, retention, course success, and completion, which are reviewed through student equity planning, Guided Pathways, and other institutional planning processes to identify disproportionate impacts and areas for improvement. Data is updated annually for Student Equity Plan review, planning, and

reporting.

Equity-focused analyses have been particularly important in identifying data patterns for Native American, Latinx, low-income, foster youth, veterans, and students with disabilities. These findings have informed the development and expansion of targeted supports, including culturally responsive programming, dedicated student support services, and grant-funded initiatives designed to improve persistence and completion. For example, equity and success data have supported investments in Native American student services and the College’s work as a Hispanic-Serving Institution, aligning demonstrated student needs.

Student success data are also used to strengthen counseling, early alert, and instructional support systems. Institutional Research analyses of enrollment patterns, modality preferences, and early indicators of disengagement have informed course scheduling, delivery decisions, and more proactive outreach to students who are balancing work, family responsibilities, and limited access to transportation or technology. These data-informed adjustments help the College provide support that is better aligned with the lived realities of its students. In the Fall of 2024, Mendocino College launched Starfish, renamed Eagle Connect, to better monitor student services and success.



Welcome to Eagle Connect Administration

Release Version: 8.1.155-47238gr26

When you run any Eagle Connect report, it is added as "pending" to the Report Queue displayed below. When the report is complete, you can download the report as either an excel or csv file. Note that the queue displays reports run by all Eagle Connect Admins at your institution. Use the "Owner" filter to limit results to reports run by you or a specific Admin. Past reports will remain in the queue for a limited amount of time.

Report	Owner
All	Anyone

Report Queue

Report	Filters	Owner	Requested	Prepared	File Size	
Service Report	Basic Needs/CalFresh 04-27-2026 to 04-30-2026	Naceto Horiguchi	11:28 am	11:30 am	387.5 KB	
Meeting Report	04-01-2026 to 04-30-2026	Emerald Waters	05-01-2026 at 9:00 am	05-01-2026 at 9:05 am	1011 KB	
Meeting Report	05-01-2026 to 06-30-2026	Emerald Waters	05-01-2026 at 8:26 am	05-01-2026 at 8:30 am	570.5 KB	
Service Report	Coast Center - Fort Bragg 04-01-2026 to 04-30-2026	Christine Samaniego	04-30-2026 at 11:46 am	04-30-2026 at 11:50 am	144.5 KB	
Activity Report	Transfer Counselor Spring 2026	Minerva Flores	04-29-2026 at 10:45 am	04-29-2026 at 10:50 am	765 KB	
Service Report	EOPS, CARE, & NextUp Services - For Event... Spring 2026	Emerald Waters	04-29-2026 at 2:30 pm	04-29-2026 at 2:35 pm	118.5 KB	
Service Report	EOPS, CARE, & NextUp Services - For Event... Spring 2026	Emerald Waters	04-29-2026 at 2:29 pm	04-29-2026 at 2:30 pm	118.5 KB	
Meeting Report	04-29-2026 to 06-30-2026	Emerald Waters	04-29-2026 at 10:44 am	04-29-2026 at 10:45 am	605.5 KB	
Meeting Report	04-16-2026 to 04-28-2026	Emerald Waters	04-29-2026 at 9:53 am	04-29-2026 at 9:55 am	546.5 KB	

Currently Processing: No tickets to process

Total reports in queue: 0

Across these efforts, Mendocino College emphasizes the use of aggregate data to guide continuous improvement rather than to evaluate individual students. Data are used to monitor progress, assess the effectiveness of interventions, and refine strategies over time, with particular attention to equity. This approach supports accountability while recognizing both the opportunities and limitations of data use in a small, rural college context. Mendocino College is in the process of launching Precision Campus to faculty and staff to improve analysis of course success and student services. It is expected that by the 2026-2027 academic year, Precision Campus will replace our current Program Review forms. This software will provide the most up-to-date course and service information for staff and faculty.

All Units

Fall 2024 to Spring 2026

Number of sections: 2418

Disproportionate impact table

Group Name	Student group	Enrollment	Student group success rate	Percentage point gap	Chart	Additional successes needed to reach threshold
Gender	All Students	36,151	89%	0		
	F	22,943	90%	+3		
	M	12,275	87%	-3		136
Race/Ethnicity		933	90%	+1		
	African American/Black	1,021	84%	-5		31
	Asian	1,481	93%	+4		
	Latinx	14,277	88%	-1		
	Native American	2,536	82%	-7		139
	Not Reported	4,741	91%	+2		
	Pacific Islander	152	84%	-4		
	White	11,943	90%	+2		
Veteran	Not Veteran	36,143	89%	+26		
	Veteran	8	63%	-26		

Legend

Blue

Student groups experiencing a negative percentage point gap that is not statistically significant

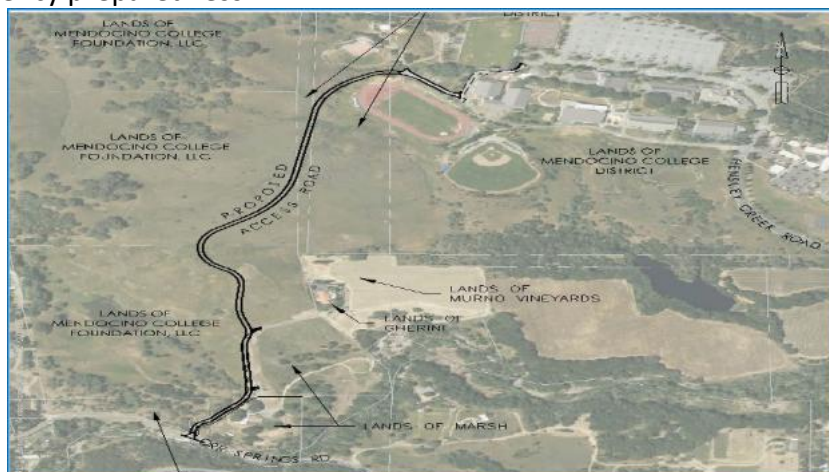
Tan

Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method

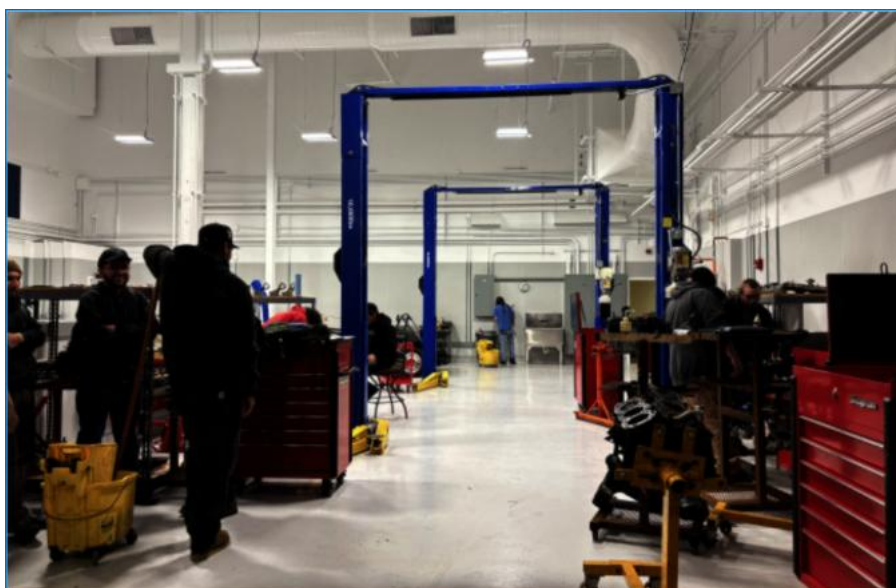
Margin of error is calculated using the Wald Interval.

Following the College's 2020 comprehensive accreditation review, Mendocino College received a seven-year reaffirmation of accreditation. In March 2024, the institution submitted its Midterm Report to the Accrediting Commission for Community and Junior Colleges (ACCJC). The Commission accepted the report in June 2024, affirming the College's ongoing progress in institutional planning, effectiveness, and student achievement.

In 2022, the College completed a secondary emergency access road at the Ukiah campus to improve safety and emergency preparedness.



In 2025, the College completed a significant renovation of the Vocational/Technical Building to support the expansion of automotive technology instruction in hybrid and electric vehicle technologies. This marked the first major remodel of the facility since its original construction in the 1980s and reflects increased alignment between facilities planning and regional workforce needs.



The College has continued to strengthen its regional presence through targeted partnerships and investments. In 2025, Mendocino College invested in an instructional facility in Covelo to better support the Round Valley community through K–12 and adult education partnerships.



That same year, with support from the Mendocino College Foundation, the College purchased land in Ukiah for future student housing. This purchase represents a significant step in long-term planning to address student housing insecurity in a rural region with limited affordable housing options.



Mendocino College operates as the primary point of access to higher education for many rural, first-generation, and working students across Mendocino and Lake Counties. The institution's history, service area, and recent developments underscore the need for intentional planning that addresses access, equity, and changing community needs. As the College continues to build capacity through facilities improvements, regional partnerships, and institutional planning, these efforts are grounded in a clear understanding of the students and communities it serves and the barriers they face.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)**

Mendocino College is a rural California Community College providing unrestricted access to a diverse population of students. The College offers Associates, Transfer, and Certificate degree programs, in addition to developmental and workforce preparation. Mendocino College's mission addresses the educational goals of its diverse community of learners. Additionally, Mendocino College acknowledges its role as the intellectual, economic, and cultural anchor for the vast geographic area it serves.

Mendocino College offers high quality, innovative instruction and programs, with practices designed to support students in accomplishing their varied educational goals. The [mission and vision](#) clearly articulate a commitment to educational opportunities and successful outcomes for all students, with an emphasis on meeting the individualized needs of students in a learning environment that emphasizes care, inclusivity, an equity mindset, and anti-racist practices. Our Mission, along with Our Vision, Our Core Values and District Priorities have a prominent place on our [website](#) and in our [catalog](#) (see page 6).

Serving a large rural geographic area with a diverse, yet small population in a district with no four-year university, Mendocino College is committed to its role as the intellectual, economic and cultural anchor. This is evidenced by the diverse offerings of programs and class offerings ([catalog](#), see pages 81-341), including online and face-to-face instruction ([schedule of classes](#)), a high performing dual enrollment program ([Wheelhouse Study](#)), a Middle College on campus, significant offerings in the arts, with regular [exhibitions](#) and [performances](#).

In addition to strong offerings in general education needed for Associate Degree and Transfer, Mendocino College also offers high performing and relevant Career Education Programs, such as Registered and Licensed Vocational Nursing, Automotive (including new curriculum in Electric and Hybrid Vehicle), and Physical Therapy Assistant. Recently, Mendocino College has developed new [non-credit courses for older adults](#) to serve that segment of our community. These courses include courses in the arts, such as music, painting, and ceramics, as well as courses in Spanish language and creative writing. In Fall of 2026, the College is expanding its non-credit offerings for students with Intellectual Disabilities by adding its certificate program courses to the Lake Center, supporting the diverse population of learners in our community with important job skill building.

The College also provides annual cultural community events, such as *Dia De Los Muertos* and *California Native Heritage Day*; annual events which bring hundreds of high school students to our main campus and Centers, such as College and Career Days, Native American Motivation Day, and a

Latino Retreat ([flyers](#)). Mendocino College strives to provide instruction, support and activities that reach our vast and diverse community and promotes a college-going culture, and economic and educational mobility.

Mendocino College engages with higher education institutions, such as Sonoma State University (SSU) and Cal Poly Humboldt (HSU) as our closest transfer institutions. SSU provides a Bachelor's degree and teaching credential program on our main campus ([Liberal Studies degree](#)). Both SSU and HSU have been partners in [Health Education summits](#) in our region and have been partners in the [Redwood Region K16 Collaborative](#)

These partnerships and those discussed throughout the Institutional Self Evaluation Report (ISER) support our mission, vision, values and priorities by providing our students with programs they need to achieve their educational and career goals in high demand industries providing living wages, embracing our mission as an economic anchor.

[Board Policy 1200](#) describes the Mission and is updated regularly according to the scheduled chapter review as carried out by the Presidents Policy Advisory Committee (PPAC) ([PPAC](#) and [Board Minutes](#)).

Mendocino College updated its Mission, Vision, Values (MVV), and District Priorities in October 2021 and August 2024, respectively. These efforts were led by Superintendent/President Dr. Tim Karas and involved broad collaboration across college constituency groups, including Classified, Faculty, and Management representatives. The MVV revision process included a review of prior statements and was shaped by the post-COVID-19 context and the California Community Colleges Chancellor's Office (CCCCO) Call to Action. The updated statements reflect a renewed institutional commitment to addressing structural racism and advancing Diversity, Equity, and Inclusion (DEI). Dr. Karas also facilitated the development of the college's District Priorities through the Planning and Budgeting Committee (PBC), a shared governance body with designated voting members representing each constituency group, alongside managerial representatives who serve by virtue of their roles. The committee reviewed prior priorities and reached consensus on a revised set that reflects the college's current institutional context and strategic direction ([PBC agenda](#), [Academic Senate Agenda](#), [Board agendas showing mission revision](#), [District Priorities](#)).

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Mendocino College's Mission, Vision, Values, and District Priorities; its Education Master Plan; and the Student Success Standards are core documents designed to establish goals for improvements, innovation and student success. The Mission, Vision and Values provide an important educational and values-driven framework and foundation for considering more specific goals.

The District Priorities are updated every two years and implemented upon approval of the Board of Trustees. The President/Superintendent shared proposed [2024-2026 Priorities](#) with [constituent group leaders](#) for feedback; then, they were presented for feedback and discussion at [Planning and Budgeting Committee \(PBC\)](#) meetings. Finally, the President/Superintendent brought the Priorities to the [Board for approval](#). This process resulted in Priorities that are seen on our website and in our catalog. They provide specific direction to guide activities in the district, such as prioritizing

collaborations with other educational, industry and government agencies; strengthening opportunities for Native American students to maintain our high representation of this demographic group as well as increasing that representation; and allocating resources to invest in technology and facilities to create a supportive 21st century learning environment (see District Priorities for full list).

The Education Master Plan is a thorough document providing concrete goals and activities within the context of current practices, challenges, and opportunities. [The Education Master Plan](#) (EMP) is a six-year plan (2023-2029) with goals and activities set out for three years to be revisited ([Ed Master Plan timeline](#)). The EMP is developed in the Education Action Plan (EAP) Committee. The process for the development of the 2023-2029 is described in detail in the Introduction chapter. [Representation of EAP](#) includes multiple faculty, including Academic Senate leadership (the President and Vice President, the Curriculum Committee Chair, the Distance Education Coordinator, the Student Learning Outcomes Team (SLOT) Chair, and an at-large faculty member. This strong faculty representation along with managers and staff from instruction and student services provide a solid team for developing the EMP and distributing it for feedback and review.

The most specific and measurable institution-wide goals developed by the District are captured in the Student Success Standards. The College's standards serve as established metrics, gauging the institution's progress on student success and achievement. The Student Success Standards contain minimum, standard, and goal metrics to be achieved annually – aligned with the Student-Centered Funding Formula metrics. These metrics are reviewed annually by the [Planning and Budgeting Committee \(PBC\)](#), in which the standards are reviewed and, when needed, metrics changed to reflect a three-year average. These Standards and achievement results are also presented annually to the [Board of Trustees](#).

Metric				2024-2025
	Institution Set Minimum Lowest in 3 years	Institution Set Standard 3 Year Average	Institution Set Goal Highest in 3 years	
Student Course Completion Rate	73%	75%	77%	75%
Student Retention Percentage	88%	90%	92%	89%
Student Associate Degree for Transfer	85	89	96	85
Student Associate Degree	178	185	196	207
Student Certificate Completion	34	39	46	56
Student Transfer to Four year	112	115	121	129
Transfer Level English and Math	51	58	68	74
9 or more CTE Units	501	509	517	671
*Regional Living Wage	616	643	684	730

In addition to these core planning documents; Mendocino College establishes goals through a variety of other documents and initiatives. [The Student Equity Plan](#), as required by the California Community College Chancellor's Office (CCCCO), is completed every three years to develop goals and activities designed to address equity gaps in the areas of enrollment, completion, persistence and transfer. Specific goals and activities are identified to support disproportionately impacted groups to close the equity gaps. The process for completing the plan begins with a rigorous review

of data by workgroups consisting of members from across departments and constituencies. The plan is developed by the workgroups, and the final report is [reviewed](#) and [approved](#) by Academic Senate.

Vision Aligned Reporting (VAR) is another initiative developed by the CCCC to support their Vision 2030. Mendocino College is embracing VAR to track [Service Area Outcomes](#) in student facing departments. The Vice President of Students Services leads the college in this annual reporting process by supporting departments in compiling and reviewing the data in their areas and articulating the student outcomes in their areas.

Finally, the Facilities Master Plan and Technology Plan sets out goals for the institution. The Facilities plan has gone through a recent (2025) renewal. The development of MLCCD's Comprehensive Facilities Master Plan(CFMP) 2025-2035 took place over 18 months of dedicated, participatory, District-wide work. The process began in the Facilities & Safety Committee, which created the initial [CFMP Request for Proposals \(RFP\)](#) for architectural firms. The Facilities and Safety Committee then appointed a CFMP RFP review committee consisting of one management, one faculty, one classified, and one member of the Maintenance & Operations department to review proposals and qualifications. Initial research and data collection took place over the next several months, including space inventory & occupancy, Facility Condition Index (FCI) studies, detailed campus surveys, and site visits and listening sessions. Campus surveys included student opinion surveys and "equity walks." The CFMP work was guided by the Steering Committee, which was composed of District representation of faculty, admin, classified, and students put forward through the Planning Budget Committee (PBC). Several drafts of the CFMP were reviewed and revised through several presentations made at regular and special meetings of: [Facilities & Safety Committee](#), [Academic Senate](#), [Classified Senate](#), [Associated Students of Mendocino College](#), [Planning Budget Committee](#) and the [Board of Trustees](#). The [final draft of the MLCCD CFMP](#) was adopted by the Board of Trustees on December 17, 2025.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

The [Mendocino College Mission and Core Values](#) are explicit about incorporating research and data-informed continuous improvement in practices and processes. The mission reads, "Informed by research, reflection, dialogue, equity and anti-racist practices the College is committed to student success and achievement." One of our Core Values is "*Continuous Improvement*: We are committed to inquiry, professional development, and reflection. We adjust our practices and embrace new tools and methods to provide equitable opportunities and outcomes."

In fulfilling its mission statement as an equity and anti-racist institution, the College regularly disaggregates its data as well as posts this data publicly on its [institutional research website](#). All student success data is disaggregated by Race and Ethnicity and other student attributes. The regular review of data occurs on a variety of levels and in many different contexts ([disaggregated enrollment data](#)).

Student Success Standards described in Section 1.2 are reviewed annually through the College's shared governance process, including discussion by the [Planning and Budgeting Committee \(PBC\)](#) and presentation to the [Board of Trustees](#). These standards align with the U.S. Department of Education's 2012 institution set standards requirements and with the California Community Colleges Student-Centered Funding Formula (SCFF) performance metrics adopted in 2018, ensuring consistency with both federal accountability expectations and state funding measures.



The Education Master Plan (EMP) provides [disaggregated data and points to the tools we use to evaluate progress and inform our educational planning](#). As described in Section 1.2, the EMP is a 6-year document (2023-2029). When this version of the EMP was developed, a new timeline and process for reviewing and updating the EMP was developed. In the original document, the timeline called for a review to occur annually. However, with all the responsibilities of the committee, an annual review proved impracticable. EAP agreed to and described in the EMP 2026 update to engage in this process at the three-year midpoint of the plan. [In Spring of 2026, the committee engaged in this process for the first time \(EMP Update—see highlighted sections\)](#).

The Institutional Research site on the District website provides a dashboard of general data on student enrollment, disaggregated by location, enrollment status, admission status, ethnicity, gender, and age. Additionally, the dashboard provides information about degrees awarded. Furthermore, Institutional Research provides links to data that are used to inform committee decisions. For example, [a link to EEO \(Equal Employment Opportunity\) data](#) provides employment metrics disaggregated by race and ethnicity, gender and disability. Other links on the Institutional Research webpage include capture rates, equity data analysis, Student Equity Plan (SEP) data, degrees and certificates earned, and more. Each link allows the user to filter by demographic and other categories.

Program Review, Part 2 is designed by the Education Action Plan (EAP) Committee for Instructional faculty to review data and plan for their departments. It is the most in-depth process we engage in to reflect on data to inform continuous improvement. Each instructional department completes [Program Review, part 2 on a 6-year cycle which is paired with their Curriculum Review](#). Program Review, Part 2 has a long history at Mendocino College. It was re-designed in 2020 to provide a more meaningful process for faculty. As a small college, most of our departments have only one full-time faculty. Before 2020, this document was completed by the instructional faculty in the department and was submitted to EAP. Members of the committee read and wrote a summary of the program review, but there was little feedback provided to faculty. In the re-design, not only was the document itself changed to engage faculty in meaningful data analysis, reflection and planning, but a series of workshops were designed and implemented to walk faculty through completion of the document with direction from the VP of Academic Affairs, the Institutional Research

Department, the Curriculum Committee Chair, the Student Learning Outcomes Team Chair, and others. Additionally, workshops are designed to allow discussion among faculty. The core sections of the document ask faculty to examine their departments in four areas aligned to the four pillars of Guided Pathways. In each of those areas faculty are asked to: 1) **Describe** the activities they have undertaken in this area over the past 6 years; 2) **Analyze** the relevant data, including disaggregating it (IR provides access and guidance to this data); and 3) **Reflect and Plan**—this section asks faculty what they want to change based on the data, and what resources might be needed to support them to make those changes. Once the Program Review is submitted, EAP reviews and creates a summary document. Each department is invited to discuss their completed program review with [EAP members](#).

The semester long process of completing Program Review, part 2 and the subsequent discussion with EAP, has resulted in an increase in the value of the process, resulting in meaningful curriculum and program changes. For example, as result of analysis of course enrollments and degree completions, the Spanish department simplified its degree offerings, focusing on the Associate Degree for Transfer, instead of maintaining multiple local Associate Degrees ([Spanish program review](#); [EAP agenda and SPN program deactivation](#) and [Curriculum agendas](#)). The [Math Department Program Review](#) resulted in the development of a [Women in STEM club](#), a new course, [Exploration of STEM Fields and Careers](#), and a new [Certificate of Achievement in STEM Preparation](#). These developments were made in response to a general decline in math majors and a significant underrepresentation of women in upper-level math courses.

In Fall 2025, we began the first year of the second cycle of Program Review, Part 2 and improved the process by grouping disciplines with similar interests. The groupings were approved in EAP leading up to the development of the new cycle calendar and were made with input from instructional faculty ([EAP documents new cycle](#)).

Another thorough process of data review and planning is the process the College implements to complete the [Student Equity Plan](#). This process is necessary to comply with California Community College reporting requirements. In order to complete the required plan, the College disaggregates data by equity groups across the criteria provided by the report. Then, the Vice President of Student Services organizes subcommittees to review the data for each area and develop a plan based on the results. Mendocino College has been highly successful at closing equity gaps among traditionally underserves and minoritized communities, including Hispanic and Native American students ([Developing the Student Equity Plan](#))

Finally, The District has invested in ***Precision Campus***, a data visualization tool and information system designed specifically for colleges. It provides current and historical data in customizable reports. At the time of this report, the District is in the beginning stages of implementation. It is anticipated that this information system will be heavily used by the Enrollment Management Committee, Instructional Deans and Instructional faculty to analyze student enrollment trends associated with the schedule of classes, as well as success metrics. The College will also be able to identify student cohort groups to track their success and course taking practices.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

The College's participatory governance structure supports systematic planning, allocation of resources, continuous improvement, and innovation. The structure is formally supported by established committees and a program review structure which guides department reflection and resource requests and allocations. While most committees are well established and some elements of the program review process have been structured similarly for at least a decade, the College is continually improving and refining these processes as stakeholders engage in evaluating their effectiveness.

[The Participatory Governance Handbook](#) and the [Committee Descriptions](#) provide information about the various tiers of committees at Mendocino College—Central Committees, Planning Committees, Collegial Consultation Committees, and Operational Committees. These committees meet regularly and have clear charges and membership requirements to ensure representation from constituent groups and participation, as needed, by specific positions that provide appropriate expertise to the committee. For example, the Central [Planning and Budget Committee \(PBC\)](#) is chaired by the Superintendent/President and both provides direction for the college and other committees and considers plans, innovations, recommendations and new information provided by other committees and stakeholders. PBC has voting members representing each employee constituent group equally and includes resource members who can lend their expertise and specific knowledge to the committee. Other committees, such as the [Education Action Plan \(EAP\)](#) and [Curriculum](#) are purposely made up of more faculty voting members than any other constituent group to support the charge of those committees.

Mendocino College engages in an annual Program Review process—Program Review, Part 1. Program Review, Part 1 is split into various parts to allow for a timely flow of information and decision making for both internal and external requirements.

- **Program Review, Part 1A, Staffing Requests:** The earliest part of the program review process is the staffing request. This process was separated from the general resource request process because it requires an earlier timeline. Each request is scored according to a rubric. Rankings of requests are provided to the PBC to prioritize while considering budget constraints and district priorities as pictured below:

Program Review 1A Timeline (Staffing)



The staffing committee engages in a rigorous process to continuously evaluate its [request form](#), its [rubric](#), and to score each request. The request forms require narrative and reflections on data to provide rationale for the need of the position, and departments are asked to explain how the request supports the institution's mission and planning documents.

- Program Review, Part 1B, Service Areas:** Program Review Part 1B was recently (2024) amended to differentiate between information needed from Student Service areas and other departments. The Vision Aligned Resource (VAR) reporting required by the Chancellor's Office provided an opportunity to more systematically connect Service Area Outcomes reporting to the Program Review process so that outcomes, goals and resource allocation requests are submitted together. A process for rolling out the new [Service Area Review \(SAR\)](#) was developed and presented to [impacted departments](#).
- Program Review 1B –All resource requests:** All Program Review Resource requests are organized by the Institutional Research department and forwarded to their appropriate committee or workgroup. Facilities, Professional Development, Technology, and Outreach and Marketing are reviewed by their corresponding committee, and Instructional Equipment requests are reviewed by the instructional deans and the Vice President of Academic Affairs (resource request report examples: [facilities](#); [instructional equipment](#)). Committees apply rubrics and consider big picture planning and allocation of resources (rubric examples: [technology](#), [prof development](#)). Rubrics include scoring related to the Mission and to College planning documents. As described above, the committees are strategically composed of members who can provide expertise about the requests, the plans they support and the resources available. The Program Review 1B timeline is shown below:

Program Review 1B Timeline (facilities, tech, instructional equipment, outreach/marketing, prof development)



Resource allocations made and/or committed to through the Program Review 1B process are [reported to PBC](#) in April of each year to report back to constituent groups about the tangible results of the program review process.

- **Program Review, Part 2** as described in *Standard 1.3* is on six-year cycle engaging instructional departments in a deep review of its challenges, accomplishments, student data, and plans. The revision of Program Review, part 2 also described above, is a good example of the College's engagement in continuous improvement of its processes to evaluate programs and services. Furthermore, it is supported and strengthened by the committee structure. EAP, which oversees the Program Review, Part 2 process, is chaired by the VPAA, co-chaired by the Academic Senate President and includes membership of the Curriculum Committee Chair, the Student Learning Outcomes Team chair, and at least one other member of the curriculum committee. This membership supports smooth transition from [Program Review to Curriculum Review](#) which occurs in the next semester.

In addition to the formal structures in place to ensure that Mendocino College uses participatory governance structures to guide mission driven innovation and resource allocation, the clear charge of its committees guides improvements effectively. For example, in the Enrollment Management Committee, the cycle the College had for opening student applications each year was reviewed. It was determined in the committee that we should move the date back from January to October so that our application for the following year opens at the same time as the four-year college/university applications. Our Outreach representatives on the committee reported that when they visited with high school seniors in their fall semester, students considering and/or planning to attend Mendocino College were not as engaged in their college decision as those who planned to go directly to a four-year institution. Quickly, it was determined because of the expertise in the room, that the shift would have implications to many of our processes, including when curriculum would need to be completed as the degrees needed to be built for our catalogs in time for the applications to be open. The implications to our curriculum calendar would also have a potential impact on

Program Review Part 2 since it is tied directly to the curriculum 5-year review process. Because of the effective makeup of Mendocino College committees, this issue was agendaized for all three committees, and the new application date was implemented in Fall 2025 for the first time. ([Enrollment Management](#), [Curriculum Committee](#), [EAP](#) agendas about application calendar shift). While it is early to collect quantitative data, the Enrollment Management Committee has heard from the Outreach team to describe the changes to the student experience.

The participatory governance and committee structures at Mendocino College are both complex and efficient. As a small college, much of the complexity is made manageable because there is so much overlap of membership among the committees. This allows for an easy and effective flow of information from committee-to-committee, with continuity and an integrity of content intact through the process.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Mendocino College regularly communicates to internal and external stakeholders in a variety of contexts and through a variety of communication channels. The planning documents and reports described in the sections above are key vehicles toward communicating progress, strengths, priorities, and areas for improvement to internal stakeholders through committee processes. Beyond the participatory governance process, the reflection and planning occurring in committees is amplified to the college in general through a variety of regularly occurring events and documents.

Districtwide Inservice days are twice a year at the start of each semester. All employees attend an Inservice in order to receive news and information about important initiatives, changes, and to hear from leadership about data trends and the fiscal health of the college. Inservice days were held twice a year for all employees until the 2024-2025 academic year when the change was made to hold a districtwide Inservice in the Fall only. In the spring, one day is scheduled for faculty, and one for classified and managers. The fall Inservice, on the Friday before the first day of the semester, is typically scheduled so that the morning session is led by the President/Superintendent and the three Vice Presidents, with guest speakers invited to highlight specific topics. The afternoon sessions are constituent group focused with workshops scheduled for focused training and/or discussion. In the new structure of Spring Inservice, the workshops and sessions are planned with major input from constituent groups and are opportunities to continue to provide important communication but in a way that leads to workshops, discussions and training among peers and colleagues. (examples: [Fall Inservice agenda](#); [Faculty Spring Inservice](#); [Classified Spring Inservice](#)).

The President/Superintendent publishes [monthly newsletters](#) and provides [monthly reports](#) to the Board of Trustees which also communicate progress and promote an understanding of the major accomplishments at the College to internal and external stakeholder. Additionally, the P/S and the BOT regularly request “Big Picture” presentations at Board meetings to inform them and the public. For example, recent Big Picture items have included a presentation about our progress on the [Zero Cost Textbook \(ZTC\) and Open Educational Resources \(OER\)](#); the [Student Equity Plan](#); and an

update on the [Sustainable Construction and Technology Program](#). The President/Superintendent also provides regular updates to the Board about progress on District Priorities.

[Career Education Advisory Committee meetings](#) are held once a year for each instructional department with a Career Education degree or certificate. This practice has long been a required practice; however, in recent years, as enrollments in these programs have been recovering from COVID pandemic, the College has improved engagement of faculty, employers, and partner agencies. At these meetings, external stakeholders not only are presented with important data about student success, enrollment and completion of degrees, but also review course offerings and sequences to imagine opportunities to add and/or redesign courses to best prepare students for employment in the industry. This process has been improved as a direct result of Regional Strong Workforce Program (SWP) funding to hire a Director of Employer Partnerships and a local SWP investment of a Faculty Work Experience and Workforce Development Coordinator. Both positions have supported faculty in developing their advisory committees and in designing their agendas.

A recent example of engaging external stakeholders has been an informational campaign taken on by the President/Superintendent to raise awareness in our district about Mendocino College, our facilities needs and priorities. This informational campaign was in preparation for placing a bond on the ballot for the June 2026 elections. The President Superintendent presented to a variety of external stakeholder groups, including Ukiah Rotary, the MC Foundation Affiliates—the Lake Center Friends and the Coast Center Friends, and the Lakeport Economic Development Committee. (ex: [Lake Center presentation](#) and [Agenda](#)). Additionally, a “[Community Update](#)” [mailer](#) was sent out to District residents, providing information about Mendocino College and soliciting [feedback](#).

The College also actively informs the community through use of Press Releases and articles in local media. For example, articles in the local press about the College’s progress toward [student housing](#) have been published as the result of providing press releases.

Communication initiated by external stakeholders also has an impact promoting continuous improvement. For example, a shortage of trained and certified Paramedics was brought to the college’s attention by local agencies, including local political representatives and others engaging with members of our Board of Trustees. Knowing that developing this program would be a 3-5 year process which would include outside accreditation and would put a strain on Mendocino College resources, a partnership was developed with College of the Siskiyous (COS) to provide their [Paramedic Program](#) on our main campus. Since 2022, this program provides local students with a pathway to a career in Paramedics, meets a community workforce need, and provides students with added qualifications to enter the Fire Fighting field, including our local Fire Academy course.

As demonstrated above, the college maintains regular communication with internal and external stakeholders, conveying its progress toward mission fulfillment and goal achievement from both comprehensive, districtwide perspectives, and program and constituent group specific perspectives.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

- 2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)**

The college offers a range of educational programs that align with the [Institutional Student Learning Outcomes](#) and support its [mission](#) to partner “with a dynamic community of diverse students to help them achieve their educational goals.”

Mendocino College offers [23 associate degrees for Transfer](#), [37 local associate degrees](#), and [57 certificates](#). The variety of degrees available serves a diverse population and their goals of transfer and career advancement. In order to serve students throughout the geographic area, the college offers courses in a variety of locations, including our main campus in Ukiah, our center in Lakeport, our Coast Center in Fort Bragg, our North County Center in Willits, at educational sites in Covelo and Anderson Valley, at every high school in our district through dual enrollment, and asynchronous online.



To increase access, some courses are delivered via Zoom to multiple centers simultaneously. Regardless of location and modality, all courses deliver the content required by the Course Outline of Record at the appropriate rigor. This requirement is conveyed to all faculty through the [Syllabus Guide](#) and is verified through the evaluation process ([Evaluation Guide](#)).

Instructional programs are approved by two committees: the Educational Action Planning Committee and then by the Curriculum Committee ([Guidelines for Program Management](#)). Both entities evaluate programs for appropriate breadth and depth, alignment with the college mission, relevance to local employment opportunities, and transfer requirements ([CC Handbook chapter on program approval](#)). All programs and certificates align with local policies, and all degrees include general education requirements that meet the breadth of Title 5 requirements ([2025-26 Catalog pgs related to GE requirements 74-77](#)). New Career education degrees and certificates are also further reviewed and endorsed by a regional consortium, the North Far North (NFN), which reviews the appropriateness of the number of units, the coursework, course completion pathway, and labor market indicators ([NFN New Program Recommendation Process](#)).

Recently, the college developed an LVN (Licensed Vocational Nursing) Program. This adoption illustrates the Mendocino College process for creating new programs. On [April 19, 2023](#), the program was proposed to the Educational Action Planning Committee. The committee assigned a Program Advisory Team (PAT) to review the feasibility of the program and its appropriateness to our college mission. The PAT reported back to EAP in support of the program. EAP voted to approve the program. Faculty in the area proposed the program and its courses to the Curriculum Committee, at which point the Program Proposal and course proposals went through the curriculum review process as described in the Curriculum Committee handbook. ([LVN new program proposal documents](#), [LVN Curriculum agendas](#))

As part of that process, Program Level Student Learning Outcomes (PSLOs) are reviewed and approved by the Curriculum Committee and are published in the college catalog. These PSLOs capture the College's mission in providing students with learning opportunities to prepare them for transfer or the workforce. For example, the Biology program PSLOs are:

Program Level Student Learning Outcomes:

1. Analyze major biological concepts and discriminate how these concepts are connected within various areas of the biological and physical sciences.
2. Apply scientific methodology in the form of designing and conducting experiments and evaluating hypotheses.
3. Use standard laboratory equipment, modern instrumentation, classical techniques, and appropriate safety protocols to carry out experiments.

As an AA granting institution, Mendocino College primarily offers degree applicable and transfer level courses at the lower division level. However, the district continues to offer a handful of courses that are below college level. These classes are primarily in the ESL department and are designated by having a number below 50. All courses that are degree applicable but not transferable are number 50-99. All 100, 200, and 1000 numbered courses are degree-applicable and transferable to the CSU or UC systems. This [numbering system](#) is described in the college catalog. The Curriculum Committee is the arbiter of this determination and their criteria for placing courses at a given level are described in the Curriculum Handbook in sections titled "[Definition of Associate Degree Level](#)" and "[Consideration in Determining What Constitutes a Baccalaureate Level Course](#)."

Regardless of level, all courses have CSLOs that are reviewed and approved by the Curriculum Committee. They are mapped by faculty in their departments, to the PSLOs and ISLOs to support the regular review of programs that occurs during Program Review. ([PSLO mapping party announcement](#))

**2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
(ER 3, ER 9, ER 11, ER 14)**

Curriculum development and review is a faculty-driven process aligned with participatory governance guidelines. Policy, procedures, and practices established in the Curriculum Handbook require all curriculum to undergo approval and regular review by the Curriculum Committee. As described in the Curriculum Committee Handbook, the mission of the curriculum committee “is to promote academic excellence and rigor by means of careful study and discussion and by the application of state regulations and the policies of the District. This mission is primarily achieved by studying curricular proposals and recommending action on them to the Board of Trustees.”

Per [AP 4020.1](#), the Curriculum Committee has authority over curriculum proposals as established through mutual agreement between the Board of Trustees and the Academic Senate. Once the Curriculum Committee approves a proposal, it proceeds to the college President/Superintendent as the designee of the Board of Trustees for final ratification.

The Curriculum Committee is a subcommittee of Academic Senate that is chaired by a full-time faculty member and vice-chaired by the Vice President of Academic Affairs. Voting Members include five other full-time faculty and one part-time faculty. Resource members include the Instructional Deans, Articulation Officer, Director of Admissions & Records, Distance Education Coordinator, SLO Committee Chair, one student representative from ASMC, and the Curriculum Technician. The curriculum process begins with the submission of a proposal to the committee through eLumen (the college’s curriculum management system at the time of this writing). Usually initiated by full-time faculty in the program, such a proposal may involve minor course revisions, substantive course revisions, new courses, course deactivations, new programs and program revisions ([CC Handbook Section One & Two Curriculum Process](#)). In the case of a new program, the process begins earlier with discussion at the college level in the Education Action Planning (EAP) committee. The EAP committee convenes a Program Advisory Team to review the new program proposal and recommend in support of, with reservation, or not in support of. ([Guidelines for Program Management](#))

The Curriculum Committee reviews course outlines of record with attention to detail. All courses must include SLOs that are written in a transparent way that is accessible and meaningful for students. Similarly, all Programs must have PSLOs. When new courses or revisions to course outlines of record (COR) are submitted in the curriculum process, the Curriculum Committee reviews SLOs ensuring alignment between outcomes statements and other curricular elements, including course objectives, methods of instruction, assignments, and grading standards ([CC Handbook Section Three on elements of the COR](#)).

The Curriculum Committee has incorporated a [cultural audit process](#) into its regular review of courses. The cultural audit requires faculty to consider diverse content and incorporate alternative assessment methods, when possible, to promote equitable outcomes for students. The audit also guides the lens through which curriculum committee members review course outlines. For example, during discussion regarding the approval of Marine Intertidal Ecology class, a curriculum committee member encouraged the Biology department to include information about indigenous stewardship practices and traditional ecological knowledge in the course outline ([April 10 CC minutes](#)). The committee is also incorporating Universal Design for Learning into its requirements for course design and recently received a training on its principles ([CC Minutes February 6 2026](#)).

The college also ensures that content and methods of instruction meet academic and professional expectations through the [Program Review Part 2](#) process. The program review part 2 process incorporates qualitative and quantitative data, including the results of student learning outcome assessments, student success, completion and retention data, demographically disaggregated. In their 2022 Program Review, the Chemistry department did a detailed study of success rates over multiple years. Though they did not find “an overall trend in equity or gender gaps,” they reported that “there were instances where the department had significant differences in student success. We want to ensure that all students feel welcome in our courses, supported, and have the same opportunity to succeed. We plan to use the College's curriculum audit tool to look at inequities in our courses and identify how we can improve our curriculum. We are also excited about using culturally responsive teaching (CRT) practices to help engage students and improve student learning.” Since that time, the Chemistry department has adopted OER textbooks, changed their in-class activities, updated SLOs, and updated assignments and assessments to better engage with diverse students and their diverse goals ([CHM PR](#), [email](#), [new assignments](#)).

Career Education programs host annual [advisory committee meetings](#) with industry professionals and community-based organizations. The purpose of these meetings is to maintain program relevance and to meet state and federal Career Education program requirements. Members of the advisory committee include occupational representatives, students, and faculty. Advisory members help ensure that these programs meet industry standards and prepare students for the workforce and provide advisement to keep curriculum relevant. ([Board Presentation on Advisory Committees](#))

The Sustainable Construction and Technology (SCT) program is a good example of a Career Education program that has gone through the program development and curriculum processes, including significant engagement with employers and educational agencies. In Fall of 2019, a New Program Proposal was submitted to [EAP](#) for a non-credit certificate in SCT. This need was identified through engagement with various agencies, including the Mendocino Lake Adult Education Consortium (MLACE) and the Mendocino Private Industry Council (MPIC). This engagement is captured in the [New Program Concept Form](#) submitted to EAP. Around this same time, the college received a \$1,000,000 grant from the State of California to respond to the need for construction workers because of the destruction of homes due to the devastating fires in Mendocino and Lake Counties beginning in 2017. In January 2020, on the eve of COVID, the college received that funding and hired a full-time faculty. As a result of COVID, hands-on SCT classes were not scheduled for two semesters. The faculty member developed and submitted the non-credit program and courses to the Curriculum Committee. The non-credit certificate is meant to be completed in one semester and prepares students for entry level work in construction. So far, this program has been highly

successful, increasing enrollments overall in SCT. [A presentation](#) was given to the Enrollment

Management Committee and the Board of Trustees, telling the story.

[The Student Equity Plan](#) also strengthens the alignment between academic programs and support services. By integrating a diverse group of constituents into the planning and development, the plan ensures that the institution remain responsive to academic program and workforce needs while also supporting equitable participation and completion among disproportionately impacted groups. Equity-minded curriculum review processes, such as the cultural audit and faculty and staff professional development, further ensure that course content and instructional approaches promote access, relevance, and success for all learners. Through these coordinated, equity-centered strategies, Mendocino College fulfills its mission to deliver academic programs that uphold professional standards and foster equitable student achievement across the institution.

The syllabi created by faculty are designed in accordance with the Course Outlines of Record, including communicating the Student Learning Outcomes. Each syllabus provides the specific assignments, materials, and methods for achieving those outcomes and supporting the content required by the COR ([sample syllabi and course outlines](#)).

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

As described in [BP 4100](#), All Mendocino College degree programs require completion of a Mendocino College approved pattern of General Education. In addition, local (non-ADT) degrees require completion of institutional requirements in Studies in Culture and Wellness.

[BP 4025](#) outlines the Mendocino College philosophy regarding General Education. The Board of Trustees of Mendocino-Lake Community College District embraces the philosophy that general education is an integrated curriculum designed to prepare the student for better self-understanding and for the responsibilities of living in a global society.

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy:

The awarding of an associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

Our newly approved [GE pattern](#) demonstrates the institution's commitment to this philosophy. MC began discussions about updating General Education requirements in Fall of 2023 with presentations to ASMC (Associated Students of Mendocino College), Academic Senate, and other stakeholders to gather feedback. At Faculty Inservice in Spring of 2024, the Curriculum Chair gave a presentation of options, followed by a group workshop in which Faculty discussed how different GE models reflect the values of Mendocino College ([Presentation and Faculty Survey Results](#)). Using

feedback from this Inservice, at the March 3, 2024 meeting, the Curriculum Committee adopted a Resolution to retain the existing Wellness, Studies in Culture, and American Institutions in their current formats but to revisit this in future when the results of the new GE model were better known in order to adapt to student needs. The [Curriculum Committee Resolution](#) was officially adopted by [Academic Senate on April 11, 2024](#).

As described in [AP 4025.1](#), the goal of the Studies in Culture requirement “is to include the study of culture, including race, ethnicity, and gender in every student's curriculum. Further, the intent of the requirement is to encourage students to examine the dynamics of power within society in historical and contemporary contexts.” The goal of the Studies in Wellness requirement is to include the study of culture, including race, ethnicity, and gender in every student's curriculum. Further, the intent of the requirement is to encourage students to examine the dynamics of power within society in historical and contemporary contexts.” These requirements can be fulfilled by a wide variety of coursework.

INSTITUTIONAL REQUIREMENTS

<i>Studies in Culture.</i> Select one course. Courses with * can double count in Area 2 or Area 3 or Area 4 or Area 4A.		
ANT 201* Cultural Anthropology (3 units) ART 206* Introduction to Native American Art (3 units) ART 209* Art Appreciation (3 units) CDV 202* Culture and Diversity in Early Childhood Education (3 units) COMM 211* Intercultural Communication (3 units) ENGL 250* Survey of Contemporary World Literature (3 units) ENGL 265* Introduction to California Literature (3 units) ETH 241* Pacific Coast Indian Cultures (3 units) GEO 201* Cultural Geography (3 units)	HST 205* World History to 1500 (3 units) HST 206* World History Since 1500 (3 units) HST 207* Mexican American History (3 units) HST 208* Women in American History (3 units) HST 209* African American History (3 units) HST 220* Mexican History (3 units) HST 222* Native American History (3 units) HUS 172 Working in Tribal Communities (3 units) MTH 170* Mathematics in Native American Culture (3 units) MUS 208* Music in World Culture (3 units)	PHL 230* Religions of the World (3 units) POLS 203* International Relations (3 units) PSYC 220* Psychology of Gender (3 units) SOC 201* Social Problems (3 units) SOC 203* Introduction to LGBTQ+ Studies (3 units) SPN 212* Spanish Language and Culture through Cinema (3 units) THE 206* Dance in World Cultures (3 units)
<i>Wellness.</i> Select one course. Courses with a * can double in Area 4 or Area 5. Students can also submit four months active military service verified by submission of form DD-214.		
BIO 245* Introduction to Environmental Toxicology (3 units) CCS 101 Career and Life Planning (3 units) CDV 200* Child Growth and Development: Conception through Adolescence (3 units) EMS 202 First Aid, Emergency Care, and Cardiopulmonary	Resuscitation (3 units) HLH 103 Women's Health (3 units) HLH 200 Health Education (3 units) HLH 214 Foods and Nutrition (3 units) PSYC 206* Human Sexuality (3 units) PSYC 208* Psychology of Loss and Death (3 units)	PSYC 210* Psychology of Life Span Development (3 units) PSYC 225* Psychology of Personal and Social Adjustment (3 units) PSYC C1000* Introduction to Psychology (3 units) SOC 210* Sociology of Families (3 units)

The Mendocino College GE pattern provides opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences, among other disciplines. Mendocino College GE areas include

- English composition (which includes information literacy)
- Oral Communication and Critical Thinking
- Mathematical Concepts and Quantitative Reasoning
- Arts and Humanities
- Social and Behavioral Sciences
- American Institutions (which includes Civic Literacy)
- Natural Sciences
- Ethnic Studies

The GE philosophy and all GE patterns (the Mendocino College pattern as well as the Cal-GETC pattern determined by the CSU and UC systems) are included in the college Catalog. As described in the Curriculum Handbook, the Curriculum Committee reviews courses to be designated for inclusion in General Education and to fulfill our Institutional Requirements of Wellness and Studies

in Culture. The forms created by the Curriculum Committee for each GE and IR area indicate the criteria used by the committee. For example, "Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavior sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines." Additionally, they must have four of the following attributes:

- Examines the contributions of historical societies
- Explains problems and issues from a social science disciplinary perspective
- Explains the contributions and perspectives of people from a variety of cultural or ethnic groups
- Presents a comparative perspective on Western and non-Western societies
- Explores the principles, methodologies, value systems, or ethics employed in social scientific inquiry
- Explores development, theory, and individual behavior in political organizations and/or economic institutions
- Explores how social and cultural groups constitute the framework for the behavior of the individual as well as the group ([GE forms](#))

[Our Institutional Learning Outcomes](#) similarly indicate a commitment to an education that broadens student experience and their ways of understanding the world. With the leadership of Student Learning Outcome Team (SLOT), the ISLOs were revised in 2021-2022. This process is well documented in our [2024 ACCJC Mid-Term Report](#) as our last comprehensive review in 2020 resulted in a recommendation for improvement in this area. Our new ISLOs, Creative and Critical Thinking, Inquiry and Analysis, Communication, Lifelong Wellness, and Intercultural Knowledge, strive to recognize the skills we foster in our students and capture the entirety of the student experience at Mendocino College.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Mendocino College provides information in a variety of formats and modalities to support students in their educational journeys. The [College Catalog](#) serves as a primary source of information and is available in print and online. The catalog includes: the mission, vision, values, and accreditation information, Institutional Student Learning Outcomes, general education and transfer requirements, relevant board policies, course and program listings, and information about student support programs. There is transparent information provided on the cost of attendance, including tuition, fees, and estimated textbook costs, a new catalog is updated and published each year through a systematic review process led by the Office of Community Relations and Communications and the Vice Presidents of Academic Affairs and Student Services. An ad hoc team is brought together each year to review and update sections as needed. The accuracy of the catalog is ensured by organizing the review in sections and assigning each section to the appropriate expert. The catalog is considered a central source of information for not only students, but also for employees, transfer universities, and outside agencies.

For more information on individual programs and departments, the “[Academics](#)” tab on the College website has links to each department where students can access information about faculty and program requirements. Career Education departments have short videos with career information. On this section of the website, students can also navigate to a program through the link to [Learning and Career Pathways](#). Through the College’s Guided Pathways work these “meta majors” were developed to support students in finding a major when they have a general interest in mind. Students, employees and the public can have access to Course Outlines of Record (CORs) through the [public facing eLumen link](#). At the time of this report, the College is working on migrating from eLumen to Course Dog for its curriculum inventory system. While we will not be able to build or change curriculum within either for Fall 2026, we expect to have uninterrupted access to CORs.

The College’s Schedule of classes is provided to students and the community in multiple ways. Online, students can [search the schedule](#) through Colleague tools. Additionally, the College still provides a printed [schedule of classes](#) for each term that is made available at all sites and is mailed to homes throughout the District. The printed Schedule of Classes includes additional information to support students. For example, the recent schedules included information about the recent changes to some of our courses to [Common Course Numbering \(CCN\)](#).

Student Support Services are communicated to students in multiple modalities such as, the catalog, the website, [student orientations](#), MyMendo, Eagle Connect, and the website [Chatbot](#). Academic Counselors, Retention Specialists, Disability Resource Center faculty and staff, and other staff are also available to support students with information to support their educational journeys. Academic Counselors are the primary support for ensuring that students develop and Comprehensive Educational Plans with accurate course and program information. These include specialized counselors, such as Athletics, Transfer, EOPS, and CalWORKs, Veterans, who also provide specific program requirement information to students. Appointments are available in multiple modalities: face-to-face, virtual (Zoom), phone, and email assisted advising. In Fall 2024, the counseling department conducted a [survey](#) to get feedback on preferred modalities; as a result, [more drop-in](#) appointment opportunities as well as expanded evening and weekend opportunities were added for quick and easy access to resources.

Recently, the Counseling and Retention departments launched the [online appointment feature of Eagle Connect \(Starfish\)](#). The landing page on the website includes video instructions for how to make appointments with counselors, and Eagle Connect includes reminder features to support students in making it to their appointments. Eagle Connect also enables Student Services staff to provide information about the resources available to support the student journey. Tiles specific to the student with their student support network are easily accessible to the students on their dashboard.

The [MyMendo Student Self Service](#) portal embedded in Colleague’s Student Information System (SIS) is a critical tool for students to access important tools and information. These include registration, payment, the student’s class schedule, financial aid, and access to Canvas, and student email. Through this portal, students have access to petitions and forms, and many of the tools needed to navigate the logistics of being a student at Mendocino College.

Mendocino College uses Everbridge an emergency alert system, to alert students and employees of evacuations and closures due to power outages, fires, and other situations.

In 2023, Mendocino College was selected by the Chancellor's Office , through a randomized process, to be part of a program review and desk audit as part of the [Methods of Administration \(MOA\)](#) program. The MOA program review activities are designed to meet the requirements of the US Department of Education's Office for Civil Rights (OCR) for community colleges receiving financial assistance. This process made sure that the College was providing the appropriate information to students regarding such information as non-discrimination policies, Title IX and Section 504 contacts, and grievance processes for students. While the college was in compliance in most areas; the process of the audit improved our website to include direct links where needed and provide information on these topics in the catalog and on the website in English and Spanish.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Mendocino College schedules courses intentionally to so that students may plan for the completion of their academic goals within an expected period of time. This process requires collaborative and intentional work by faculty and Deans with the support of the VP of Academic Affairs and the Enrollment Management committee.

The Vice President of Academic Affairs leads the [Enrollment Management Committee's](#) monthly meetings. The purpose of this committee is to coordinate and integrate scheduling and other efforts across the district to best meet student needs, eliminating barriers across all student populations. The committee works to maintain robust enrollments that represent the diversity of our community. The focused activities of this committee include providing a forum for faculty, administrators and staff to collaborate around scheduling decisions based on internal and external influences, to research impacts of scheduling choices, and to explore opportunities to engage in training, project development, including funding opportunities to continuously improve scheduling practices and enrollment strategies. Currently, Enrollment Management is working with Precision Campus to improve access to scheduling data.

In the 2022-2023 academic year a college team led by the Vice President of Academic Affairs participated in a Strategic Enrollment Management (SEM) academy facilitated by the Research and Planning (RP) Group and the Chancellor's Office ([SEM application](#)). This work became embedded in the Enrollment Management Committee and resulted in the development of a [scheduling dashboard](#), and [inservice sessions for faculty on program mapping, and strategic scheduling](#). As a result, in Spring 2023, the Enrollment Management Committee introduced a multi-year scheduling document as a requirement for instructional departments. In these planning documents, instructional departments draft a schedule for the upcoming two years, including details like modality, location and approximate times, mindful of including all the degree requirements in that time period. These documents are used by Deans and departments in scheduling ([samples of multi year schedules](#)).

While the Enrollment Management Committee provides guidance to the scheduling process, many other processes and communication protocols provide a framework for effective scheduling practices. Instructional departments in related areas also communicate with each other to avoid conflicts and facilitate student success. For example, on our Coast campus, CHM 200, BIO 230 and BIO 231 are scheduled in sequence to facilitate students completing Allied Health requirements/ Nursing prerequisites. On our Ukiah campus, STEM students often need to take Calculus II in the

same semester as Physics 220 or CHM 251. As a small institution, we only offer one section of these classes per year. To avoid scheduling conflicts that would delay STEM students progress, the Ukiah STEM degrees follow a scheduling agreement that limits such conflicts: Higher level Math is scheduled MW morning and advanced Chemistry classes MW afternoon. Majors biology courses are TTH morning and Physics for Scientists and Engineers are T/TH afternoon and evening ([STEM templates](#)).

The Dean of Instruction works with the departments teaching GE requirements and the Dean of Centers to ensure that GE options are available at all locations at a variety of times and modalities. The post-Covid expansion of online education has made it possible for any student to complete their GE requirements online in any semester, with the exception of the Cal-GETC Oral Communication requirement, as our Communications department does not offer Public Speaking in that modality. Additionally, Mendocino College is a home and teaching college with the California Virtual Campus. This coalition of California Community College online programs gives Mendocino College students the ability to seamlessly enroll in online classes at dozens of other community colleges. This allows students to continue on their educational pathway even when Mendocino College classes are full or not being offered in a specific semester ([CVC webpage on what courses are included](#)).

Dual Enrollment student course access is supported through on-ground classes via College Career Access Pathway (CCAP) classes with our 23 partner high schools. Academic deans meet with high school partners each semester to develop tailored pathways for each location that largely include both career education and transfer options. These conversations are tracked with [running notes](#) for each site. Through coordinated on ground classes, dual enrollment students are able to earn industry recognized certifications, as well as a path toward AA completion while in high school. Collaboration across multiple high school districts has also allowed shared asynchronous online courses to run with enrollments at individual locations, that would not otherwise be possible.

Each Center location aims to provide access to a breadth of courses that represent first year GE requirements and initial career education certificate exploration. Across each location, a particular identity has been fostered to highlight regional student goals. The Coast Center has a STEAM focus, supporting both the arts, with for-credit and non-credit older adult courses, and nursing and PTA program prerequisites. The North County Center supports working students with a series of hybrid GE classes with on-ground courses on weekends once a month and the rest of the course available asynchronously. This [Weekends to Success](#) series aims to balance the flexibility of online classes with on-ground support. Finally, our Lake Center has provided additional layers of support for our mono-lingual Spanish speakers, with on ground GE classes taught in Spanish and bilingual aids in our career education courses.

Ensuring timely completion also means providing transparent information to students. Academic counselors and faculty worked collaboratively to produce [program maps](#) that guide the educational planning process for timely completion of a degree or certificate. These maps outline which semester a student should take courses. The maps serve as a resource to the Deans when scheduling courses, to counselors when creating educational plans with students and to students themselves ([Program maps samples](#)).

Mendocino College is engaged with the Program Mapper project which will provide a student-facing system to display Program Maps. Unfortunately, the College began to engage with this process as

Program Mapper software was transitioning to its 2.0 version. This transition has delayed this work; however, program maps are prepared and awaiting this implementation. The documents are regularly used in scheduling meetings with faculty and counseling meetings with students.

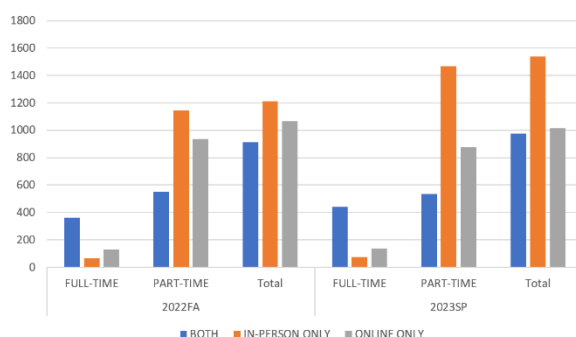
In order to create as little disruption for students, adding and cancelling sections as the beginning of a semester or term approaches is handled nimbly through collaboration and conversation between and among instructional and counseling faculty, instructional Deans, and the VP of Academic Affairs, as needed. Academic counselors provide feedback to instructional Deans when courses are full and additional sections are needed. In advisement from the VP of Academic Affairs, the Instructional Deans follow [the guidelines for class cancellation](#). The Guidelines for Class Cancellation are created with input from Instructional Administrators, Academic Senate and the MCFT Executive Committee. Though these guidelines recommend cancellation when sections have below 12 enrollments, they do allow Deans to keep a class despite low enrollment for a variety of criteria, included if enrolled students need the class to complete their degree or certificate that semester.

When cancellation is necessary, the Instructional Deans seek alternative opportunities for students to complete the course. Examples of these options might include an online course offering in the California Virtual Campus, taking the course at an alternative district location, finding a course that meets the same requirement, or a course substitution petition. [Course Substitution](#) petitions offer another avenue for students to finish their degrees and certificates when unforeseen circumstances have prevented the college from offering the required courses.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

The College provides general education, associate degrees, certificates, transfer programs and lifelong learning opportunities for a diverse student population by serving local, regional, national, and international students through multiple modalities. The College seeks to meet the range of educational needs of its students by delivering programs consistent with their academic preparation, location, and relevant to regional and national economic drivers. Pursuant to [Administrative Procedure 4020.1](#), the college outlines the protocols established to determine the appropriate course delivery modes: in-person, laboratory settings, online, hybrid, hy-flex or weekend courses. As in-person enrollments were recovering after Covid, the [Enrollment Management Committee](#) was interested in understanding the “new normal” for students’ choice of modality for classes. As the figure below illustrates, a significant majority of full-time students take both online and in-person classes, suggesting the importance of both modalities for students to make progress toward completion of their educational goals.

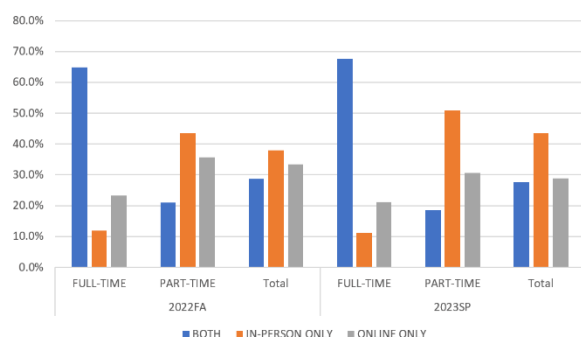
Enrollment Modality



Number of students enrolled in online or in-person courses

	2022FA			2023SP		
	FULL-TIME	PART-TIME	Total	FULL-TIME	PART-TIME	Total
BOTH	363	550	913	442	534	976
IN-PERSON ONLY	66	1144	1210	73	1466	1539
ONLINE ONLY	130	938	1068	138	879	1017

Note: K12 students are not included in this analysis



Number of students enrolled in online or in-person courses

	2022FA			2023SP		
	FULL-TIME	PART-TIME	Total	FULL-TIME	PART-TIME	Total
BOTH	64.9%	20.9%	28.6%	67.7%	18.5%	27.6%
IN-PERSON ONLY	11.8%	43.5%	37.9%	11.2%	50.9%	43.6%
ONLINE ONLY	23.3%	35.6%	33.5%	21.1%	30.5%	28.8%

Note: K12 students are not included in this analysis

The Instruction Office, in coordination with the Learning Center, provides regular training opportunities for faculty in all modalities. Every semester the Learning Center director provides a one-day Teacher Institute focused on a particular andragogical topic. Recent topics have included Abolitionist Teaching, the Trauma Informed Classroom, and AI. In addition, the Instruction office offers book clubs every semester in which faculty read and discuss how to apply the book's insights into their own teaching. A few examples of books include *We Want to do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*, *Affirming LGBTQ+ Students in Higher Education*, and *Relationship-Rich Education*. The Instruction office also facilitates professional development topics at each semester's Part-time faculty orientation and works with Academic Senate to facilitate professional development during each semester's Full-time faculty Inservice. Recent Inservice topics have included Regular and Substantive Interaction, DSPS requirements, Student Learning Outcomes assessment, Accessibility, and, of course, AI. The Instruction office occasionally facilitates lengthier professional development opportunities, such as the Faculty Equity Project, a semester long cohort based model in which faculty reflect on their teaching practice, observe one another teaching, and read relevant texts ([faculty prof development examples](#)). High standards for teaching in all modalities are embedded in the Instructional evaluation process. In 2020, the Academic Senate instigated an ad hoc committee of Academic Senate, FT Faculty union representatives, and Academic administrators to review the faculty evaluation documents and suggest revisions. This collaborative work led to the creation of revised evaluation form and an [Instructional Evaluation Guide](#) that clarified instructional standards. The tenure process and [regular evaluation process for tenured faculty](#), heavily emphasize instructional excellence.

Distance Education is utilized to support the District's mission by increasing instructional access and maximizing educational opportunities for all students seeking transfer and career/technical training. More recent scheduling includes hybrid formats and utilizing Zoom for instruction. The college uses dedicated classroom cameras ("Zoom carts") that allow classes, specifically scheduled in this format at any location, to be attended synchronously by students at home or from another classroom site. This system, locally referred to as Room and Zoom, allows classes scheduled at the main campus to reach

students at the remote centers, or vice-versa, addressing geographical constraints. When this modality was first introduced post-Covid, the Instruction office led trainings on best practices to increase the proficiency of instructors ([email invite from room and zoom trainings](#) and [agenda](#)). The Room and Zoom modality has allowed courses across multiple locations run below the traditional 12 student threshold. For example, ADJ-200 Introduction to Administration of Justice was able to run at the North County Center with eight students, and at the Coast Center with four students in the Spring of 2026, because they were combined in this fashion. Without this combination, both sections would have been cancelled. During the Spring 2026 semester, across the whole district, implementation of Room and Zoom allowed 19 sections to run within numerous departments, including math, child development, business, history and more, that would not have otherwise ([room and zoom schedule examples](#)).

Some programs use a hybrid format where students complete the lecture portion of a class online and attend laboratory classes on campus. This structure allows students coming from long distances to limit their commute obligations. As highlighted in the [2023-2029 Education Master Plan](#) offering online, weekend and hybrid courses allows greater access to the college classroom for students with time, transportation and other constraints.

Both the Curriculum Committee and Distance Education committees have oversight of online instruction. In order for a class to be taught either fully or partially online, the faculty in the department must submit a [DE Addendum to the Course Outline of Record](#) which explains how the outcomes of the course will be met in an online or hybrid format and how the course will meet accessibility requirements online. This Addendum is reviewed by the DE Director and the curriculum committee. The Curriculum Committee must vote in favor of hybrid or online status for the course.

The DE Committee also provides standards and expectations for online teaching as evidenced in the DE Handbook which states:

Expectations of Online Faculty

All online faculty are expected to commit to teaching online classes that meet all federal and state requirements and align with Mendocino College policy and procedure. Faculty must log into their Canvas classes at least once every 72 hours in order to respond to student inquiries. They must use Canvas tools as intended (pages and modules to organize content, assignments, etc.). In addition, faculty are responsible for building and maintaining online course content that meets current federal accessibility standards. Instructors must facilitate student to students' interaction (through discussion or peer review or other means) and meet all the requirements of Regular and Substantive Interaction.

Mendocino College expects its online courses to be written by human beings and expects students to receive thoughtful and constructive feedback and guidance that is human generated as well. Faculty can link to publisher created content only as a supplement to the Canvas course content, not as a substitute.

Mendocino College also ensures quality online teaching through a system of required training, ongoing professional development, and evaluation. All online instructors are required to complete a training course, Introduction to Teaching with Canvas, developed by the Online Network of Educators, and a short course developed in-house on Regular and Substantive Interaction, before they can be assigned to an online course ([DE Handbook page 7](#)) These trainings were recommended by the Distance

Education committee, a faculty-led committee which reviews all policies related to online education and approved by the Academic Senate.

The faculty evaluation process includes a set of recommended criteria specific to online courses. These criteria were collaboratively developed by representatives from the Instruction office, Academic Senate, and Full-time Faculty union ([instructional evaluation guide](#)). Individual faculty members receive feedback, guidance, and in some cases, a professional improvement plan, if their teaching does not meet the standards. The implementation of these criteria revealed that online faculty were struggling to meet Accessibility standards in their courses. This information fed into the decision to hire a half-time instructional designer and accessibility consultant who now supports faculty in improving their online classes. In addition to being available for individual appointments, the [instructional designer/accessibility specialist holds regular drop-in sessions](#) to support faculty in all of their online teaching efforts, including accessibility and RSI.

The college also has a group of faculty who went through training as reviewers for the Peer Online Course Review Rubric (POCR) developed by the statewide collaboration in online education, the California Virtual Campus. The POCR rubric is designed to elevate classes to best practices in online teaching. These trained POCR reviewers support their peers in aligning their online courses with the POCR standards. Twenty-one of our courses have been fully badged as aligned with the rubric. In addition to providing rubric training and support, the POCR team provided general online education support. Every new full-time faculty hire is assigned a learning management system mentor in their first semester, usually chosen from the POCR team, to support their adoption of our online management system. A new English faculty member who was especially appreciative of their Math faculty LMS Mentor, shared that “My mentor for Canvas was Casey Terell. I appreciated the way she approached our mentoring sessions by seeking to understand my experiences and asking thoughtful follow-up questions. Having a thorough knowledge of Canvas, she was able to make concrete suggestions that I could implement at will. Casey was also a source of emotional and intellectual support for me in teaching in the novel landscape of this particular rural area with its unique population” ([POCR emails and LMS Mentor](#)).

The institution supports 40% release time and a 195 day contract for a faculty Distance Education Director who provides leadership to the Distance Education committee and supports individual faculty with online teaching. The DE Director also serves on the Educational Action Planning committee, the committee which reviews the Program Review Part 2 reports of Academic programs.

The DE Committee regularly conducts student surveys and also reviews success rates in online classes. To address students’ needs and improve instruction with the goal of closing gaps, the DE Committee has supported a variety of professional development opportunities for faculty (a 10-day Accessibility challenge, byte-sized PD series, a course in Equity and Culturally responsive online teaching, encouraging POCR participation) and also created resources for students to become more Canvas-confident (such as the Quest for Success Canvas shell) ([Selected DE Committee minutes](#)).

Program Review Part 2 provides an opportunity for each academic program to review its disaggregated data, including disaggregation by modality. In their most recent [Program Review, the Culinary Arts Department](#) reflected on the poor success rates of their students in online classes and

decided to pivot back to face-to-face instruction for these courses, especially as they are now offering classes in more locations, including at many of our high schools.

Outside of the regular review processes, our system of participatory governance also provides means for instructional modalities to be reviewed. In spring of 23, the Academic Senate requested that the Enrollment Management committee review the effectiveness of Hyflex course offerings ([EMC 4.13.23](#) and [9.12.23](#)). As Zoom had become commonplace during the pandemic and Zoom technology widely available in classrooms, “Room and Zoom” or HyFlex offerings became popular as a way to offer instruction to students at our Centers and students who could not travel to any of our locations. Enrollment Management tasked the office of Institutional Research with surveying [faculty](#) and [students](#). Their research indicated that both groups found this mode of instruction to be as effective as other modes. For math faculty, it was evident that having a tutor at other locations was important, so now all Zoom and Room classes aim to have a tutor embedded in the classroom at the sites that do not have an instructor physically present; the tutor provides both technical and content support for the students.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Library and Learning Resources

Mendocino College’s Library serves as a primary hub for academic success, offering extensive resources both in-person and online. In recent years, the Library has expanded its services and collections in response to identified equity gaps and changing student needs, with a focus on measurable improvements in access, usage, and academic support across instructional modalities.

Overall Library usage has increased substantially in the past few years. In 2022, the Library recorded 18,614 in-person visits. By 2023, in-person usage had more than doubled, exceeding 35,000 visits within the same reporting period. This increase coincided with expanded hours of operation, increased visibility of academic support services, and the development of more structured, student-centered service models. The Library now maintains extended evening hours during the week and additional hours during the weekends leading up to finals, reinforcing its role as a consistent and accessible study space ([F25 Library hours flyer](#)).

One illustrative example of the Library’s expanded accessibility is the development and growth of the Book a Librarian service. Originally informal and ad hoc, research assistance was restructured into scheduled one-on-one appointments to better serve students who need individualized support, particularly online students, returning students, and those balancing coursework with work or family obligations. Book a Librarian appointments are offered in English and Spanish and may be conducted in person, by phone, or via Zoom. A module has also been developed that can be easily inserted into Canvas courses, making it even easier for students to reach out for support ([Book a librarian flyer and module](#)).

Equity-focused access to materials has been a parallel priority. The Library provides access to more than 38,000 print and media items, over 457,000 eBooks, and 41 licensed research databases offering millions of full-text articles with 24/7 availability. Collection development has increasingly emphasized electronic resources to ensure that students enrolled in online or hybrid courses have

access to the same high-quality academic materials as students attending in person ([Emails and info about databases](#)).

To further reduce nonacademic barriers, the Library has significantly expanded its lending collections. More than 1,000 technology devices, including laptops, Chromebooks, hotspots, and calculators, are available for semester-long checkout, reducing reliance on short-term or daily access models that can disadvantage students with limited transportation, unstable housing, or inconsistent internet access. These resources are distributed through a delivery system serving the Lake, North County, and Mendocino Coast centers, helping ensure equitable access regardless of location ([Library Webpage screenshots about services and delivery](#)).

Textbook affordability has also been addressed through sustained expansion of the Textbook Lending Library (TBLL). The Library has prioritized high-enrollment and high-cost courses where lack of access to required texts presents a documented barrier to student success. By making required materials available through the TBLL, students are better positioned to engage with coursework from the first day of instruction, supporting course participation and persistence ([Sample textbook email](#)).

In addition, the relocation of the [Writing Lab into the Library](#) aligns academic support services within a single, centrally located space. This change reduced barriers to access, increased cross-referrals between writing and research support, and improved the overall student experience by coordinating services.

The library environment supports both collaborative and independent learning through computer access, printers, charging stations, meeting spaces, and reservable study rooms. Staff-led displays and exhibits highlight cultural events, academic themes, and student diversity, reinforcing the college's commitment to inclusion and belonging.

Latino Club Produced Display:



Shakespeare display related to Theatre department production:



Missing and Murdered Indigenous Women (MMIW) display:



Student Art Display:



Together, these efforts demonstrate a pattern of continuous improvement grounded in service data, usage trends, and direct student engagement. Increased Library usage reflects not only higher foot traffic, but sustained progress toward a more accessible, equitable, and academically integrated support environment for Mendocino College students.

Tutoring and Academic Support

Mendocino College offers tutoring support in-person at all district locations, as well as in hybrid, and online modalities to ensure that all students—regardless of location, schedule, or academic pathway—have equitable access to the assistance they need to succeed. Through a combination of drop-in tutoring, embedded course support, remote services via Zoom, and specialized learning communities, the college provides flexible academic assistance that meets students where they are.

The Learning Center

The Learning Center offers a welcoming, inclusive environment that supports students academically and holistically. Staff greet students upon entry and assess their needs, ensuring they feel seen, supported, and connected.

The Learning Center provides:

- Drop-in peer tutoring in English, Math, and Spanish
- Study hall for Athletes
- Individual and group study spaces, computers, printing, and essential school supplies
- Tutoring at Centers and via Zoom to support online and geographically distributed students
- Embedded tutoring in key courses such as Statistics with support, and for classes delivered

to Centers via Zoom

([Learning Center tutor schedule](#), [math lab schedule](#), [Learning Center screenshot](#))

The Learning Center also helps coordinate access to NetTutor, which offers 24/7 online tutoring in a wide range of subjects through Canvas, further expanding equitable access. The Learning Center conducts [annual surveys](#) of tutees to identify areas of improvement and need.

Math tutoring:



Tutor training:



Instructional support by departments

Both the English and Math departments operate noncredit labs open to all students. Both are staffed by faculty in these departments.

- The Math Lab is available in person at multiple locations, online, and via Zoom. Math lab faculty provide support to students in all levels of Math.
- The Writing Center provides in-person support in multiple locations and asynchronous online writing assistance through Canvas. Through the Writing Center, English faculty provide feedback on papers and support for understanding the writing process.

These noncredit labs allow students, regardless of location, to receive just-in-time help without cost, schedule constraints, or academic penalty.

MESA (Mathematics, Engineering, Science Achievement Program)

MESA provides a dedicated space and community for STEM students, offering free tutoring, academic workshops, computer and printing access, and tailored guidance for transfer and career preparation. MESA students receive assistance with transfer applications, scholarships, internship exploration, and resume building, supporting their long-term academic and professional goals. MESA provides Math tutoring to STEM students in Spanish, as well as English ([Sp 26 MESA tutoring schedule and announcements about events](#)).

For the last 3 years, MESA and the Learning Center have collaborated on a STEM Success Orientation; an event that invites STEM majors to campus for a two-day workshop before the semester begins. Students meet instructors, tour campus, build community, get TI-89 and Canvas training, and gain study skills to benefit them in their STEM careers ([STEM Success orientation flyer](#)).

All of these spaces provide academic support as well as a sense of community. As one student

described their experience in MESA, “At first, I went to MESA for tutoring, but as I kept coming back, I started getting to know everyone because it would be the same people there every day. Those familiar faces turned into friendship and eventually into a strong sense of belonging.” ([email from Julie McGovern, Mendocino College Foundation Executive Director](#)).

Dual Enrollment

Mendocino College supports a state recognized dual enrollment program, earning the inaugural [California Department of Education California Exemplary Dual Enrollment award](#) at one of its high schools in the Spring of 2023. Mendocino College is a leader in statewide dual enrollment awareness and advocacy with the Dean of Centers serving as the statewide [California Dual Enrollment Partnerships \(CaDEP\) President Elect](#). The Mendocino College Dual Enrollment program is highlighted within the [Ed Trust West Jumpstart report](#) as one of only 5 Colleges representing equitable enrollment within dual enrollment across, Black, Hispanic, and Native American dual enrollment students, with the greatest number of Native American dual enrollment students in the state.

As dual enrollment students make up over 24% of Mendocino College’s headcount, Mendocino College has made efforts to specifically target and support their success. The backbone of these programs is supported through [transfer and career education pathway maps](#) that are developed in collaboration with K-12 partners through one-on-one and [quarterly meetings](#). Supporting such a large geographic reach, one of the initial support systems put in place was a dual enrollment student championed Dual Enrollment Ambassador program, where one Junior and one Senior at each of our 23 high schools are hired to be the bridge to Mendocino College academic and student services supports. Through beginning of semester in class orientations, all CCAP students are made aware of how to access their email, and Canvas, as well as how to access student services like our food pantry and mental health counseling. Through student ambassadors, we have been able to adapt the program to meet developing student needs.

With dual enrollment growing [over three times](#) over the last eight years, Mendocino College has invested in institutionalized supports. These include:

- Implementing DualEnroll software to shift from paper registration forms to DualEnroll software, officially launching for district wide use for Fall 2026 enrollments. This program will enhance accessibility and student enrollment progress tracking from both the college and high school perspective.
- Creating and hiring for the new position of Dual Enrollment Coordinator. While a multitude of individuals supported the dual enrollment program at Mendocino College, the dedicated Dual Enrollment Coordinator will allow Mendocino College to realize enhanced bandwidth to support additional initiatives, including outreach to middle schools, CalGETC and career education CCAP pathway development, and increased parent outreach.

Other Student Services

In addition to the academic support directly integrated into instruction, Student Services provides many supports to assist students in achieving their unique academic goals.

[General and program-specific academic counselors](#) provide drop-in and scheduled appointments to help students develop Student Education Plans (SEPs). These services are provided in multiple modalities (in-person, Zoom, and phone). Targeted support is provided for specific cohorts,

including EOPS, DSPS, and CalWORKs students.

The college addresses non-academic barriers through services like Health & Wellness Services, financial aid advising, and programs focused on reducing housing and food insecurity. Short-term [Mental Health Counseling](#) is provided by a full-time and a part-time licensed therapist. The full-time counselor also organizes Wellness activities on campus. Food pantries are maintained at each campus and Center location. In addition to the pantry, the [Basic Needs](#) program provides fresh food giveaways each week on the main campus.

Eagle Connect is the Mendocino College version of the Starfish software. It supports students in staying on track by connecting them with instructors, counselors, and support services through a centralized [dashboard](#). This software provides a connecting point for all of the instructional, academic support, and holistic support services around each student by creating flags, referrals and kudos. It also integrates with Canvas so that instructional faculty can easily connect from the courses to the support services. To date, Eagle Connect is showing positive impacts to student success ([Eagle connect report 3.17.26](#))

The Transfer Center and the Transfer Counselor/Coordinator provide focused support for students intending to transfer to a four-year college or university. In addition to the [website](#) with links to information about transferring, specialized counseling is provided and there is a [college and university day](#) held every year with a focus on transfer institutions.

Mendocino College provides a comprehensive, equity-driven network of academic support services designed to meet students where they are, address diverse learning needs, and maximize each student's potential for success. These services—which include robust library and learning resources, tutoring and academic support programs, and targeted initiatives such as MESA—are intentionally structured to promote access, belonging, and achievement for all students across campuses and learning modalities.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Mendocino College is committed to its role as an intellectual, economic, and cultural anchor for the region, fostering an inclusive environment that addresses the diverse needs of its student body. Central to this effort is the [2025-2028 Student Equity Plan](#), which prioritizes creating a sense of belonging through cultural events, peer-to-peer mentorship, and academic support, particularly for historically marginalized groups such as Native American and Latinx students.

Key institutional initiatives include:

- Dedicated Resource Centers: The college operates the [Native American Student Resource Center \(NASRC\)](#) and the [Dream Center](#), providing dedicated spaces for cultural programming, advocacy, and academic resources
- Culturally Responsive Events: Annual traditions such as [Native American Motivation Day](#) and the [Latino Student Retreat](#) provide leadership development and community-building opportunities

- Engagement Programs: [The Eagles Rise](#) program and the [Pomo Pathway](#) cohort model facilitate deep connections with justice impacted youth, community organizations, and law enforcement, ensuring students feel supported from their first year. Also, the Pomo Pathway cohort model engages our Native American students in culturally enriching courses and cultural events.
- Student Voice and Governance: The [Associated Students of Mendocino College \(ASMC\)](#) is a key partner in planning campus life activities, such as the Week of Welcome (WOW), ensuring that student perspectives are central to institutional planning
- Supportive Learning Environments: Programs like [MESA \(Math, Engineering, Science Achievement\)](#) utilize peer tutoring and workshops to build academic communities that reduce isolation for economically disadvantaged students.

In addition to the institutional initiatives, there are also activities specific to our small Centers, designed to connect students from the far reaches of our district to the college. For example, College and Career Days are hosted annually at each of the Center locations, including the [Coast](#), [Lake](#) and [North County](#) Centers. These events help attendees develop a sense of what college is and how it can support their goals, with interwoven expertise from faculty, student services, and industry partners. These events specifically partner with local K-12s and welcomed over 600 attendees across all three locations. [Surveyed students](#) indicated that 99% felt a sense of belonging. Observations from previous College and Career Day events showed that while K-12 attendance was robust, current student and future student/community attendance was low. Review of these metrics encouraged us to utilize digital marketing pushes to enhance awareness. [Survey results](#) showed that due to this shift, we served nearly 4 times as many individuals in this category than the previous year. Additional review of desegregated data will allow us to enhance equity and access to all individuals who could benefit from these events.

The Centers also support Registration Fiestas at both the [Lake](#) and [Coast](#) Centers. These events support registration in the spring for the following fall, enhancing supports when the highest attrition occurs. This event engages targeted faculty, student services, and community partners, such as local Latino Coalition and Migrant Education, to assist all with registration, with an additional layer of support for mono-lingual Spanish speakers. A [survey](#) at these events showed that these events helped over 100 students explore and register for Fall, with 98% feeling more confident in considering Mendocino College for their future, and 100% feeling a sense of welcome and belonging.

The main campus and all Center locations, also support dual enrollment focused summer sessions, called Summer Scholars. [Coast ([Overview](#), [Program](#), Spanish [Overview](#), Spanish [Program](#)), North County Center ([Overview](#), [Program](#), Spanish [Overview](#), Spanish [Program](#)), Lake Center ([Overview](#), [Program](#), Spanish [Overview](#), Spanish [Program](#))] This program supports dual enrollment students in completing up to two courses during a six-week summer session. This program has grown and refined over the last years, adding in an orientation day, on ground program coordinator who check on academic progress weekly and coordination with local County Offices of Education to collaborate with parents when academic milestones are not met. Through implementation of these additional layers of support, we saw success and completion rates improve from as low as 50% in 2024 to between 85%-100% across all Center Summer Scholars based programs in 2025.

The College has also engaged in academic work to cultivate a sense of belonging among Native American Students and a connection to the local Native tribal communities. In 2023, the college received a grant from the National Endowment for the Humanities for a Native Learning

Symposium. This resulted in a year-long speaker series featuring local Native American experts, elders, and educators. These events were designed to educate about the history, culture, and political organization of the tribes in the District. Faculty and staff were encouraged to attend to support their development as culturally relevant practitioners. The grant also included the procurement of library resources and resulted in the [Native Learning Symposium lib-guide](#) which includes archived videos of the speaker series.

Most recently, for the first time in Spring 2026, the college offered its newly created course in the local Native language, Pomo. This Elementary Pomo Language course was developed after being requested for many years from the local Native community ([course flyer](#), [UDJ article](#)). The course was fully enrolled, and the next level of the course was brought to the curriculum committee for approval in the 2027 catalog ([curriculum agenda April, May 2026](#))

Mendocino College serves a diverse population of students with activities and programming designed to foster a sense of belonging and create opportunities to engage with each other and the college. The college works to recognize the varying needs of its students and provides resources designed to create connection and community.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Mendocino College utilizes a robust, integrated planning cycle to ensure continuous quality improvement across all departments. All instructional and non-instructional programs participate in a regular review cycle. This includes Annual Program Reviews (APRs) and a comprehensive Part II Program Review every six years. In 2019, the college improved this process by splitting it into Part IA (Staffing Requests) and Part IB (Technology and Facility Requests) to better align resource allocation with the annual budget cycle ([Program Review Timeline](#)). Then in 2024 the College further improved the process for student services and support programs by creating the [Service Area Review](#) process. This allows for all service areas, such as Admissions & Records, Career Hub, and Counseling, to develop program specific goals and measure progress towards meeting those goals.

At the Center locations, a long-standing Service Area Outcome, has been to enhance equitable access to courses at these locations. Serving a Hispanic population of 40.78% of students, Center locations explored further supporting mono-lingual Spanish speaking individuals to identify and excel as Mendocino College students. To this end, a partnership was developed with the Child Development Department to support a four-course industry recognized pathway taught in Spanish leading to the ability to work in a childcare facility ([CDV flyer in Spanish](#)). These courses are taught on ground at one Center location and made available at other locations via synchronous Zoom instruction. Launching in 2021, there have now been four cohorts of students who have completed the program. Some individuals have progressed into English taught CDV courses, completed their AA, and transferred to a four-year institution. As this program grew, a section was added at the Ukiah campus. Throughout the district, 48 students were engaged in the Fall of 2025. Enrollment demographics showed that this pathway was predominantly skewing female. To best address male student engagement, in the Spring of 2026 a Spanish taught course series in a more male enrolled department, Administration of Justice, was initiated ([ADJ Flyer in Spanish](#)).

Also, the college systematically assesses Student Learning Outcomes (SLOs) at the course level, Program Student Learning Outcomes (PSLOs) at the degree level, and Institutional Student Learning Outcomes (ISLOs). The Student Learning Outcomes Team (SLOT) provides oversight, ensuring assessments occurs for as many courses as possible every semester (full-time faculty are required to assess all courses, and part-time faculty are provided with a \$100 stipend for each course they assess). Through the use of Precision Campus and Tableau data visualization tools, programs are able to analyze disaggregated success and retention data to identify equity gaps.

Instructional Programs

Through CSLO assessment, comprehensive Program Review, the five-year Curriculum Review process, annual CTE advisory committee meetings, and the two-year CTE program review, all of our Academic programs go through regular and systematic review of their quality and success in reaching equitable student outcomes.

Career Education program advisory committee meetings provide one method of insight into programs. Annually they meet with their industry advisory committees who provide input into the currency of the programs. For example, in fall of 2025, the CSC program added a course on AI Literacy to their curriculum based on a recommendation by the Advisory Committee ([CC Minutes 8/22/25](#) and [CSC Advisory Minutes](#)). Likewise, the Business department added a course on Governmental Accounting to its curriculum because their advisory committee expressed that this was a need in the local community ([CC minutes 11/14/25](#)).

Annually, every Academic program completes a brief program review reflecting on their departmental objectives and identifying departmental needs. This process allows them to request staffing, instructional materials, and assistance with outreach.

Every six years, each Academic department does a robust departmental Program Review, Part 2. In the past, this comprehensive review was completed by each department in isolation and submitted in a form. Their submitted reports were reviewed by the Educational Action Planning committee which assessed whether the department needed intervention. This process has changed dramatically in the past 5 years. Now, all departments in the Program Review Process meet regularly throughout the semester with each other, the VPAA, the Director of Institutional Research, and other staff who can assist the departments in analyzing their data. Faculty support one another in reviewing data such as number of majors, graduation rates, success rates, and retention, disaggregated by race, gender, financial need, and modality.

The reflection on data in the Program Review Part II process often leads to curriculum changes. In the 2025 Program Review cycle, the [Business department](#) found that students in the age 18-25 range were not completing certificates and degrees at the same rate as older students. To encourage persistence in the Business program, they brought a new certificate in “Business Foundations” to EAP and the [Curriculum Committee](#) for approval. This program is designed with high school dual enrollment students in mind as a springboard to a Business degree.

In the 2023 Program Review, part 2 cycle, the [Political Science](#) department realized that they were not attracting female students as majors. In response, they created a [new course on Women in American Politics](#).

After completing their Program Review Part II, faculty then submit their required review of all curriculum to the Curriculum committee. This review, which must take place at least every six years, requires that all Course Outlines of Record are reviewed, modified if necessary, and submitted to the curriculum committee for their re-approval. The Curriculum committee has created a [5 year review checklist](#) to guide faculty through this process which involves re-approval of Programs, courses, GE status, Distance Education approval for courses, and SLOs. The Curriculum Committee reviews all curriculum for alignment with academic norms, college mission and policies, and state requirements as outlined in the Curriculum handbook. Additionally, the Curriculum committee assesses the extent to which the course outlines of record align with the criteria of the [cultural audit review process](#). The cultural audit is a process developed by the Mendocino College Curriculum Committee to facilitate the creation of equity-minded course content and student assessments.

The Faculty evaluation process provides another space for reviewing and assessing the quality of instruction and academic programs. Faculty evaluation occurs every three years (after the probationary period). During the faculty evaluation, the relevant Dean and peer(s) review course syllabi and instructional materials and observe instruction. This process allows the evaluation committee to reflect on the currency and relevance of the course content, to ensure that student learning outcomes are being addressed, and to discuss teaching and learning strategies with the instructor.

SLO assessment is another way in which Faculty evaluate their programs and course instruction. Every semester, all Faculty are asked to assess the CSLOs in all of their classes. This is required for Full-time faculty who are allotted 18 hours of flex time for this work. Part-time faculty are financially incentivized for completing their SLOs (with an \$100 stipend for each course assessed). The CSLO data is used not only to assess the effectiveness of individual classes, but that data feeds into assessment of the Program level SLOs. During the Program Review Part II process, faculty are provided with dashboards of disaggregated CSLO and PSLO data. The SLO Team also provides guidance and support to the academic departments in analyzing their SLO data to assess the effectiveness of their programs ([PSLO assessment training PPT](#)). In their 2023 Program Review, the Communications Studies department reflected on the role of public speaking in their degree and by analyzing the connections between their CSLOs and PSLOs, determined that the current courses were insufficient for meeting the Communications degree PSLO: Employ appropriate verbal and nonverbal delivery skills and visual aids in presenting a message to an audience in a confident manner. The department set a goal of including more oral communication practice throughout the degree ([COMM 2023 PR](#)).

Although Course and Program level SLOs are reviewed and approved by the Curriculum Committee (and the chair of the SLO Team serves on the Curriculum Committee as an advisory member), it is the SLO Team that provides ongoing training to all faculty in how to assess SLOs effectively and meaningfully. The SLO Team leads [workshops](#), holds drop-in hours, and creates [materials to guide faculty](#) in this process.

In 2021, the SLO Team determined that to effectively assess learning in courses and programs, SLO assessment would have to take place more frequently. At that time, a course's CSLOs were only assessed once every six semesters. In May of 2021, the [Academic Senate approved a resolution](#) calling on the district to require every course to assess its SLOs every semester. This change has given faculty a much greater amount of data which they can use to assess the effectiveness of their courses.

Faculty’s individual end of semester reflections on their data often leads to course improvement. For example, our Psychology of Loss and Death instructor reflected on SLO achievement levels for her course and realized that students were not achieving the CSLO “Compare and contrast the cultural and religious differences in the process of dealing with loss and bereavement.” In response, she changed the parameters for the final research paper to focus students on cultural and religious differences. ([PSY 208 assignment prompts before and after](#)). In the math department, an instructor of Statistics discovered that students were mastering abstract concepts but not able to fully meet the SLOs, which require students to apply concepts to different disciplines. She replaced traditional exams with project based learning to help students better meet the SLOs ([STAT C100 email and samples](#)).

Faculty engage in CSLO and PSLO reflection in other ways. Departmental Analysis of CSLO and PSLO assessments often lead to curricular improvements, even outside the Program Review cycle. For example, the ESL department, in reflection on the CSLOs for their communication classes, realized that their texts weren’t well aligned with the outcomes(ESL). They wrote all new course materials, zero cost, which matched their desired outcomes ([ESL Textbook](#))

Course level SLOs are mapped to ISLOs, which provides one way to assess the degree to which students are meeting the outcomes. These assessments are published on the college website, along with PSLO assessment results ([PSLO assessments on website](#)). Additionally, the office of Institutional Research does a survey of graduating students in which the students assess their own alignment with ISLOs. These survey results are reviewed by SLOT. After their review, SLOT sends a report on ISLOs to all academic departments ([SLOT agenda and notes 5.15.26](#)).

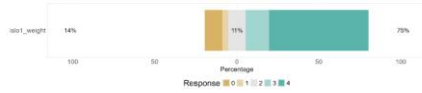
ISLO Assessment Data



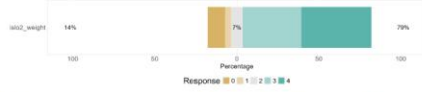
Student ISLO Survey Assessment Data

ISLO 2024-2025 Likert Plots

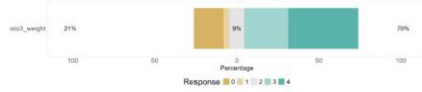
My time at Mendocino College has improved my ability to evaluate ideas, beliefs, and texts critically.



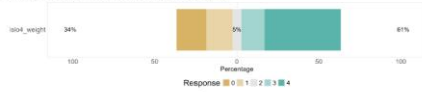
My time at Mendocino College has improved by ability to find more than one way to solve a problem or address an issue.



My time at Mendocino College has improved my ability to gather and use data to support an argument.



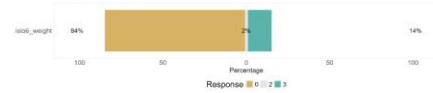
My time at Mendocino College has improved my ability to examine how cause and effect lead to global, social, and cultural changes.



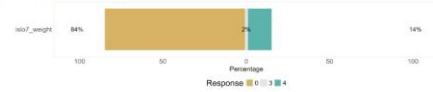
My time at Mendocino College has improved my ability to clearly communicate by ideas orally and in writing.



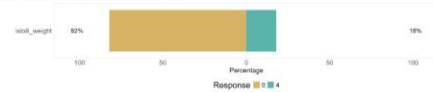
My time at Mendocino College has improved my ability to discuss and appreciate a variety of aspects and genres of art.



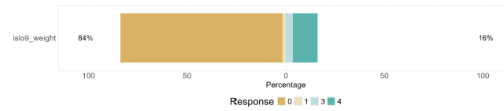
My time at Mendocino College has improved my ability to identify aspects of a variety of cultures and to consider the experiences of people from different cultural, ethnicities, or lifestyles than my own.



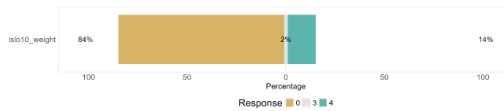
My time at Mendocino College has made me more likely to engage with people from different cultures or lifestyles than my own.



My time at Mendocino College has improved by ability to identify and practice components of a physically healthy lifestyle.



My time at Mendocino College has improved by ability to identify and practice a socially and emotionally healthy lifestyle.



Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

- 3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

Mendocino Lake Community College District (MLCCD) utilizes a comprehensive and structured approach to staffing planning, recruitment, and hiring, guided explicitly by its commitment to equitable student success, core institutional values, Equal Employment Opportunity, and sound operational and budgetary planning. The Institution's employment infrastructure is designed to ensure the hiring of qualified personnel, enrich the overall mission and student experience, and actively promote diversity and equity across all employee categories.

Within the participatory governance framework, the two primary bodies for making recommendations and determinations on staffing decisions are the [Staffing Committee](#) and [Planning and Budgeting Committee](#) (PBC). Through the [Program Review Part IA](#), the Staffing Committee reviews and ranks net new positions in accordance with the [Staffing Review rubric](#). Rankings are then [reviewed by PBC](#) with a holistic consideration of budgetary, legislative, compliance, and updated data. ([PBC Ranking Response](#)) PBC then makes a final recommendation to the Superintendent/ President on the rankings of staffing requests ([12/25 PBC Agenda](#)). The President considers feedback from PBC, current fiscal considerations and provides a memo indicating the [approved new positions](#).

In the event of a vacancy or new categorical need, PBC is the body to consider the request to backfill as outlined in the [Staffing Request Process](#), aligning the request to the District's mission through the [request form](#) and as certified by the requestor. During the 2025-26 year, a proposal was brought to and approved by PBC to consider ongoing categorically funded non-tenure Faculty positions if filled for five (5) or more years as a full-time temporary position ([Memo FTfaculty term to tenure-PBC_202511](#)). This approach works to institutionalize an ongoing faculty need while balancing the temporary nature of categorical funding.

Once positions are reviewed and approved by PBC, the recruitment efforts are moved forward by the Human Resource Department, including review of minimum qualifications, clearly defined essential job functions, and commitment to District mission and institutional outcomes. The job announcement is critical for establishing the baseline criteria from which applicants will be considered using a standardized rubric. A screening committee is established for each full-time recruitment, reflecting diversity of constituent group (Faculty, Management, Classified), employment longevity, and personal identity. Onboarding training is required for each screening committee, in addition to biannual [EEO training for any screening committee members](#). The screening committee is further directed to the [Screening Committee Handbook](#) for best practices and ongoing considerations of implicit bias; and in accordance with [Component 5](#) of the EEO Plan, [certifying](#) understanding of non-discrimination and

confidentiality obligations. The Screening Committee Handbook was developed within the EEO Committee; an outcome of the [Component 13](#) action plan in the EEO Plan.

Faculty and Educational Administrator minimum qualifications are defined by the Chancellor's Office [Minimum Qualifications Handbook](#) and within the appropriate administrative procedures: [AP 7211.1](#) and [AP 7120.3](#). Positions that require a minimum degree provide for the option of equivalency and/or foreign degree evaluation in the application process. Faculty equivalency is defined in [Board Policy 7211](#), ([example of faculty equivalency with supporting documents](#)). Should an applicant apply with a foreign transcript that has not been evaluated, the Human Resources Department provides a list of [acceptable evaluation agencies](#).

The process for equivalency was updated in Fall 2025/Spring 2026 to incorporate additional equivalency considerations within the Career Technical Education fields, specific to those who may not hold a degree, but hold many years of equivalent experience. These [updated forms](#) are now live on the District website and are available for all applicants. The EEO committee will continue to evaluate the efficacy of these tools through approval rates and narrative feedback of applicants.

Preparation of job announcements Administrative Procedures [7120.1](#), [7120.2](#), [7120.3](#); which may vary based on employment type. Minimum qualifications are clearly defined and evaluated at the conclusion of the recruitment period by the Screening Committee co-chairs, to ensure that only applicants that meet the minimum requirements are considered by the committee. Examples of three full-time recruitment materials are found in the table below:.

Recruitment Tool	FT Faculty	Management	Classified
Hiring AP/BP	AP 7120.1	AP 7120.3	AP 7120.2
Job Announcement	Child Development Instructor	Dean of Counseling and Retention	Instruction Schedule Coordinator
Screening Rubric	Screening Rubric	Screening Rubric	Screening Rubric
Written Response	Written Response Prompt	Written Response Prompt	Written Response Prompt
Interview Questions	Interview Questions & Teaching Demonstration	Interview Questions & Presentation Prompt	Interview Questions

Equal Employment Opportunity and Process Documentations

The [EEO Plan](#) and the [Annual Recertification](#) and [update to the board](#) provide actionable guidance for development of job announcements and consideration of EEO data. Throughout the recruitment process, applicant EEO data is tracked as candidates move through the steps ([application](#), [first level interview](#), [second level interview](#), [offer](#)). This data is further reviewed by the Equal Employment Opportunity (EEO) committee to identify if there are any areas of adverse impact or under representation. The committee also discusses areas of opportunity for process improvement. This has resulted in a restructure of the Classified application to include required text box responses, rather than optional uploads for written responses to mitigate incomplete applications. An

additional outcome of the EEO plan was the successful launch of Attract, the recruitment portal within NEOED. The [Attract portal](#) has further allowed for evaluation of application origin and a platform to further welcome diverse applicants.

In review of EEO data evaluation, we moved to a comparison table across years in calculating [adverse impact by application stage](#) (interview, second interview, offer), and a similar table for [employee representation](#) as compared to available workforce.

Once a full-time qualified candidate has been identified through the recruitment process, a [contingent offer of employment](#) is made by the Director of Human Resources, pending approval by the Board of Trustees, successful background clearance and receipt of required documents (including certification of required experience and official transcripts).

Part-Time Faculty and Short-Term Temporary staff are offered positions by the responsible supervisor, contingent upon minimum qualification certification. Part-Time Faculty are required to submit official transcripts to the Human Resources Office prior to salary placement and scheduling. The following forms are used to manage receipt of qualifications:

- [Part Time Faculty Minimum Qualifications and Salary Placement](#)
- [Standard Employment Verification Form](#)

Policy Review Cycle

Board Policies and Administrative Procedures that define hiring process can be found in Chapter 7 and were last reviewed in 2020-21. These policies are scheduled for their next review in 2026-27. AP 7211.1 was reviewed more recently, considering the updated equivalency process; it was determined no procedural changes were required to align with the updated forms. The following Administrative Procedures are most relevant to guiding our hiring processes:

- [AP 7120.1, Full and Part Time Faculty Hiring](#)
- [AP 7120.2, Classified Hiring](#)
- [AP 7120.3, Educational Administrator Hiring](#)
- [AP 7211.1, Minimum Qualifications for Faculty](#)

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Mendocino College encourages and supports continued learning and professional development for all staff and faculty through a variety of means. Through planning committees, departmental engagement, external training, and district-wide opportunities, a robust and committed approach to professional learning is a cornerstone of employee engagement and demonstrated commitment to improvement.

Onboarding

All full-time staff and faculty engage in a [first-day orientation](#). This is offered as a 4-hour orientation

held prior to or on the first day of a new employee's assignment. This orientation is also offered to [short-term non-continuing \(STNCs\)](#) staff.

Orientation further provides the opportunity to review Collective Bargaining Agreements (CBAs) and the Management Team Meet and Confer Handbook ([Classified](#), [FT Faculty](#), [Management](#)).

When onboarding Part-Time Faculty, they are provided with a [comprehensive packet](#) for review and a robust [welcome letter](#) outlining the various provisions of their contract (including office hours and new course stipends). All new Part Time Faculty connect with appropriate Deans and Full Time Faculty in their respective disciplines to understand the complex obligations of instruction, counseling, and library services. This includes [the Student Services Support Resource Guide](#) and [PT Faculty Handbook](#).

In Service

MLCCD hosts an annual Fall Inservice to provide a general state of the District and review past projects and upcoming opportunities and initiatives. All Full-Time employees are required to attend the morning session held the Friday prior to the start of the semester ([Fall Inservice 2025 Slide Deck](#)). The [afternoon of Fall Inservice](#) is held for Faculty to have workshops and an Academic Senate meeting. Historically, Classified and Managers have used this afternoon for budgeting and/or IT workshops. The Vice President of Academic Affairs sends out a [post-attendee survey](#) to evaluate the efficacy of the day. Recently, MLCCD has moved to a district-wide [Qualtrics survey](#); rather than an Inservice specific survey.

Based on participant feedback; the District moved to change the Fall Inservice schedule to release Classified and Management for the afternoon portion and move those workshops to a different day later in the semester when there is less student demand. Furthermore, Spring Inservice was shifted to be held exclusively for Faculty on the Friday before classes and the general all staff Inservice morning sessions were removed and replaced with faculty focused workshops. Spring Inservice for Classified was shifted to earlier in January.

Professional Development (PD) Committee

The [Professional Development Committee](#) is a planning committee with the focus of ranking program review requests for individual professional development activities and to address key District priorities for District wide training. The focus of this committee has shifted significantly in the past five years. The committee has established goals and objectives with clear outcomes which are [reported to the Planning and Budgeting Committee](#) (PBC). The PD Committee ranks the requests based on District wide priorities using a [request form](#) and [rubric](#). They also collaborate with departments to identify alternative funding mechanisms, such as grants or departmental budgets.

Identifying District wide training has been a challenging committee goal to achieve, as many departments vary in learning objectives, and Program Review is focused on individual learning and activities. However, in general, constituent discussion identified a consistent need for current IT training. This need has been met with [monthly trainings](#) offered by the Director of IT (recorded).

The Professional Development Committee developed a more systematic evaluation of PD by developing a [post-attendee survey](#). This survey was developed alongside Institutional Research to identify meaningful outcomes of various PD activities. While the survey tool is readily available,

there are some opportunities to leverage it further. A key opportunity that the PD committee identified was including the PD survey in travel claim forms for a good faith effort of capturing outcomes of PD activities that require travel (resulting in a generally higher cost of attendance). This [claim form update](#) has been undertaken by the Business Services Office. Furthermore, to encourage completion of surveys for internal trainings, the PD Committee has requested presenters to make a link to the survey available at the end of each presentation which is made available on the District intranet. For example, the Director of [IT includes the survey](#) in each presentation he shares throughout the District.

Internal Professional Development:

Oftentimes, local PD needs are identified within departments based on ongoing discussion. An example of such an ongoing need is within the IT Department. The IT Department publishes a [monthly newsletter](#) (since November 2019) containing links to technology resources; as exemplified by the [AI Tool Quick Guide](#) published in the March 2026 newsletter. Additionally, The IT Director provides recorded [monthly technology training sessions](#) via Zoom. To address security risks, phishing email campaigns and ongoing [cybersecurity training](#) are provided monthly to help employees identify and report suspicious emails.

Another such example was a presentation on [LGBTQIA Cultural Competency](#) coordinated by Student Services departments and held on March 12, 2026.

In 2023 the District hosted a [Native Learning Symposium](#) with an eight (8) part learning series; bringing a wide variety of Native American culture and history to campus.

Mentorship Initiatives:

Through collective bargaining and the [EEO committee](#) additional internal mentorship initiatives have grown over the last few years.

Full-time Faculty have three mentorship stipends available in various focus areas: [Part Time Faculty Mentorship](#), [New FT Faculty Mentorship](#), and [Learning Management Mentorship](#). These mentorships allow for real world perspective and on-the-ground engagement with peers both in and out of the discipline.

Furthermore, utilizing the EEO Best Practices Grant, the District will host a second cohort for the [Faculty Diversity Mentorship Program](#) in 2026/27. While this Professional Development is crafted for community members who may be interested in becoming a faculty member, the training is open to current PT Faculty and Classified. The 2025-2026 cohort had a 78% completion rate, with 85% of those individuals moving forward with a part-time teaching position with Mendocino College or another higher education institution.

The Management Team initiated a mentorship partnering for new Managers and Supervisors in 2024/25. The [mentorship was coordinated through the monthly Management Team](#) meetings. Mentor and Mentee [assignments were shared via email](#). Participants reported that the partnership provided them with valuable assistance during their onboarding to the district.

Mandatory Trainings through Keenan

Keenan is the key training management system used to provide mandatory trainings such as Harassment Prevention, Workplace Violence Prevention, Mandatory Reporter Training, IIPP and Safety Training, among other department or self-elected trainings. The 2025 [annual completion report](#) outlines all the completed online training, reflecting 3,214 online trainings completed in 2025. Part Time Faculty are compensated at the non-instructional rate for completion of the required trainings, further encouraging and incentivizing timely completion. Furthermore, the District uses the Keenan Student Portal for harassment prevention training assigned annually. The [2025 annual completion report from student accounts](#) reflects a completion of 920 trainings.

Faculty Specific Professional Development

Faculty Flex: Mendocino College's Flex Program serves as a structured, mission-driven framework for advancing educational services. The program prioritizes activities that directly support student success, equity, and institutional effectiveness. Accountability and quality are maintained through a formal review and approval process led by the Flex Committee, requiring faculty to plan, document, and reflect on the impact of their activities. This structure ensures that Flex participation translates into improved instructional practices and more effective support for students. Flex hours are available to PT Faculty based on the hours of their contract ([Flex Handbook](#); [Flex Report to CCCO](#); [FT Flex](#); [PT Flex](#)).

Full Time Faculty Professional Development Leave: Professional Development Leave provides eligible faculty the opportunity to engage in job-related growth activities such as coursework, research, or industry experience. The leave may be taken for one semester or a full academic year, with a maximum of two semesters allowed within a six-year period. Upon return from PD leave, faculty must demonstrate the value of their leave through [a formal report](#); one such example was the full year professional development leave of Ginny Buccelli, focused on trauma informed instruction. Professor Buccelli brought back this learning not only as a [report to the board](#), but as a professional resource to her peers at a [faculty inservice](#) ([Professional Development Presentation, Professor Buccelli](#)).

Full Time Faculty Column Advancement: [Column advancement](#) on the salary schedule is earned through approved professional growth activities that enhance a faculty member's assignment or provide clear benefit to both the individual and the college. Eligible activities include coursework, workshops, conferences, seminars, institutes, and projects, with not-for-credit activities converted to units based on documented hours. Incentivizing continued education beyond contractual obligations with the opportunity to move to a higher salary actively supports faculty in their growth as a discipline expert and effective instructor.

Faculty Inservice (Fall and Spring): As described above, the District shifted Inservice in 2025 to support appropriate availability of staff prior to the start of the semester. Currently, Full Time Faculty are contractually obligated to Fall Inservice (6 hours – 3 hours All Staff, 3 hours Faculty Workshops) and Spring Inservice (6 hours – all Faculty Workshops). The Professional Development Committee reviewed survey responses from both Fall 2025 (all staff) and Spring 2026 (faculty only)

Inservice Presentations, where they identified desired additional training, including AI and mental health support. This analysis informed the [Teacher Institute on May 1, 2026 \(PD Committee Agenda 2.9.26; Inservice Survey Comments\)](#)

Canvas Training:

Faculty Helping Faculty: Resources for Creating Canvas Courses: During COVID, all instruction moved to some form of online, generally facilitated through Canvas, our Learning Management System. During this time, a cadre of faculty were identified as expert online instructors. These faculty created a Canvas site titled “Faculty Helping Faculty.” Initially, this site, which is accessible to all Mendocino College faculty, was focused on sharing best practices for Canvas. But in the years since, it has grown to include other faculty-created resources on topics of common interest, such as accessibility requirements and creating and assessing SLOs.

40 Hour Training Module: The Mendocino College Academic Senate requires that all online instructors be trained in online teaching before receiving such an assignment. To fulfill this requirement, all online instructors complete a 40-hour training--Introduction to Teaching with Canvas. This course is taught by our Distance Education Director and is also available for free to all Community College faculty through the system’s partnership with @ONE.

Learning Management System (LMS) Mentoring: To provide more formalized support for our Full-time faculty in online instruction and general Canvas usage, the district created an [LMS mentoring program](#) that matches experienced online instructors with novices. Mentors provide 10 hours of guidance in creating or improving an effective Canvas shell, including making appropriate use of the Canvas organizational structure.

PT Faculty Orientation (Fall and Spring):

Mendocino College’s Part Time Faculty semester orientation and welcome materials are designed to ensure faculty are prepared to meet key instructional, administrative, and student support expectations from the outset. Core priorities include implementing Regular and Substantive Interaction (RSI) in online courses, effectively using Eagle Connect to support student success, establishing clear guidelines for AI use in coursework, and adapting to updated systems for Student Learning Outcome (SLO) assessment. Part Time Faculty are also expected to manage essential administrative responsibilities, such as maintaining accurate rosters, meeting census and grading requirements, preparing courses in Canvas, and completing payroll and contract processes. Additional guidance highlights procedures for office hours, stipends, and course-related communications ([PT Faculty Orientation Sp25](#); [PT Faculty Orientation Fa25](#); [Email Welcome to Fa25](#); [FA25 PT Faculty Letter](#)).

Classified Specific Professional Development

Classified Leadership: Annually, Classified Leadership attend the [Classified Leadership Institute](#) with their most recent participation in June 2025. The Classified Senate returns with insights at the statewide level and encourages constituent participation at [Senate meetings](#) and through Inservice.

Career Ladders Project: From Spring 2024 – Spring 2026; Career Ladders Project has presented ten (10) sessions on a variety of equity and student focused support ([CLP Mendocino College Equity](#)

[Professional Development Series](#)).

Classified Inservice (Spring): As described above, Spring Inservice for Classified has shifted to early January to allow for student access and limited office closures directly before the start of the semester. This was a result of feedback from Classified staff who were concerned about not meeting pressing student needs for enrollment, financial aid, and other student services programs at the start of the semester. The [Spring 2026 Classified Inservice](#) at Mendocino College centered on strengthening compliance, improving operational efficiency, and supporting employee well-being. Based on Classified Staff requests, a [FERPA training](#) was included as provided by an outside attorney, with a focus on practical applications and day-to-day scenarios.

Management Specific Professional Development

LCW Training Consortium: MLCCD contracts with Northern California Community College Districts Employment Relations Consortium for management training. These trainings are pushed out to appropriate stakeholders and subsequently made available [as a recording](#).

Management Team Monthly Meetings: The Management Team meets monthly to review District updates, departmental changes, and discuss best practices. In 2023-2024 the Director of Human Resources conducted a [Management Training Survey](#) and based on the results, six trainings were integrated into the standing [Management Team meetings in 2023/24](#). There was an intention to continue down the list of trainings, but due to transition of the Director of Human Resources and the onboarding of a new Director, there has been a pause in integrated trainings. However, other training presentations have continued forward as needed. For example, the Director of IT/CTO provided [trainings regarding AI tools and resources](#) at the request of the constituent group, and the Vice President of Academic Affairs presented on [how an instructional program is created](#).

Management Leadership: Professional Development specific to Leadership and Organization are widely supported and encouraged among the Management Team. These opportunities are often conference attendance put on by state-wide organizations such as ACCA, ACBO, ACHRO, CISOA, CIO, CEO, etc. These ongoing conferences are generally built into the operating budgets of Deans, Directors, and Vice Presidents to encourage state-wide collaboration and best practice implementation. Additional professional development leadership opportunities have been [carved out in the Management Handbook](#).

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

Mendocino College maintains regular evaluation processes for all constituent groups to recognize employee strengths, encourage professional development, and ensure instructional and operational effectiveness. These evaluations typically involve a combination of self-assessments, supervisor or peer observations, and, where applicable, student feedback.

The evaluation processes are negotiated and have been reevaluated and updated in the last three years for each of the constituent groups to include considerations of equity work and self-reflection.

Full-Time (FT) Faculty

Full-time faculty evaluations are designed to recognize achievements and encourage improvement through formal reviews, self-evaluation and instructional or service effectiveness. There has been a recent update to a Professional Improvement Plan (PIP) with a clearly communicated and supportive timeline. Evaluations consist of a Self-Assessment, Peer and Dean Evaluation, and Student Evaluations. If performance is unsatisfactory, a Professional Improvement Plan may be assigned. Full-time faculty are evaluated annually during their probationary status (four years). After receiving tenure, they are evaluated once every three years ([MCFT CBA - 25-28, Article 8- Evaluation Process](#); [MCFT CBA 23-26, Section 8.1.4.5 - Professional Improvement Plan](#); [Redacted Instructor Evaluation Summary](#); [MCFT CBA 23-26, Exhibit 12 - PIP Plan](#)).

Part-Time (PT) Faculty

The part-time faculty evaluation process focuses on self-reflection and the practice of varied and effective instructional or counseling activities. New part-time faculty are evaluated in their first semester and continue to be evaluated every sixth semester. The evaluation instrument mirrors the full-time faculty tool. The evaluation is typically conducted by a faculty peer from the same or a related discipline, in cooperation with the Dean ([MPFA CBA 2025-27, Article 13 - Evaluation Procedure](#); [MPFA - Redacted Instructor Evaluation](#)).

For both Part-Time and Full-Time Faculty, “[Guidelines for Evaluation](#)” for instructional faculty were developed as a tool for the evaluator and to have the evaluatee understand the process and parameters.

Classified Employees

Classified evaluations are centered on discussing job performance in terms of the employee’s specific job description and expected results. A recent change was made to better define when a rating of unacceptable is applicable and to provide a standalone exhibit for the self-evaluation tool. In the case of an “Improvement Needed” or “Unacceptable” rating, a performance improvement directive is built into the concluding comments as completed by the supervisor. Evaluations are performed by an administrator or supervisor with direct knowledge of the employee’s duties. The process includes both scheduled and unscheduled observations of work. A Classified Employee Self-Evaluation is a required component, where employees reflect on their strengths and areas for future focus. The supervisor completes a Performance Evaluation Report rating general professional skills, working relationships, and attendance ([SEIU - Article 9 - Evaluation](#); [SEIU - Classified Evaluation and Self-Evaluation Forms](#)[SEIU - Redacted Evaluation](#)).

Classified employees are evaluated twice during their probationary period (initial 6 months) and then every other year thereafter.

Management Team

Management evaluations provide an opportunity to acknowledge leadership strengths and identify areas for professional growth. The immediate supervisor conducts the formal written evaluation. To gain a comprehensive view of performance, the supervisor distributes an Evaluation Survey to all permanent employees supervised by the manager ([MSC - Evaluation Procedure - 25-26](#); [MSC - Evaluation Report - 25-26](#); [MSC - Evaluation Survey - 25-26](#); [MSC - Redacted Evaluation](#)).

Management evaluations are completed within the first and third year of the assignment and then every three years thereafter.

Superintendent/President

The Superintendent/President is evaluated according to the policies processes defined in [BP 2435](#) and [AP 2435.1](#); under which they are evaluated annually. A survey of constituent group representatives and direct reports is sent annually as a component of the evaluation ([Survey Solicitation_Fall 2025](#)). The survey is sent by the Director of Human Resources to the survey recipients as defined in AP 2435.1. The Board President receives the results with respondent names redacted. The Board considers the collected feedback and makes a determination about the evaluation in closed session. The Superintendent/President was most recently evaluated in Fall 2025 ([President Evaluation Report Out October 2025](#)).

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Mendocino-Lake Community College District (MLCCD) utilizes structured processes and rigorous oversight to ensure fiscal resources effectively sustain its mission and promote student success. The primary bodies for development and oversight of fiscal allocation are [Planning and Budgeting Committee](#), Planning Committees, and the Board of Trustees with administrative processing by the Business Services Department. [Resource allocation](#) is defined within the participatory governance handbook and uses a committee based structure to ensure the resources are allocated in accordance with the mission of the District. A wide variety of board policies and associated administrative procedures govern budget development, including [BP 6200 – Budget Preparation](#) and [AP 6200.1](#); [BP 6250 – Budget Management](#) and [AP 6250.1](#); and [BP 6300 – Fiscal Management](#) and [AP 6300.1](#). These policies guide resource allocation to support standard operational expenses while maintaining and expanding program improvements and student success.

The District maintains fiscal stability through prudent reserves and adherence to planning policies. The operational budget for 2025/26 is balanced, with ongoing revenue exceeding ongoing expenditures by **\$38,775**. The projected [Unrestricted General Fund ending balance of \\$8,442,692](#) (20.90% of expenditures) meets the [Board of Trustees’ targeted reserve of 20%](#), which was updated in 2023/24 from a previous reserve target of 15%. Funds directly support instructional services, as evidenced in the 2025/26 adopted budget with the dedication of [\\$4,255,009 in Proposition 30 \(EPA\) funds](#), allocated exclusively to salaries and benefits for instructional activities.

Over the last three years, [transfers from the general fund to the capital projects](#) fund have been authorized in advance of the construction of the North County Center Phase II project, funded with matching State funds. This building project is estimated to cost \$28.6 million and will require a 50% local match of \$14.3 million. The District has actively pursued Federal EDA grants of up to \$4.2 million and received support from the 2025/26 California state budget for \$4 million toward the project. The District continues to plan and prepare for the balance of the matching obligation as demonstrated by the \$1,935,000 transfer to Capital Projects in the 2025/26 Adopted Budget. This new construction is a good example of providing new resources to our Centers. The North County Center is our smallest center; however, it is also the most geographically centrally located in the District. The new building will house Fire Science, Construction and a Science Lab, which will offer pre-Allied Health courses. Making the North County Center a hub for high-need employment sectors invests in the Center and our students in the far reaches of our District. This growth project at the North County Center demonstrates management of fiscal resources and commitment to center

locations.

Program Review Part IA and IB are submitted by departments and provided to planning committees and appropriate managers to inform resource allocation. Specifically, they are submitted to these committees: [Staffing](#), [Technology](#), [Professional Development](#), and [Facilities](#). These committees prioritize requests based on alignment with the mission and goals of the District. Recommendations are then made to the Planning and Budgeting committee (for Staffing) and requests are reviewed from a fiscal lens by the appropriate Vice President (Technology and Facilities) to identify available fiscal resources within the current year budget.

The Facilities Committee uses scoring criteria specific to safety, serving the most students, projects based on growth, and how essential the project is to operations. The Technology Committee uses the same scoring criteria and further layers in mission and strategic goal alignment.

The Staffing and Professional Development Committees utilize similar scoring matrices – subdividing request types (certificated vs. classified) and defines on a 0-3 rating how closely the request aligns with the mission, vision, and goal as the rubric criteria. These consistent rubrics maintain objective scoring and data driven decision making that align to institutional standards. [Staffing rankings](#) and [determinations](#) are reported at the end of the Fall semester.

Instructional Equipment requests are reviewed by an ad hoc group led by the Vice President of Academic Affairs and consisting of the Instructional Deans. Instructional departments submit the program review requests, and this group maintains a [spreadsheet](#) listing each request, its rationale, cost and life of the item. The ad hoc evaluates each request and considers the funding sources available, e.g. Strong Workforce Program, District Instructional Block Grant, Lottery funding. Narrowing the requests results from follow-up communication from the deans to their departments to assess the urgency of the requests. When final decisions are made, the Deans work with their staff and the departments to make the purchases. At the end of each academic year, the results of this process is [reported to PBC](#).

In 2024/25 revenues for the Unrestricted General fund were \$36,856,237 and the Restricted General fund revenues were \$23,243,907 as of the [April 2024/25 Revised Budget](#), with beginning fund balances of \$10,512,376 (Unrestricted) and \$2,463,831 (Restricted).

Grant funding has grown significantly since the last comprehensive accreditation visit in 2020. The 2019/20 adopted budget accounted for [60 categorical funding sources with revenues of \\$10.2 million](#). The 2025/26 adopted budget accounts for [80 categorical funding sources with revenues of \\$19.4 million](#), an increase of 90% in revenue over a 7-year period. This includes state supported funds such as CalWorks, EOPS, CARE, Strong Workforce Program, Student Equity and Achievement, MESA, Rising Scholars, and DSPS. Notably, the [2025/26 adopted budget](#) reflects the cut of the High School Equivalency Program (HEP) compared to 2024/25. Federal revenue and the [2025/26 revised budget](#) reflect the early termination of the Hispanic Serving Institution (HSI) Federal Grant, reflecting a run out of \$270,383 as carried forward from previous years with no additional revenue in 2025/26.

In anticipation of federal funding changes the [December 2024 Planning and Budgeting Committee](#) approved postponing the recruitment of net new classified and management positions. As described above, HEP did not receive a renewal and HSI funding was terminated mid cycle. Based on these changes in funding, PBC recommended approval of general fund backfill or other identified

funding through 2025/26.

How HSI was Maintained: Use of general funds to backfill the categorical HSI budget was approved by the [Board of Trustees in December 2025](#). Furthermore, fiscal commitment to the held positions (1 manager, 3 Classified Retention Specialists) was considered and approved through the natural end of the HSI grant cycle in 2029 as defined within the [November 2025 PBC memo](#). To support the temporary use of the general fund for this purpose, the District redirected one-time capital projects revenue from the Self Generation Initiative Program (SGIP) and withdrew funding allocation to the battery storage project.

How HEP Services Were Reimagined & Maintained: In 2025/26; alternative local funding through the Mendocino Lake Adult Education (MLACE) Consortium allowed for the continuation of HEP staffing (.5 FTE administrative assistant), redefining the work more broadly with a High School Equivalency and Non-Credit focus ([MLACE Consortium Budget](#)). One FTE (1.0) Manager position was built into the general fund budget with a small portion of restricted fund reallocated to this position from Student Equity and Achievement. The District intends to pursue additional grant funding in 2026/27.

Physical Plant Adjustment Response: The 2022/23 one-time funding for PPIS allocation of \$5.2 Million (allocated evenly at the local level of \$2.6 million to Instructional Equipment and Maintenance) was reduced to \$2.2 million in 2023/24; after much of the funding had been spent. A response to this devastating withdrawal of previously dispersed funds was a transfer from the general fund to the restricted fund in the amount of \$3,065,800 (Instructional Support: \$1,987,072 and Capital Outlay: \$1,078,728). The transfer made in 2023/2024 was to make the amount that was originally allocated evenly to Facility maintenance and Instructional equipment whole at \$2,607,100 each. This transfer was approved by PBC on the 23/24 adopted budget presented at the [September 1, 2023 PBC meeting](#) and ultimately by the [BOT on September 13, 2023](#) with the approval the 2023/24 Adopted Budget. The remaining backfill is available for ongoing instructional support needs as indicated by the beginning balance in the Restrict General Fund (Fund 12).

Compliance & Reporting: The integrity and responsible use of financial resources are confirmed through consistent external audits and compliance measures. [Annual audit reports spanning 2021 through 2025](#) consistently report unmodified opinions on the basic financial statements and identify no material weaknesses in internal controls over financial reporting. The District demonstrates accountability by successfully implementing corrective actions in response to prior 2022 audit findings related to State General Apportionment funding and SCFF Success Allocation Metrics, achieving "[Implemented](#)" status in 2023's review.

[The Annual Financial and Budget Report \(CCFS-311\)](#) is routinely reconciled with the Audited Financial Statements, validating the accuracy of financial reporting.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Mendocino-Lake Community College District demonstrates a comprehensive, mission-driven approach to fiscal management, ensuring that financial planning is closely tied to institutional priorities, student success, and long-term sustainability. Budget development is grounded in

Program Review and Educational Master Plan alongside the [Comprehensive Facility Master Plan](#) and [Technology Action Plan](#). Each of these plans is developed with input by stakeholders and through the participatory governance model. The [Planning and Budgeting Committee](#) is one of the last stops along the process for which these strategic documents are reviewed, ultimately providing broad-based input on resource allocation, assumptions, and staffing needs. Planning and Budgeting Committee provided ultimate oversight of the [Participatory Governance Committee Handbook](#) and reviewed a draft at the [February 2025 PBC meeting](#).

Program Managers have real time access to budget status – including expended, encumbered, and available funds at a variety of detail levels. Managers have full access to these reports through the District’s HRIS/Accounting Software Frontline, which is made available through the Mendocino County Office of Education. Furthermore, managers and department staff utilize this system to create requisitions and manage/track the approval process.

Additionally, the Director of Business Services and Budget and Grant Coordinator are readily available to discuss budgeting approaches and grant obligations and make [training available through the District OneDrive](#).

Program Review for resource requests is divided into two parts: 1A) Staffing Requests; and 1B) Other Resource Requests. The Chair of the Staffing Committee sends out requests for Program Review 1A (Staffing) in March for submission by April for the next fiscal cycle. The remaining Program Review components are solicited by the VP of Academic Affairs and VP of Student Services in mid spring for submission by the end of the semester. [Staffing Request workshops](#) are held in the Spring Semester to support requestors.

To best communicate outcomes and objectives, the Vice President of Administrative Services provides [fiscal and resource updates during Fall Inservice](#), reflecting on past and upcoming budget years, and provides a [budget workshop](#) to the Board of Trustees every January. Additionally, the [Planning Committee’s outcomes](#) of the current budget year are shared at PBC at the end of each fiscal year.

The District maintains a structured and transparent [annual budget cycle](#), progressing from Tentative (June) to Adopted (September) to Revised (April) budgets, allowing for responsive adjustments based on state funding updates and actual enrollment data. Each of these budgets are presented to the Planning and Budgeting Committee for input prior to final Board consideration.

Ongoing fiscal oversight is supported through [regular Board reporting](#), including monthly financial updates, quarterly state reports, and an annual independent audit, alongside public hearings and budget workshops that ensure transparency in key assumptions such as COLA, deficit factors, and enrollment trends. Furthermore, strategic allocation of resources and ongoing best practice is considered by the Planning and Budgeting committee on an ongoing basis as exemplified by the participatory governance oversight of the following strategic considerations:

- [HSI and HEP Plan: Backfilling terminated Federal Grants](#)
- [Categorical Faculty to Tenure Process : Institutionalizing Grant Funded Faculty Positions](#)
- [Planning Committee Reporting: Planning Committee Report out of allocated resources](#)

Financial stability is further reflected in the District’s management of fund balances. The

Unrestricted General Fund (Fund 11) maintained strong reserves throughout the 2025/26 cycle—ranging from \$8.4 million in the [2025/26 adopted budget](#) to \$8.6 million in the [2025/26 revised budget](#), consistently maintaining minimum reserve requirements and demonstrating a prudent, conservative approach to budgeting. Mid-year adjustments, including increased FTES and one-time revenue, allowed for stabilization and modest recovery in the Revised Budget.

The District is continuously seeking categorical grants in an effort to meet the mission in strategic and innovative ways. This is exemplified in approval of the [EDA Grant](#) for the Workforce Development project to partially fund the local match of our State Matching project, North County Phase II. It is also exemplified in the strategic partnerships with Dual Enrollment and the [K-16 Initiative](#) to bring dual enrollment students to Mendocino College Campus for summer learning opportunities and expand Dual enrollment pathways and partnerships.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Mendocino-Lake Community College District ensures fiscal integrity and the responsible use of financial resources through adherence to regulatory requirements, robust auditing practices, and transparent internal controls. The District maintains integrity through formal policy and mandated reporting structures. The Board of Trustees (BOT) is responsible for fiscal management, relying on established policies for guiding fiscal management, such as [Board Policy 6300](#). In September 2025, the Superintendent/President recommended the adoption of the [2025/26 Adopted Budget](#) encompassing the General Fund, Debt Service Fund, Capital Projects Fund, Self Insurance Fund, and various student and trust funds. The BOT determined in open session to spend the estimated \$4,255,009 of Proposition 30 funds for 2025/26 exclusively on salaries and benefits for instructional activities, in compliance with the legal prohibition against using those funds for administrative costs. Regular fiscal reports, such as the [monthly Fiscal report](#) are consistently provided to the Board as informational items.

Fiscal integrity is verified annually by an independent auditing firm, CWDL. This comprehensive audit reviews compliance with laws and regulations, internal controls, and segregation of duties for both the [District](#) and the [Foundation](#). The BOT formally received the [2025/26 Audit Report](#) on December 5, 2025. The independent auditors issued unmodified opinions on the financial statements for fiscal years ending June 30, 2025, June 30, 2024, June 30, 2023, June 30, 2022, and June 30, 2021. Furthermore, the audits for 2024 and 2023 disclosed no material weaknesses or significant deficiencies in internal control over financial reporting. The 2024 & 2025 audit also found no federal or state award audit findings ([2021-2025 Audit Findings](#)).

To ensure early and transparent outcomes of the Audit, a draft Audit is presented to the Planning and Budgeting Committee in December, prior to Board consideration. Once approved, the Audit report is posted to the [District Website](#).

The District regularly evaluates its fiscal outcomes to promote mission fulfillment and ensure long-term stability. The Unrestricted General Fund ended the 2024/25 fiscal year with a reserve of [\\$10,373,917, representing 26.74%](#) of expenditures, which surpasses the BOT's minimum target reserve of 20%. The District proactively manages long-term obligations through reserves and

dedicated funding. The Total OPEB Liability was determined by the actuarial report to be \$4,744,648 as of June 30, 2025 . To ensure the long-term solvency related to this liability, the District has established a goal of fully funding the Total OPEB Liability over the next ten years by budgeting for an [annual transfer of \\$250,000 from the General Fund to the Self-Insurance Fund](#) . Additionally, the District maintains a [Self-Insurance Fund, which held reserves of \\$3,974,351 as of June 30, 2025](#), set aside for various self-insurance issues, including accrued vacations, load banking, and the OPEB retiree health liability.

While the audit and financial statements support a positive process, prudent reserves, appropriate allocation, and long-term planning, these goals are often met by day-to-day processes and best practices. This includes the timely completion of monthly and quarterly reporting, robust participatory governance input, and ongoing oversight for the three board approved budgets every year. Additional ongoing evaluation and review of internal controls is reviewed and discussed within the Business Services department and among budget managers. Such examples are:

Employee Assignments and System Entry (Division of Duties): Human Resources enters the new employee in the HRIS system, but the Payroll Department makes the assignment. Human Resources updates the salary schedules in the system, and Payroll audits the assignment to the salary placement.

Requisition Controls: The Frontline accounting system requires multiple levels of approvals from requisitioner, to responsible manager, through to the Business Services Office and VP level when appropriate. The Business Services Office reviews budget codes to ensure appropriate resource allocation.

Personnel Action Forms (PAFs): The District moved PAFs to Dynamic Forms in response to the 2020 work from home directive. This positive outcome and improvement in process allows for transparency in hourly hiring and budget allocation for hourly staff and special projects. The approval process routes the funding request for hourly wages through the responsible managers and next level manager prior to processing by payroll. These PAFs are ultimately the documentation used to approve submitted timesheets.

Payroll and Pension Reporting Process: External oversight and final audit completed by [Mendocino County Office of Education as the fiscal agent](#).

Grant Reporting: Grants are overseen by local grant managers. Fiscal reporting is required in accordance with the grant, and verified by the Business Services Director and approved Vice President of Administrative Services, as exemplified for the [Student Equity and Achievement Grant expenditure approval process](#)

Grant Oversight: New competitive grants are submitted in partnership with the grant manager. If the District is awarded the grant, this ensures early buy-in and compliance comprehension prior to receiving the funds. State awarded grants are communicated by the Business Services Departments and by the responsible Vice President. The Business Services Department recently provided all managers a reminder and link to the [CCCCO Compendium](#), identifying it as a value and resource. Recently, the Budget and Grants

Technician was reclassified to [Budget and Grants Coordinator](#), allowing for further guidance

and technical oversight from the Business Services Office.

In Fall 2024, there was a change of the VP of Administrative Services Department. This change in leadership opened the conversation amongst Administrative Services managers to evaluate the workflow in alignment with budget constraints. Through starting the conversation of “what is the intended outcome” rather than “what more do you need”; the Departments were able to backwards map available technologies to support transparency and accuracy in work. This is demonstrated through:

Timesheets: The District shifted to electronic timesheets and absence reporting systems in 2020, allowing for a more accurate way to review timesheets. In 2026, further evaluation of systems directed the Business Services Department to leverage AI as a resource to condense data and maximize human capital in auditing rather than manual manipulation.

Custodian Scheduling: Through AI tools, the Maintenance and Operations evaluated square footage and room scheduling data to support a move from a “whole building” cleaning system to a clean as use model; furthering the available resources effectively.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Mendocino-Lake Community College District (MLCCD) maintains financial solvency by integrating short-term budgeting with long-term fiscal planning, overseen by the Planning and Budgeting Committee (PBC) and validated by annual audits. The District maintains ongoing [monthly](#) and [quarterly](#) reporting submitted to the Board of Trustees. These reports provide context for expenditures and revenues in relation to where we are in the current year and compared to prior years. The District’s general fund ending balance has been at or above the Board’s parameters of 20%. As such, the District has been able to operate both long and short term with no additional lending through TRANs or other short-term debt. The reserves allow for secure cash flow in years of deferred revenue and ongoing fiscal stability.

Budgets are evaluated on the following cycle: [June Tentative \(upcoming year\)](#) , [September Adopted \(current year\)](#), [April revise \(current year\)](#). This allows for an ongoing evaluation of expected budgetary impacts and allows conscientious adjustments for real-time revenues and expenditures. As exemplified in the closing of 2024/25, estimated revenues for the unrestricted, general fund from the 2024/25 [April Revise](#) were [\\$35,636,515](#) . The actual revenues calculated in February 2026 resulted in a one-time revenue positive increase of [\\$201,847](#) . Utilizing historic data and informed enrollment trends, the April Revise Budget was truly aligned with accurate accounting and realistic revenue estimation.

The District’s short-range plans ensure immediate solvency while adhering to Board-established parameters. The [2025/26 Adopted Budget](#) projects an Unrestricted General Fund ending balance of \$8,442,692, representing a 20.90% reserve, which exceeds the Board’s 20% target. Although the total unrestricted fund shows a deficit due to one-time investments, the operational budget remains balanced, with ongoing revenue exceeding ongoing expenditures by \$38,775. As noted in the 2025/26 Adopted budget, an adjustment of credit FTES (as a three-year average) dropped the emergency conditional provision of the higher enrollment year of 2022/23, potentially leading to a

marked reduction in FTES. However, special admit FTES alleviated some major budget shifts as demonstrated on the [25/26 exhibit C](#) and a new partnership with [Butte County Office of Education](#) has assisted in retaining relatively stable FTES and in turn, stable TCR.

MLCCD proactively manages long-term liabilities to ensure future fiscal stability. Including OPEB Liability for which The District utilizes GASB 75 actuarial studies to monitor. As of June 2025 the liability was [\\$4,744,648](#). To meet this obligation, the District budgets an ongoing [\\$250,000 annual transfer](#) from the General Fund to the Self-Insurance Fund, aiming to fully fund the liability over the next six to ten years.

The District maintains the [five year scheduled maintenance](#) plan as required. In response to ongoing facilities maintenance, the District allocates \$400,000 ongoing transfer to the Capital Projects fund (fund 41) for [support of deferred maintenance](#). Additionally, the District submits the annual [5 year capital outlay plan](#) to review and define District priority projects.

As major capital projects are initiated, the District applies longitudinal fiscal preparation, as illustrated in the North County Center Phase II project. The District has identified outside funding and continued to [transfer to the project fund](#) over the last three years.

Regarding health benefits, the District moved to California's Valued Trust (CVT) a Joint Trust in July 2020 after many years of operating under a self-funded model. This shift allows for predictive rates for the upcoming year, with renewal increases known by May for the following October. The District has seen increases of [3-12% year over year](#) since inception of the plan. In Spring 2025, all benefited constituent groups agreed to a [side letter](#) for exploration of cost containment measures, with active research and discussion in Spring 2026 within the [Health Benefits Committee](#). In Spring 2024, the District and the Part Time Faculty Union agreed to a [side letter for a health benefit reimbursement](#) model through June 2026, including a cap on available funds. This side letter was extended to June 2027. The District has budgeted for expected 50% reimbursement and estimated expenses within the [Self-Insurance Fund as reflected in the 2025/26 Revised Budget](#).

The District plans for rising STRS and PERS costs, which reached a combined liability of [\\$30,068,235 as demonstrated in the June 30, 2025 audit](#). Contribution rates are adjusted annually in the budget—set at 26.4% for PERS and 19.1% for STRS for 2026/27—to ensure these long-term commitments are met.

Through negotiations ending in Spring 2025; the [Full Time Faculty Union, Classified Union](#), and [Management Team Meet and Confer](#) agreed to 2-year salary agreement, a divergence from prior practice of one year salary agreements. These agreements were supported by calculating 2025/26 salary increases on estimated COLA for 2025/26 and calculating 2026/27 salary increases on actual COLA received for 2025/26; supporting a look-back methodology and assurances of received Total Computational Revenue (TCR) as a basis for salary increases.

The District manages several General Obligation Bonds (Series B, 2015 Refunding, and 2022 Refunding) with structured debt service schedules through 2052. The 2022 [refunding action taken by the Board](#) saved taxpayers [\\$12,680,680.41](#).

Currently, the only Debt Service incurred by the District is for copier lease agreement. A [Debt](#)

[Service Fund](#) tracks payments for leased equipment, such as a copier lease that will be retired in 2029. The last major debt service incurred by the District was on behalf of the Solar Field installation. [This debt service ended in 2020/21.](#)

The PBC utilizes [Multiyear Projections](#) to evaluate fiscal health under various scenarios for the upcoming three years, such as "Flat Funding" or "Floor Exceeded," looking ahead to 2028/29. These projections account for inflationary assumptions and the transition to the Student-Centered Funding Formula (SCFF).

The Board undertakes consideration of [Board Budget Parameters each January](#) for the upcoming fiscal year. [An annual Budget presentation](#) which reviews high and mid-level data and reporting, is presented by the Vice President of Administrative Services each January. Over the past three years, the Board has approved a general fund reserve of 20%. The culmination of review of current fiscal budget as approved in September, past fiscal budget, audit report, and the Governor's January draft budget all inform the Board's direction.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

Mendocino-Lake Community College District designs and constructs buildings with Division of State Architect (DSA) approval to ensure accessibility and fire, life, and safety obligations. Facilities, maintenance, and operations comply with various federal and California laws and regulations including, but not limited to: the California Occupational Health and Safety Act (Cal/OSHA) and Cal-EPA requirements.

[The Facilities and Safety Committee](#) makes recommendations on college-wide planning related to facilities, through the annual Facilities Program Review process ([ranking tool](#)) in conjunction with the [Facilities Master Plan](#). This participatory governance committee includes administrators, faculty, classified staff, students, and non-voting resource personnel from the District. The committee is also responsible for reviewing and making recommendations on issues regarding health and safety on the main campus and at the Centers. These health and safety-related efforts include reviewing and updating the District's [Injury Illness Prevention Program](#) and the [Chemical Hygiene Plan](#).

The development of MLCCD's Comprehensive Facilities Master Plan (CFMP) 2025-2035 took place over 18 months of dedicated, participatory, district-wide work. The process began in the Facilities & Safety Committee, which created the initial [CFMP Request for Proposals \(RFP\)](#) for architectural firms. The Facilities and Safety Committee then appointed a CFMP RFP review committee consisting of one management, one faculty, one classified and one member of the Maintenance & Operations department to review proposals and qualifications. Initial research and data collection took place over the next several months, including, space inventory and occupancy, Facility Condition Index (FCI) studies, detailed campus surveys, and site visits & listening sessions. The CFMP work was guided by the Steering Committee, which was composed of District representation of faculty, admin, classified, and students and was advanced forward through the Planning Budget Committee (PBC). Several drafts of the CFMP were reviewed and revised through several presentations made at regular and special meetings of: Facilities & Safety Committee, Academic Senate, Classified Senate, Associated Students of Mendocino College, Planning Budget Committee and the Board of

Trustees. The final draft of the MLCCD CFMP was adopted by the Board of Trustees on December 17, 2025.

Some of the notable findings from the CFMP included a detailed [Space Analysis](#), consisting of a review of the District's built spaces cross-referenced with current class schedules of each discipline. This revealed that the District has both more space than it is currently utilizing as well as some locations/buildings getting disproportionately used or unused. Taking this one step further, in summer/fall of 2025, the Facilities Department used this Space Utilization study to cross-reference our Custodial schedules with the assistance of ChatGPT. The results showed that a [new custodial schedule](#), based on the course schedule could reduce the staffing burden on the department significantly. Rather than cleaning buildings on a traditional K-12 model, of every room, cleaned every day, the schedule explored a "hotel" model, where custodial only went in rooms that were used, and focused on high-use common areas like hallways and restrooms. This schedule went into effect in January of 2026 and is still in the early phases of evaluation.

Furthermore, the District is leveraging Precision Campus for scheduling and gathering Institutional Research data. This system is also available for monitoring and reporting room utilization. As the Precision Campus rollout moves forward, the Maintenance and Operations Team will utilize this for coordinating planned maintenance and furthering the efficiency of custodial scheduling. This includes reporting on enrollments by location/day/time [Campus Enrollments by Location](#) and [Precision Campus specific room use report](#).

District staff provide custodial, maintenance, and grounds services to ensure all campus facilities are maintained clean, safe, and accessible. This includes not only the structures, but both interior and exterior pathways, hallways, classrooms, offices, athletic facilities and campus grounds/hardscapes. Pedestrian crosswalks are well marked at all intersections. Handicap accessible parking, curb cuts, and electric entrance doors are provided. The District has an active [ADA Transition Study](#) which is regularly updated that informs the work of necessary ADA improvements.

Each year, through the California Community Colleges Chancellor's Office facilities FUSION platform, Mendocino College develops a [Scheduled Maintenance Scheduled Repairs \(SMSR\)](#) list to ensure that Mendocino College monitors and replaces or upgrades heating and cooling systems, fire suppression systems, and similar safety equipment in a timely manner, in alignment with state-supported funding.

MLCCD partners with Keenan and Associates, who conduct [routine safety inspections](#) at all District locations. These inspections cover all aspects of safety: fire extinguishers, eye wash stations, tools and equipment, slip, trip and fall hazards and more. Additionally, Keenan offers a number of online and in-person [trainings](#) each year for the District, including ergonomics, forklift operation, fume hood inspection and fire extinguisher operation.

Mendocino College utilizes the [Facilities Helpdesk](#) web-based application for maintenance requests, repairs, and status updates.

Furthermore, the District's Title IX Coordinator created a reporting mechanism for concerns of assault or harassment on campus. This reporting mechanism has been posted across the campus including [QR codes](#) and is available on the [website](#).

The Mendocino-Lake Community College District's Campus Security ensures safe learning and working environments for persons and property on campus, as an "Observe and Report" force. At the Ukiah campus, there are two full-time and four short-term non-continuing (STNC) staff members of Campus Security. The Ukiah campus has at least one Campus Security staff on duty during all open campus hours (typically 6:00 a.m.- 11:00 p.m., seven days per week). [Each member](#) of Campus Security has completed the three-day SB390 training. Fortunately, MLCCD has the good fortune to be one of the safest CCC's in the state, as evidenced by our [Clery reports](#). The District recently created a new position "[Supervisor of Security and Safety](#)"; the selected candidate is scheduled to start August 1, 2026; adding an additional layer of leadership and response in safety and security related matters.

For any matter that does escalate, Campus Security and Center staff rely on local law enforcement for campus safety and security. The District builds relationships and relies upon the support of the associated law enforcement agency. In addition, partnerships have been formed with Mendocino County Health Services, which provides on-site support for mental health emergencies, which do not require law enforcement.

Mendocino College has further safety measures for emergencies, as detailed in the [Emergency Preparedness Plan](#), which is reviewed periodically by the Facilities & Safety Committee. As part of its Emergency Response Program, Mendocino College participates in an emergency notification system that operates via text messaging "Everbridge." Mendocino College also has an interior and exterior audible notification system. Loudspeakers are placed strategically throughout the campus and have intelligible voice capabilities. Additionally, the [Injury and Illness Prevention Plan](#) (IIPP) is reviewed annually.

Per SB553, the District has a robust [Workplace Violence Prevention Plan](#) to address how to prevent, identify, address and report instances of workplace violence. In addition, in fall of 2025, the District held several in-person trainings at the Ukiah campus and all Center locations covering "[Surviving an Active Assailant](#)"

Practice and process regarding security, safety, and reporting are maintained in the following Administrative Procedures. These procedures provide the overarching guidance to day to day operations, ensuring a safe learning and working environment.

- [AP 3500.1--Campus Safety](#)
- [AP 3501.1--Campus Security and Access](#)
- [AP 3515.1--Reporting of Crimes](#)
- [AP 3518.1--Child Abuse Reporting](#)

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Mendocino-Lake Community College District (MLCCD) aligns its technology planning, implementation, and maintenance with the institutional mission and goals. The institution employs technology resources effectively to support its management and operational functions, academic programs, teaching and learning, and support services. The Information Technology (IT) Department's mission is to provide the technological proficiency, infrastructure, services, and assistance that students, faculty, and staff need to advance teaching and learning, regardless of physical boundary, in a diverse and changing environment.

District needs are regularly evaluated using the [Program Review process](#) and through the participation of IT employees in various participatory governance committees, particularly the Technology Committee. ([Technology Committee Sample Agenda](#); [Technology Program Review Rubric](#)). The [District's Technology Action Plan](#) serves as the primary governing document for IT efforts, alongside the Educational Master Plan, Strategic Priorities, Facilities Master Plan, and the College's mission, vision, values, and goals. The development of the Technology Action Plan was considered by the Technology Committee, which includes a student representative to ensure the student voice is captured. The [Technology Action Plan \(TAP\) goals for 2026-2031](#) focus on:

1. Using technology to support student learning, student access, and student success in any place and at any time.
2. Using technology to support management, staff, and faculty in their work.
3. Keeping data and systems safe from cyber-attack and preparing resources to recover from an attack.
4. Maximizing the sustainability of technology resources with effective planning and budgeting.

MLCCD continuously plans for updates and replaces technology to ensure its infrastructure, quality, and capacity are appropriate and adequate to support its mission, operations, programs, and services. The main Enterprise Resource Planning (ERP) system is Ellucian Colleague, which serves as the source of truth for all employee and student data and has been regularly updated since its installation in 2009. The College also utilizes the Canvas Learning Management System (LMS), which was instrumental during the pandemic transition, and Canvas course shells are now created for all classes, including in-person sections, because students expect to find coursework and grades in the platform. MLCCD utilizes Escape/Frontline for fiscal and payroll systems. Major infrastructure enhancements include:

- **Network Refresh and Connectivity:** The [district network infrastructure](#) was refreshed in 2020 via a five-year lease. The [district server infrastructure](#) was refreshed in 2024 via a five-year lease.
- **Hardware and Classroom Technology:** A complete refresh of classroom technology at all locations was started in 2023 and completed during Summer 2024, including new projectors, computers, audio, and document cameras. In the Library and Learning Center, thin clients were replaced with Chromeboxes in 2023 to support web-based student applications. The college maintains a 4-year refresh process for administrative and full-time faculty computers with a

regular budget item for replacement.

- **Distance Education:** The outdated Polycom video conferencing systems were retired and replaced with [40 hybrid classroom carts](#) used across the district.

The District reviews and evaluates software, cloud and Software as a Service (SaaS) platforms upon original purchase and renewals to leverage technology for efficiencies and ongoing improvements. To cast a wide net for identifying potential vendors, the IT Director holds a monthly “[Vendor Day](#)” where new vendors can sign up for a 25-minute appointment to share their solutions and their potential benefit to the district. New software solutions deployed during the last 3 years include Dual Enroll (dual enrollment platform), Precision Campus (business intelligence), Medicaat (student mental health case management platform), Handshake (student employment), Wingspans (student career planning and exploration), AwardSpring (scholarships), Cyclops (IT systems inventory), KnowBe4 (cybersecurity awareness training), ZogoTech (degree audit), Starfish (student communications), and multiple security tools ([Chart from Technology Action Plan listing supported software](#)).

MLCCD employs effective protocols for network and data security and conforms to high safety and security measures in industry best practices, particularly regarding the handling of student records within Colleague. The district actively monitors and assesses its technology infrastructure, including network security, to ensure ongoing effectiveness ([Penetration Test Report Excerpt](#)).

Key security tools and processes include:

- **Network and Endpoint Protection:** The network infrastructure refresh included the installation of next-generation firewalls at all locations. The College utilizes an email firewall and employs an advanced Endpoint Detection and Response (EDR) tool on all computers. The district’s network is monitored 24/7 by a Managed Detection and Response (MDR) firm for suspicious activity.
- **Access Control: Multi-factor Authentication (MFA)** has been implemented for all [students](#) and staff. Access to student data in Colleague is only granted on a need-to-know basis with review by a designated group of district leadership. Account management procedures are continually refined for non-privileged accounts, such as student, temporary, seasonal, or adjunct staff.
- **Data Back-up and Disaster Recovery:** The district backs up its data to local storage and two cloud providers nightly including immutable storage. There is also a local tape drive. The server room is equipped with two Uninterruptible Power Supplies (UPS) and a natural gas generator to maintain services during power disruption. The IT Director has initiated work on a comprehensive disaster recovery plan, including interviewing key departments to identify high priority applications. The district maintains cybersecurity insurance coverage.
- **Dedicated Security Staff:** MLCCD created a full-time Information [Security Analyst](#) position and contracts with a Managed Detection and Response (MDR) firm for 24/7 cybersecurity monitoring. The IT team also works on strengthening the role of IT as a business unit at the college rather than merely a support unit, ensuring IT impact is considered early in planning.

In October 2025, 25 students fell victim to a financial aid themed phishing attack. District IT staff identified the attack over the weekend, sent an email to all active students warning of the attack, and removed 26,364 emails from student mailboxes that were received as part of the attack. District IT staff contacted our cyber insurance carrier and worked with counsel and a computer forensics firm to determine the scope of the attack. The district implemented Multi-Factor Authentication (MFA) to prevent attackers from accessing student accounts using stolen login credentials. In spring 2026, a new email security tool was implemented, which added protection for student accounts on top of the previous staff account protections that were in place. Student cybersecurity awareness training was also added in spring 2026 to help students learn to identify future phishing attacks.

MLCCD clearly communicates guidelines and requirements for the safe and appropriate use of its technologies to all users.

- **Policies and Procedures:** [Board Policy \(BP\) 3720](#) (Computer and Network Use) and [Administrative Procedure \(AP\) 3720.1](#) govern the use of technology resources. [BP 4105](#) (Distance Education) and [AP 4105.1](#) govern DE courses. [BP 5040](#) (Student Records, Directory Information, and Privacy) and [AP 5040.1](#) describe how student data is protected and secured. These policies and procedures are readily available to the public on the College website. Employees sign a statement indicating they have read and understood the policy and procedures during the onboarding process.
- **Training and Support:** As referenced in Standard 3.2; the IT Department publishes a [monthly newsletter](#) (since November 2019) containing links to technology resources; as exemplified by the [AI Tool Quick Guide](#) published in the March 2026 newsletter. Additionally, The IT Director provides monthly technology [training sessions](#) via Zoom (which are recorded) to employees. In-service training regularly includes technology updates. To address security risks, phishing email campaigns and ongoing training are provided monthly to help employees identify and report suspicious emails. All online faculty are required to be trained in Canvas ([cybersecurity training report](#)).
- **Support System:** In January 2025, the IT Department migrated to Atera, a helpdesk system that provides an online knowledge base to assist staff in resolving their own technology issues. In August 2025, the IT Department deployed a [Technical Support Agent](#) which students and employees can access 24/7 for technical assistance.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Mendocino-Lake Community College District maintains comprehensive strategies for risk management, encompassing financial stability, physical safety, and technological security. Through established Board Policies, Administrative Procedures, and participation in Joint Powers Authorities

(JPAs), the District ensures it is prepared to mitigate unforeseen emergencies.

To manage financial risk and liability, the District participates in two Joint Powers Authorities (JPAs), through participation within the Northern California Community Colleges Self-Insurance Authority (NCCCSIA). This requirement is supported by [BP 6540](#) and [AP 6540.1](#). Keenan and Associates is the broker for property, liability, and worker's compensation. The District participates in quarterly review of coverage, best practices and fiscal stewardship of the JPA.

For property and liability, MLCCD is a member of the Statewide Association of Community College (SWACC) through their participation as a voting member with Northern California Community Colleges Self-Insurance Authority (NCCCSIA). To further mitigate risk exposure and protect against premium volatility, SWACC is a member of the Schools Association for Excess Risk (SAFER), which provides a larger risk pool. Coverage through NCCCSIA provides various [coverage layers for property and liability](#). For worker's compensation, MLCCD is a member of Protected Insurance Program (PIPS) as a voting member with Northern California Community Colleges Self-Insurance Authority (NCCCSIA). Coverage with PIPS is first dollar coverage--no deductibles need to be budgeted for when a claim is filed. The District has established [AP 6800.1 - Occupational Safety](#) to support and mitigate potential loss or injury.

[Property, Liability](#) and [Worker's Compensation rates](#) are defined during renewal each year, with an estimate available each June. Estimated premiums can then be built into the next year's budget. The District further maintains [optional excess cybersecurity coverage](#) for the District and the Foundation of Mendocino College, with AIG to offset potential large losses. Additionally, the District schedules annual renewal meetings with Keenan to review the program binder and coverage [2025-26 SWACC-PIPS Program Summary Binder](#).

The District continually reviews practices and makes recommendations or adjustments to accounts for improvements. For example, [liability waivers](#) were updated and disseminated among managers for voluntary events to limit potential exposure for liability claims. Another example is the introduction of a point of sale (POS) system for departments on campus with higher volumes of sales and ticketing; the introduction of the POS reduces the liability and exposure for theft and loss.

As of July 2020, health benefits are managed by [California Valued Trust](#), which pools resources with other districts to manage medical costs effectively. This limits the volatility of the previous self-funded model managed by the District, allowing for set rates for the contract period of October-September [CVT Renewal Summary 25-26](#).

The District maintains a catastrophic umbrella coverage for student accident insurance. Effective August 1, 2026, the District will purchase [student accident and catastrophic coverage](#) through Granite after going to market in Spring 2026.

The District mitigates the risk of financial emergencies by maintaining healthy fiscal reserves. While the state mandates a 5% reserve, the Board of Trustees has established a minimum reserve target of [20% of the Unrestricted General Fund](#). In recent fiscal cycles, the District has consistently exceeded this target, adopting budgets with reserves as high as 26%. These sufficient cash flows and reserves allow the District to maintain stability and meet financial obligations during unforeseen economic downturns without resorting to short-term borrowing.

Furthermore, the District maintains a [strong audit history](#) to ensure appropriate fiscal transparency and transactions, as defined in [AP 6400.1 - Audits](#).

Preparation for unexpected needs for reserve spending is best demonstrated in the [emergency power outage](#) that the Ukiah campus faced between December 16, 2025- January 3, 2026. On December 16, the main power line into the Ukiah campus was compromised due to rodent damage, creating an arc of electricity and blowing over 1000 feet of underground utility lines. The immediate response requiring specialty electricians, high valued fuse replacements, generator rentals, and material acquisition resulted in a cost of approximately \$500,000. While the District has put in a property claim in an attempt to recoup these emergency repairs, the repairs and contracts were able to mobilize almost immediately due to the availability of reserves to cover the cash flow while the claim was adjusted.

The District has established robust policies to handle physical emergencies. [Administrative Procedure 3505.1](#) outlines the District's Emergency Response Plan, which details the activation of the Emergency Operations Center (EOC) by the Superintendent/President during major disasters. This procedure defines specific responsibilities for day and evening instructors and other employees, declaring them civil defense workers during emergencies.

The Facilities and Safety Committee, chaired by the Director of Facilities, meets monthly to review safety concerns and prioritize improvements. The District's insurance carrier, Keenan & Associates, conducts annual [SWACC safety inspections](#) at all locations, and the District addresses any identified deficiencies. Furthermore, the District has updated its [Emergency Preparedness Plan](#) to model the Federal Emergency Management Agency's (FEMA) Incident Command System (ICS) and provides ALICE training to staff and students for active shooter response. Each classroom and general office space has an [Emergency Response Posting](#) that quickly identifies various scenarios and advises of appropriate next steps. The District maintains mass communication channels through [Everbridge](#) for emergency messaging and status updates.

To protect against technological emergencies and data loss, the District implements rigorous backup and security protocols. The Information Technology (IT) Department utilizes cloud-based backups through two providers, performing nightly backups to ensure data availability in the event of a local disaster. The District has also implemented a [contract](#) to provide replacement data center equipment within five business days if the primary data center is destroyed.

The District proactively manages cybersecurity risks through the implementation of Multi-Factor Authentication (MFA), next-generation firewalls, and endpoint data protection software. To mitigate the "human element" of cyber risk, the District conducts monthly phishing simulations and provides [cybersecurity awareness training](#) to all staff. Additionally, the District's technology planning is informed by annual third-party security audits and [penetration tests](#), to identify and remediate vulnerabilities.

In addition to the existing practices and policies, the District has identified the need to work with departments on developing an electronic disaster recovery plan. The Director of IT/CTO has engaged managers through a [survey](#) to determine what systems are integral for operations and define alternatives should systems be compromised.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

[Board Policy \(BP\) 4030-Academic Freedom](#) was last updated by [Board approval in April 2024](#). It acknowledges the central and essential role of academic freedom in an institution of higher education as it applies to teaching and research. BP 4030 explicitly defines academic freedom as it applies to the academic work of faculty. It also defines how it is limited to the academic discipline of the faculty. Furthermore, it describes the responsibility of the instructor to “present to the best of their ability the pros and cons of such controversial ideas as they may discuss under the protection of academic freedom.” In its latest revision, BP 4030 was expanded to include a section about Academic Freedom and Students which both acknowledges their freedom to “take reasoned exception to the concepts and conclusions presented in any course of study,” while also declaring their responsibility for learning the content and expecting to be evaluated on that content. [The April 2024 update of BP 4030](#) also added District Responsibilities and Support. This new section explicitly describes the institutional support and commitment to a teaching and learning environment which embraces the principles of academic freedom, especially in the faculty and student right to inquire and explore controversial materials. The Institution fully embraces this commitment as it encourages critical thinking and allows for a free exchange of ideas ([PPAC agenda](#)).

[Administrative Procedure 4030.1-Academic Freedom](#), updated in February 2024, provides a process for faculty to pursue a complaint or grievance about perceived violations of academic freedom. There is no record of such a complaint or grievance in at least the past 25 years.

The most recent updates to the BP 4030 and AP 4030.1 were part of the regularly scheduled review conducted by the President’s Policy Advisory Committee. However, the specific content of the updates emanated from [Academic Senate](#) and subsequent research undertaken by the Vice President of Academic Senate. In addition to discussions at Academic Senate, the Vice President of Academic Senate led an [Academic Freedom presentation](#) at a [faculty Inservice](#). Ultimately, Academic Senate collaborated with the Vice President of Academic Affairs to update BP 4030 with new language and then added sections on Academic Freedom and Students, and District Responsibilities and Support.

While BP 4030 and AP 4030.1 establish the institution’s commitment to academic freedom and freedom of inquiry, a variety of other documents express the district’s commitment to academic integrity. [AP 5500.2-Academic Honesty Guidelines](#), last revised on March 21, 2025, contends that “all students maintain a high level of academic integrity.” The AP states that students are “expected to avoid any type of dishonesty in on-ground and online classes.” Specific instances of academic dishonesty are listed under the headings of Plagiarism and Cheating. In this last revision of the AP, reference to instances of plagiarism and cheating with Artificial Intelligence were added. This AP also includes a description of the consequences of academic dishonesty, outlining the actions that may be taken by an instructor. [AP 5530.1](#) describes how students may appeal a faculty member’s decision to take action through the student grievance process.

In addition to policies and procedures on academic honesty and integrity, faculty are provided with resources which support and encourage them to provide explicit language to students in their syllabi. [The syllabus guide](#) made available to all part- and full-time faculty recommends specific language on Academic Honesty.

Recently, academic honesty discussions among faculty and educational administrators have turned toward student and faculty use of artificial intelligence. The onset of student use of artificial intelligence (AI) on assignments and exams accelerated very quickly over the past 2-3 years. In response, Academic Senate appointed an AI workgroup to meet with the Vice President of Academic Affairs. As a result, discussions were led at [faculty Inservices](#) and [part-time faculty orientations](#), language about [AI was added to the syllabus guide](#), and [sample syllabus language recommended by the statewide Academic Senate \(ASCCC\)](#) was provided to all faculty. This workgroup also resulted in the changes to AP 5500.2 as described above. Most recently, the Academic Senate has developed a [resolution on the ethical use of AI by faculty](#). AI has been a consistent topic on [Academic Senate agendas](#) since Fall 2024.

Beyond policies, procedures and supporting documents, Mendocino College's commitment to academic freedom, integrity, and freedom of inquiry is evident in the broad range of topics explored on campus by faculty and students, within classroom curriculum, performances and creative expression. Mendocino College faculty and students have enjoyed active representation on state-wide academic and student senate, including committee representation. Mendocino College faculty are exercising their freedom of inquiry by participating in the statewide initiative to develop Open Education Resources (OER). Faculty and staff meet together to discuss important and sometimes controversial issues through [book club meetings](#), [teacher institutes](#) and the [Teachers on Teaching Conference](#). Mendocino College supports these events as forms of inquiry and engagement.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

The College's structure for decision-making is well established and designed to provide opportunities for stakeholder participation and the inclusion of relevant perspectives. To start, local decision-making is defined by Board Policies (BP) and Administrative Procedures (AP). [BP 2510](#), "Participation in Local Decision Making." This policy ensures that Academic Senate, staff and students are engaged in the decision-making processes relevant to their constituent groups' interests. This is further defined in [AP 2510.1](#), "Local Decision-Making Processes," and [AP 2511.1](#), "Role of Academic Senate in District Governance." AP 2511.1 defines the Academic Senate "10+1," ensuring that the College and the Board of Trustees engage faculty in the decision-making processes most relevant to their work.

While BPs and APs provide the foundation for the decision-making structures at the College, the [Participatory Governance Handbook](#) describes the committee structure that allows for the appropriate perspectives and stakeholder engagement in the various functions of the College. The [Committee Descriptions](#) divide committees into Central, Planning, Collegial Consultation and Operational Committees. It provides a clear description of the charge of the committee, the leadership, and the membership. Membership is further defined by indicating which members are voting and which are non-voting, providing resources by virtue of their positions at the College.

The Central Committees, [Planning and Budget \(PBC\)](#), and the [President's Policy Advisory Committee \(PPAC\)](#) are chaired by the President and have a very clear voting structure made up of members of each constituent group. PBC, however, has an extensive group of "resource members," including deans and directors from across the institution. Resource members support effective decision-making on issues impacting the institution by bringing information and perspectives as needed for the voting members to consider.

Membership in other committees has been determined based on the function of the committee. For example, the Education Action Plan (EAP) Committee (a Planning Committee), based on its charge "to develop, monitor, and evaluate educational programs," is intentionally designed with faculty as the largest voting group. Similarly, the Curriculum Committee, a Collegial Consultation Committee, is made up of seven faculty voting members and only one non-faculty voting member (the VP of Academic Affairs). These long-established membership structures are based on the College's commitment to the role of Academic Senate in decision-making. ([EAP](#) and [Curriculum committee](#) descriptions)

Committee structures and decision-making processes are further defined by the documents specific to the committees. For example, the [Curriculum Committee Handbook](#) guides its processes and decisions. The Facilities and Safety Committee is responsible for a variety of documents which provide guidance within the committee and to the institution at-large such as, The Facilities Master Plan, the Injury Illness Prevention Plan (IIPP), the Emergency Prep Plan, the Workplace Violence Prevention Plan, The Chemical Hygiene Plan and the Clery Report. The Planning Committees responsible for Program Review Requests develop rubrics for scoring and eventually ranking those requests. [These rubrics](#) refer to other planning documents such as the Education Master Plan, Institutional Student Learning Outcomes (developed by the Student Learning Outcomes Team—a Collegial Consultation Committee), and the Mission Vision Values and Goals (MVVG).

Furthermore, the specific membership of committees is defined in some instances by the committee. For example, the Enrollment Management Committee, includes, among its faculty members, the Distance Education Coordinator and at least one counselor. Its classified members include the Schedule Coordinator. The Director of Enrollment Services is also a key member of the committee. These specific roles have been determined to be essential in planning for enrollment management. EAP, in its [Program Management Guidelines](#), specifically defines the roles of all but one of its faculty members and further describes the makeup of Program Advisory teams that may be developed for specific program evaluations

These various levels of documentation and structures work interconnectedly and effectively to bring together a variety of relevant perspectives and stakeholder representation to provide a structured and sound decision making framework.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

Mendocino College consistently and effectively implements its decision-making processes through its committee structure and the flow of documentation and processes. The Program Review, Part 1 processes ([staffing](#) and [other resource requests](#)) ensure that collaborative decision-making occurs to allocate resources toward staffing, technology, facilities, equipment, marketing and outreach and

professional development. These requests are considered with rubrics referring to the College's mission and planning documents to prioritize student outcomes.

Recently, the Technology Committee considered a Program Review 1b request from the Centers to install new technology in its classrooms to enable HyFlex instruction. Currently, the College has "Zoom carts"-- carts with a large television monitor hooked up to a hard drive and motion sensitive camera, allowing for instruction to be transmitted and received to other college locations. These carts are limited and glitchy in providing quality video and sound. The Centers are requesting integrated technology in its classrooms to provide larger screens and higher quality video and sound. Through the program review, committee prioritization, and budget analysis processes, a decision was made to pilot a new system integrated into the classroom at the North County Center (NCC) in Willits. This collective decision-making process takes into consideration the College's commitment to addressing its "Geographic Reach" as defined in the Education Master Plan. Specifically, the District's Technology Committee reviewed the program review requests and ranked them across 5 categories: 1) serves most students, 2) program growth, 3) essential to operations, 4) meets college mission, 5) meets college strategic goals. ([tech committee documentation](#))

Program Management Guidelines and Program Review, Part 2 provide structures for decisions about educational programs which ripple through committee and department workflow. For example, [a new program request for a Licensed Vocational Nursing \(LVN\) program](#) came through the [EAP Committee](#). Guided by the Program Management Guidelines, a Program Advisory Team (PAT) was assigned. While the [PAT did recommend approval](#), there was some caution provided as it was acknowledged that there would be significant resources required for implementation. However, the PAT clearly communicated that students would benefit from bringing the program from the Ukiah Adult School to the college. As a result of EAP approval of the new program request, several other processes followed. Courses and program proposals were brought to the [Curriculum Committee](#) and the [Planning Budget Committee approved](#) a categorically funded faculty/director position to lead this program in accordance with the [PBC Staffing Process for permanent positions](#).

[Program Review Part 2](#), completed by Instructional programs, is strongly grounded in student outcomes and disaggregated data analyzed across the student journey. Most recently, in the 25-26 academic year, Career Education departments were grouped together to work on these reports. Because many (most) of our departments consist of one full-time faculty, the completion of Program Review, part 2 has been designed as a [series of workshops](#) which encourage collaboration and discussion across disciplines. This process culminates in the [completed report](#), a [summary by EAP committee members](#), and a [final workshop](#) where EAP and Program Review completers discuss their findings. Finally, the same departments complete their 5-year curriculum review in the following semester. This process is designed intentionally to allow for the reflection occurring in the Program Review process to result in potential changes in curriculum the following semester. Some good examples of this process are the development of non-credit courses and certificates in the Auto and Culinary Arts programs ([EAP agenda](#) and [Curriculum agenda and minutes](#)). These additions were made in order to increase student access to coursework in these departments.

Although many of our processes are longstanding and well established, they are also consistently being adjusted to improve the integrity and efficiency of the processes and the quality of the outcomes. A good example of this is our Staffing request process, which has gone through several changes over recent years. At the core of this process is the Staffing Committee, Program Review,

Part 1A and the Planning and Budget Committee: Departments submit Staffing requests through [Program Review 1A](#); they are submitted to the Staffing Committee; the Staffing Committee scores them with their [rubric](#); their [ranked scores](#) are provided to PBC; PBC makes a recommendation to the President; the President brings their decision back to PBC ([PBC memo](#)); based on the ranking and available funding, decisions are made about which positions to fill, and the recruitment process begins. However, as straightforward as this process is, there are nuances that needed to be worked out into processes: How are new positions dealt with differently from replacements? What about categorically or grant funded positions that have funding specifically earmarked for a position? When a categorically faculty position is funded as a non-tenure track, how is the path to a district-funded tenure track position determined? Finally, when considering the ranked scores of Staffing Committee, what is the added value of the discussion that occurs in PBC? These questions have all been discussed over the recent years and have resulted in a gradual refining of the Staffing process. In Spring of 2024, a workgroup met to consider how categorically funded faculty positions are proposed to PBC ([PBC agenda 5.3.24](#)). In Fall of 2024, PBC reviewed and adopted a revised Staffing Process which defined procedures for the different types of requests (new, replacement, categorically/grant funded) ([PBC agenda 9.6.24](#)). In Fall of 2025, PBC adopted a timeline and procedure for considering the pathway for a categorically/grant funded non-tenure track position to become tenure track ([PBC agenda 11.7. 25](#)). Finally, also in Fall 2025, PBC considered a Staffing Committee Request Framework which describes what PBC committee members should consider in reviewing the Staffing Committee rankings ([PBC agenda 12.5.2025](#)).

**4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health.
(ER 7)**

The Mendocino-Lake Community College District is governed by a seven-member Board of Trustees (BOT) elected in the November general election. Trustees are elected to staggered terms to represent regions within the District. [Board Policy 2200](#), “Board Duties and Responsibilities,” makes clear that the BOT “governs on behalf of the citizens of the Mendocino-Lake Community College District,” and has the authority and responsibility for the overall quality and stability of the institution. These responsibilities include to “assure fiscal health and stability,” and to “monitor institutional performance and educational quality.” To that end, the board has established a clear cycle for fiscal monitoring, regularly reviews college planning and goal attainment, and participates in a regular cycle for reviewing Board Policies.

Fiscal monitoring by the Board of Trustees includes a monthly budget report and the adoption of the tentative and adopted budget each year ([Board budget agenda items](#)). Additionally, each January, the board participates in a [special meeting/workshop which includes budget review](#) for new and existing trustees. This review supports the board in understanding both the funding revenues received by the college and the expenditure budgets that will receive throughout the year.

The Board of Trustees reviews and adopts planning documents, such as the [Educational Master Plan](#), the [Facilities Master Plan](#) and the [Student Equity Plan](#). They annually review [Student Success Standards](#), which provide an overall view of student educational attainment. Additionally, board agendas include “Big Picture” items which help to inform the BOT on a variety of activities and topics which support the goals of the college. A Big Picture item may address a specific instructional program or student service. For example, recent presentations include a presentation on the progress of the

[Sustainable Construction and Technology Program \(SCT\)](#); the services provided by the [Library/Learning Center](#)); and the progress made through the [Zero Cost Textbook and Open Education Resources](#) initiatives . Other Big Picture items provide more general updates on items such as [dual enrollment](#) and [sustainability practices](#).

To ensure that Board Policies (BP) and Administrative Procedures (AP) are up to date. [The President's Policy and Advisory Committee \(PPAC\)](#) focuses on a chapter of the BPs and APs each year. [BPs and APs are brought to PPAC](#) for review and approval. After they are approved at PPAC, [BPs are brought to the BOT for review and approval](#). APs are reviewed by the BOT, but do not require their approval.. In addition to focusing on a chapter of the BPs/APs each year, legally required updates or otherwise timely updates, are also identified and completed each year ([BPs and APs on website](#)).

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The governing board defines its responsibility for selecting a Superintendent/President in [Board Policy 2431](#) as a fair and open process, complying with all relevant regulations. [Board Policy 2432](#), "Superintendent/President Succession" further defines the process for appointment of an acting and/or interim Superintendent/President. The current Superintendent/President was hired in July, 2020 after a rigorous search ([position announcement](#)).

Evaluation of the Superintendent/President is also defined in Board Policy and Administrative Procedures. [BP 2435](#) establishes the process as "at least annually," refers to a process "developed and jointly agreed to by the Board and the Superintendent/President," and describes what the criteria for the evaluation will include. [AP 2435.1](#) describes the process of the evaluation. This AP describes a clear timeline for the evaluation and also describes the broad participation in providing feedback on evaluation surveys from across stakeholder and constituent groups. (Board Minutes [October 2024](#) and [October 2025](#))

The Superintendent/President serves as the Chief Executive Officer of the Mendocino-Lake Community College District and has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness. [Board Policy 2430](#) establishes the "Delegation of Authority to the Superintendent/President" These facets of the CEO duties are also clearly stated in the [Superintendent/President Job Description](#).

In carrying out these duties, the Superintendent/President collaborates with the [Board of Trustees](#) to develop biannual [District Priorities](#). These priorities are tied closely to the district's Mission, Vision and Values, with specific attention to current goals and priorities. Progress on these priorities is reported on regularly at Board meetings and considered in the Superintendent/President's evaluation process.

The Superintendent/President carries out these duties partly through oversight of the participatory structure of decision making as described in [BP 2510](#) and APs [2510.1](#) and [2511.1](#). Two committees chaired by the Superintendent/President are the [Planning and Budget Committee \(PBC\)](#) and the [President's Policy Advisory Committee \(PPAC\)](#). At PBC, constituent leaders discuss and make recommendations to the president about institutional planning, including staffing, budget, strategic

planning, and student achievement standards. PPAC is responsible for reviewing all board policies and administrative procedures. The President/Superintendent, as the chair, leads the process for creating new and revising existing policies and procedures, ensuring that constituents have the opportunity for input.

Through these policies and practices, the Board of Trustees provides an ongoing cycle of direction, delegated implementation, transparent reporting and annual evaluation.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The Mendocino-Lake Community College District Board of Trustees functions effectively as a collective entity. At its foundation, Board Policy and Administrative Procedures guide these governance practices. BP 2200, as described above, provides the overall duties and responsibilities of the BOT to promote the institution's values and mission and to fulfill its fiduciary responsibilities. [BP 2230](#), "Quorum and Voting" further defines voting requirements and practices. The BOT is clear in [BP 2715](#), "Code of Ethics/Standards of Practice," that it "maintains high standards of ethical conduct," and further defines those practices which support those standards. Communications among board members is codified in [BP 2720](#), which defines the regulations for communications outside of board meetings.

Supported by the solid foundation provided by the BPs and APs adopted by the district, the board engages in regular self-evaluation. This process is described and defined in [BP 2745](#) and includes [input from staff](#) who regularly attend board meetings. The Board is diligent in completing this process in a timely annual manner ([Board agenda item](#) self-evaluation; [completed evaluation](#)).

In November of 2023, the BOT unanimously adopted a [Statement of Cooperation](#) which is included for reflection on each monthly agenda. This statement acknowledges the unique role board members play as part of the college structure as the body that "does not do the work of the institution but ensures that it is done." The statement goes further to provide a list of commitments to support the board's "core dedication to function as a high-performing team on behalf of the people we represent in helping students reach their educational goals."

The BOT is also committed to its ongoing development as a board as defined in [BP 2740](#), "Board Education." This is reflected by regular participation of board members at the Annual Trustees Conference hosted by the Community College League of California. Additionally, the Board schedules at least one special meeting each year as a "[Board Workshop](#)."

Through clearly articulated expectations for ethical conduct, communication, quorum and voting, and ongoing education, the Board establishes shared standards that guide trustee conduct and decision-making as a unified body.

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	• ACCJC Letter of Reaffirmation
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	• Webpage – Mission, Vision, Values, Goals • BP 1200 – District Mission • Board of Trustees Agenda – BP 1200 Review • PPAC Minutes – BP 1200 Review
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	• Board Approval of BP 1200 Mission Statement • Board of Trustees Minutes Adopting BP 1200 Mission Statement
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	• BP 3250 – Institutional Planning • AP 3250.1 Institutional Planning • District Priorities 2024-2026 • Board of Trustees Agenda – District Priorities • PBC Committee Description • PPAC Committee Description • AP 2510.1 - Local Decision-Making Process
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	• Education Master Plan – 2023-2029 • Webpage - Research Projects • Webpage - Student Right to Know • Webpage - Consumer Information

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: - Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees - Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities - Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) - Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable (See Commission Policy on Competency Based Education and Policy on Credit Hour, Clock Hour, and Academic Year)	MLCCD Catalog Earning Degrees and Certificates BP 4020 Program, Curriculum and Course Development AP 4020.1 Program, Curriculum and Course Development AP 4100.1 Graduation Requirements for Degrees and Certificates
ii. Documentation that the institution's transfer of credit policies include the following: - Any established criteria the institution uses regarding the transfer of credit earned at another institution - Any types of institutions or sources from which the institution will not accept credits - A list of institutions with which the institution has established an articulation agreement - Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See Policy on Transfer of Credit	AP 4235.1 Credit by Assessment MLCCD Catalog Transfer of Credit List of Institutions with established articulation agreements
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)	BP 3410 Nondiscrimination AP 3410.1 Nondiscrimination BP 5500 Standards of Student Conduct Transcripts Mendocino College
iv. Documentation of clear policies and procedures for handling student complaints, including: - Evidence that these policies/procedures are accessible to students in the catalog and online; - Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	AP 5530.1 Student Rights and Grievances MLCCD Catalog Unlawful Discrimination Online Access Student Grievance Form Student Grievance Process Form
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: - Accurate and consistent implementation of complaint policies and procedures - No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit

Required Item	Documentation
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	• BP 5040 Student Records, Directory Information and Privacy • AP 5040.1 Student Records, Directory Information, and Privacy • MLCCD Catalog Privacy Act (FERPA)
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	• AP 4021.1 Program Discontinuance
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See Policy on Institutional Compliance with Title IV	No Audit to report.
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See Policy on Distance Education and on Correspondence Education	• AP 4105.1 Distance Education, Student Authentication Process, and Regular an Effective Contact
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	• Pages 225-226 - 2025-26 MC Catalog
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	• AP 4235.1 Credit By Assessment • AP 4236.1 Advanced Placement Credit
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	• Ex Libris Subscription Agreement • CCCCO Library Services Platform Agreement • Net Tutor Agreement

Required Item	Documentation
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Not Applicable

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	• Human Resources Board Policies (List) • Human Resources Administrative Procedures (List) • Screenshot Human Resources Webpage • Screenshot – Online Access to Policy and Procedure
ii. Employee handbooks or similar documents that communicate expectations to employees	• CBA - SEIU - Classified & STNC - 2025-27 • CBA - MCFT - FT Faculty - 25-28 • MSC - Management Team Handbook 2025-2026 • CBA MPFA - PT Faculty - 2025-27
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	• 22-23 MLCCD Audit Report • 23-24 MLCCD Audit Report • 24-25 MLCCD Audit Report
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	• BP 3250 Institutional Planning • AP 3250.1 Institutional Planning • 2026 Program Review Part IB template with Department Area Objectives • 5 Year Equipment Request
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	• AP 6100.1 Delegation Of Authority, Business and Fiscal Affairs • BP 6300 Fiscal Management • AP 6300.1 Fiscal Management
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	• BP 3720 Computer And Network Use • AP 3720.1 Computer And Network Use •
FOR TITLE IV PARTICIPANTS:	

vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	• Title IX Default Rates
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's Policy on Contractual Relationships with Non-accredited Organizations	• ISA BCOE
ix. Written code of professional ethics for all personnel including consequences for violations	• BP 2715 Code of Ethics/Standards of Practice • AP 3050.1 Institutional Code of Ethics

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	• BP 2431 Superintendent/President Selection • AP 2435.1 Evaluation of the Superintendent/President • BP 2435 Evaluation of the Superintendent/President
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	• BP 2210 Officers • BP 2010 Board Membership • Minutes BOT 7.16.20 Showing Superintendent/President as Board Secretary • Superintendent/President Job Description
iii. Governing board policies/procedures/bylaws related to Board Ethics	• BP 2715 Code of Ethics-Standards of Practice
iv. Governing board policies/procedures/bylaws related to conflict of interest	• AP 2712.1 Conflict of Interest Code • BP 2710 Conflict of Interest • AP 2710 Conflict of Interest

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions, Section D	• Activation Third Party Comments
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited Status	• Accreditation Status One Click from Home Page

D. Appendix 1: Verification of Catalog Requirements (ER 20)

[2025-2026 Mendocino College Catalog](#)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Page 1 and back cover
Educational Mission	Page 6
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Page 9
Course, Program, and Degree Offerings	Pages 82 and 83
Student Learning Outcomes of Programs and Degrees	Pages 11 through 13
Academic Calendar and Program Length	Page 4; Pages 84 through 223
Academic Freedom Statement	Page 54
Available Student Financial Aid	Pages 26 through 28
Available Learning Resources	Pages 28 through 35
Names and Degrees of Administrators and Faculty	Pages 343 through 348
Names of Governing Board Members	Page 5
Requirements	
Admissions	Pages 16 through 21
Student Tuition, Fees, and Other Financial Obligations	Pages 21 through 23
Degrees, Certificates, Graduation and Transfer	Page 63; Pages 74 through 80; 82 and 83
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Pages 59 through 68; Page 40
Nondiscrimination	Page 38 through 38d
Acceptance and Transfer of Credits	Pages 69 through 75
Transcripts	Page 68
Grievance and Complaint Procedures	Pages 40 through 44
Sexual Harassment	Pages 54 through 57
Refund of Fees	Page 21 through 23
Locations or Publications Where Other Policies May be Found	
Board Policies and Administrative Procedures	BoardDocs - The District is migrating to Boardable effective 08/01/26

E. Appendix 2: Organizational Structure

[Organizational Chart](#)

F. Appendix 3: Approved Locations

Students may complete 50% or more of a degree or certificate program at the following locations:

Ukiah Campus, 1000 Hensley Creek Road, Ukiah, California 95482

Lake Center, 2565 Parallel Drive, Lakeport, California 95453

North County Center, 372 E. Commercial Street, Willits, California 95490

Coast Center, 1211 Del Mar Drive, Fort Bragg, California 95437



MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

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Ukiah Main Campus
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