



MENDOCINO COLLEGE

2019

INSTITUTIONAL
SELF EVALUATION
REPORT

MENDOCINO-LAKE
COMMUNITY
COLLEGE DISTRICT

YOUR COMMUNITY. YOUR COLLEGE. YOUR SUCCESS.



MENDOCINO COLLEGE

**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
Western Association of Schools and Colleges

Date of Submission: December 2019

Certification



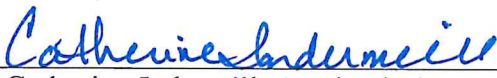
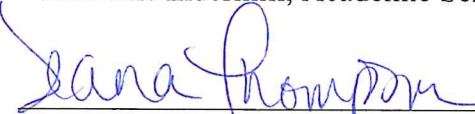


To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Eileen Cichocki
Interim Superintendent/President
Mendocino-Lake Community College District
1000 Hensley Creek Road
Ukiah, CA 95482

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

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

Signatures:

| | |
|---|-------------|
|  | 11-Dec-2019 |
| Robert Jason Pinoli, President, Board of Trustees | Date |
|  | 12/11/19 |
| Eileen Cichocki, Interim Superintendent/President | Date |
|  | 12/11/2019 |
| Catherine Indermill, Academic Senate President | Date |
|  | 12/13/19 |
| Jeana Thompson, Classified Senate President | Date |
|  | 12/12/19 |
| Abraham Lozoff, Associated Students of Mendocino College President | Date |
|  | 12/13/19 |
| Debra Polak, Accreditation Liaison Officer | Date |

Contents

| | |
|---|-----|
| A. Introduction | 1 |
| College History | 1 |
| Student Enrollment Data | 2 |
| Demographic Data | 10 |
| Socioeconomic Data | 16 |
| Sites | 16 |
| Specialized or Programmatic Accreditation | 21 |
| B. Presentation of Student Achievement Data and Institution-set Standards | 22 |
| C. Organization of the Self-Evaluation Process | 29 |
| D. Organizational Information | 33 |
| E. Certification of Continued Compliance with Eligibility Requirements | 38 |
| F. Certification of Continued Institutional Compliance with Commission Policies | 40 |
| G. Institutional Analysis | 47 |
| | |
| STANDARD I | |
| Mission, Academic Quality and Institutional Effectiveness, and Integrity | |
| A. Mission | 47 |
| B. Assuring Academic Quality and Institutional Effectiveness | 56 |
| C. Institutional Integrity | 76 |
| | |
| STANDARD II | |
| Student Learning Programs and Support Services | |
| A. Instructional Programs | 93 |
| B. Library and Learning Support Services | 120 |
| C. Student Support Services | 128 |
| | |
| STANDARD III | |
| Resources | |
| A. Human Resources | 143 |
| B. Physical Resources | 161 |
| C. Technology Resources | 170 |
| D. Financial Resources | 181 |
| | |
| STANDARD IV | |
| Leadership and Governance | |
| A. Decision-Making Roles and Processes | 198 |
| B. Chief Executive Officer | 211 |
| C. Governing Board | 221 |
| | |
| H. Quality Focus Essay | 234 |

A. Introduction

College History

The Mendocino-Lake Community College District was formed in September 1972 by vote of the citizens of the Anderson Valley, Laytonville, Potter Valley, Round Valley, Ukiah, and Willits Unified School Districts. Planning for the development of the initial offerings of the College occurred in the spring of 1973, with the first classes offered in July 1973. Expansion of the District to include the Lake County Districts of Upper Lake, Kelseyville, and Lakeport occurred by vote of the citizens on November 5, 1974. The new District boundaries, established in July 1975, encompass 3,200 square miles of service area. In 1981, the name of the District became Mendocino-Lake Community College District to better reflect the geographical area being served.

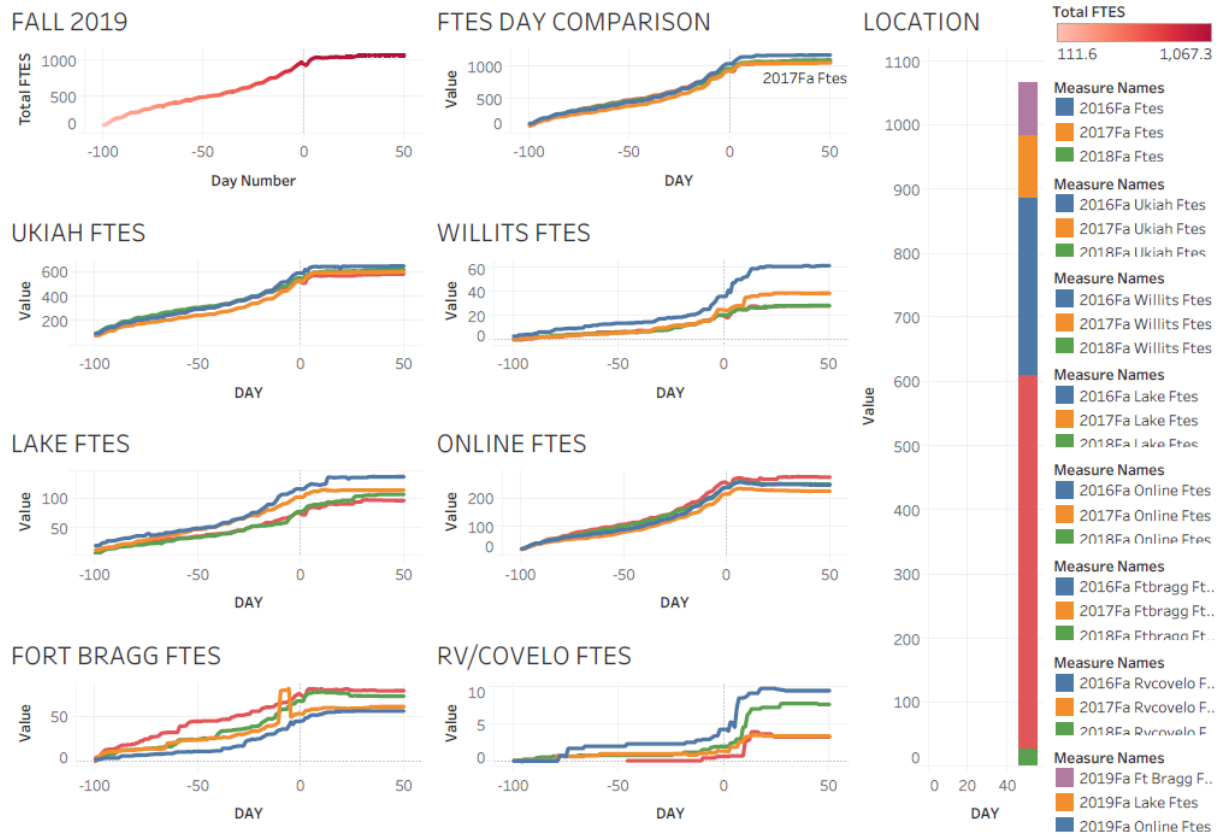
Mendocino College serves one of the most isolated regions in California. The area is known for its rich forestry, small crop cultivation and wine industry. Its service area covers a region of two counties, totaling 5,207 square miles with 51 towns and cities. The service area also covers 14 federally recognized Indian reservations, making it the third largest in California and fourth in the nation. The nearest four-year school, Sonoma State University, is more than an hour away for our centrally located students, and two hours away for students located on the periphery of both counties, with no public transportation available. Most students in Lake and Mendocino Counties interested in a college degree start at Mendocino College, for both geographical and financial reasons. In 2018, more than 35% of all high school graduates in the District (which includes Lake and Mendocino Counties) enrolled at Mendocino College (Mendocino College Internal Reports 2019). The average student population at Mendocino College is 6,628 with 35% identified as Hispanic, making Mendocino College a Hispanic-Serving Institution as of 2013.

The Library/Learning Center at the main campus in Ukiah opened its doors to students in time for fall classes in August 2012. Designed and constructed at a cost of \$28 million, the Library/Learning Center was built as a result of community support through Measure W. The building includes a spacious library with an extraordinary view, a learning center, the Math Engineering Science Achievement (MESA) program, a disabled resource center and a new language lab, all equipped with the latest technology.

The grand opening in spring of 2013 of the \$15 million Mendocino College Lake Center located on 31 acres at 2565 Parallel Drive was followed up by the North County Center opening in the fall of 2013 located at 372 East Commercial Street in Willits. Both centers provide new and exceptional facilities and enhanced educational opportunities for the residents of our region. In 2015, Mendocino College and College of the Redwoods finalized an agreement to have the Mendocino-Lake Community College District provide educational and support services at the Fort Bragg campus, which College of the Redwoods had previously operated. In 2017, the transfer of land and services to Mendocino College became official, with Mendocino College acquiring the Coast Center.

Student Enrollment Data

Mendocino College utilizes internal data to gauge enrollment information for fall, spring and summer terms. The College extracts enrollment information daily in the first month of the term, and then weekly to update the campus community and administrators on FTES and enrollment increase or decline. Mendocino College utilizes Tableau (a visualization software) to display enrollment, demographic, award and student retention and completion information for further analysis and inquiry. The Mendocino College Planning and Budgeting Committee members, as well as constituency group representatives, receive either a daily or weekly breakdown of FTES comparisons via email:



↑ 557 enrollments

↓ 22.87 FTES

↑ 95 students

Below is a chart showing a same day comparison across four semesters. If you need additional information, please don't hesitate to contact me. Thank you.

| Semester | Day | Active Enrollments | Active Students | Full-Time | Part-Time | Continuing Students | New Students | Returning Students | K-12 Students | Transfer Students | Unknown Status Students | Number of Sections | TOTAL FTES |
|-----------|-----|--------------------|-----------------|-----------|-----------|---------------------|--------------|--------------------|---------------|-------------------|-------------------------|--------------------|------------|
| FALL 2019 | 64 | 10709 | 4337 | 894 | 3443 | 1695 | 588 | 594 | 712 | 288 | 460 | 751 | 1065.63 |
| FALL 2018 | 64 | 10152 | 4242 | 954 | 3288 | 1636 | 619 | 642 | 652 | 270 | 423 | 717 | 1088.5 |
| FALL 2017 | 64 | 9937 | 4138 | 948 | 3190 | 1718 | 611 | 600 | 582 | 260 | 367 | 712 | 1047.96 |
| FALL 2016 | 64 | 10560 | 4351 | 1037 | 3314 | 1781 | 598 | 654 | 716 | 286 | 316 | 765 | 1164.71 |

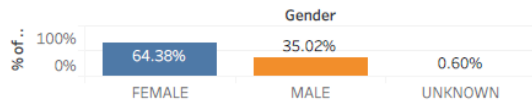
Mendocino College actively looks at student demographic, completion, success, and retention data to best allocate funds and services. Through Program Review, the College makes an interactive data visualization software (Tableau) accessible for disciplines to view specific metrics on their courses and overall student success (Analyzer):



Aside from FTES and overall student completion, Mendocino College makes available, upon request for more detailed information, course efficiency, fill, rates, retention, completion, student and employee demographics, and additional success indicators for the institution and students. It is unequivocally dedication to Student Equity; all metrics are disaggregated by Race and Ethnicity to identify equity gaps:

Fall 2019 Student Demographics

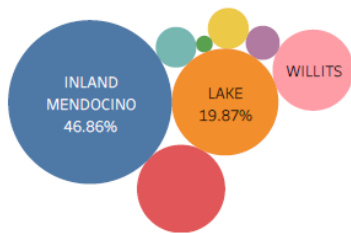
GENDER



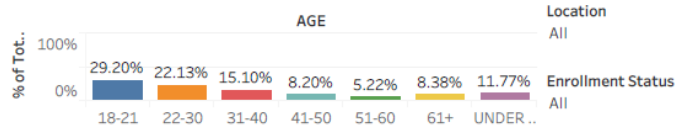
ETHNICITY



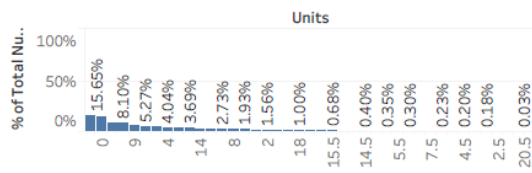
LOCATION



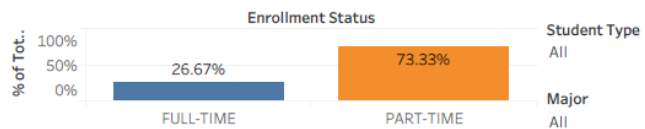
AGE



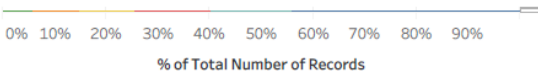
UNITS



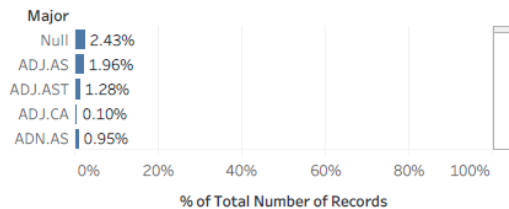
ENROLLMENT STATUS



STUDENT TYPE



MAJOR



Fall 2018 Employee Demographics

Job Classification

- ACADEMIC TEMPORARY
- ACADEMIC TENURED/TENURED T..
- CLASSIFIED

Job Classification

All

Ethnicity

All

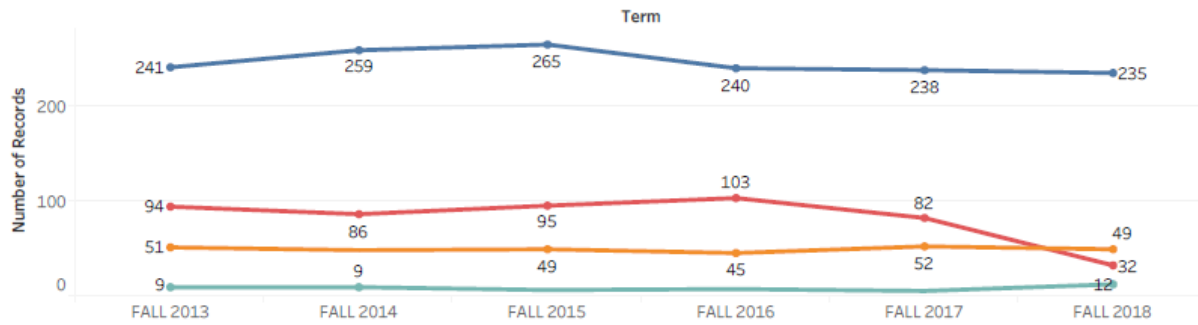
Gender

All

AGE

All

EMPLOYEE DISTRIBUTION

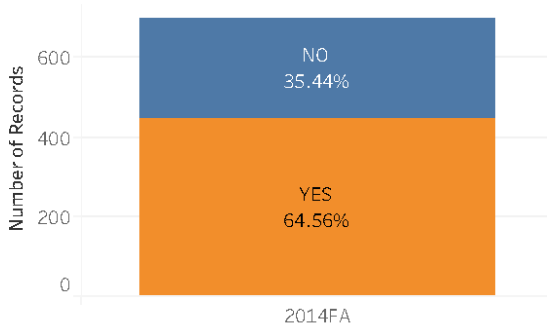


PERCENTAGE BY GROUPS

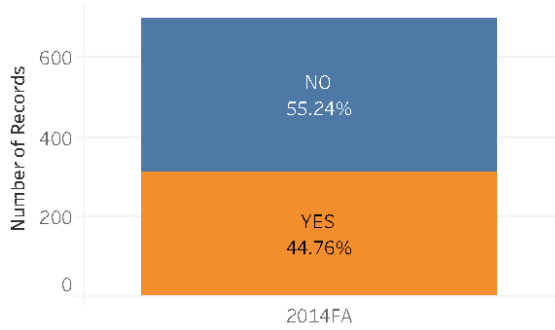
| Job Classification | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| ACADEMIC TEMPORARY | 61.01% 241 | 64.43% 259 | 63.86% 265 | 60.76% 240 | 63.13% 238 | 71.65% 235 |
| ACADEMIC TENURED/TENURED TRAC.. | 12.91% 51 | 11.94% 48 | 11.81% 49 | 11.39% 45 | 13.79% 52 | 14.94% 49 |
| CLASSIFIED | 23.80% 94 | 21.39% 86 | 22.89% 95 | 26.08% 103 | 21.75% 82 | 9.76% 32 |
| EDUCATIONAL ADMINISTRATOR | 2.28% 9 | 2.24% 9 | 1.45% 6 | 1.77% 7 | 1.33% 5 | 3.66% 12 |

Fall to Spring and Fall to Fall Retention/Persistence Rates

FALL 2014 TO SPRING 2015 RETENTION



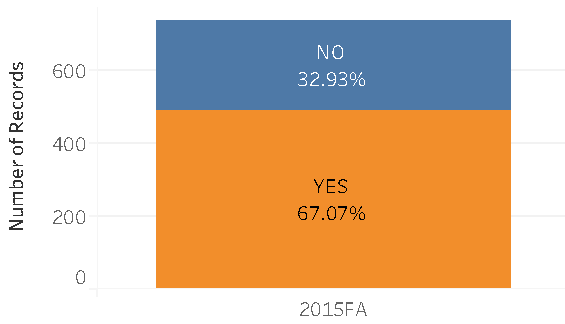
FALL 2014 TO FALL 2015 RETENTION



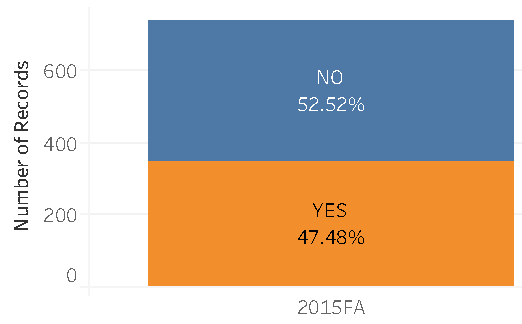
Ethnicity
All

Gender
All

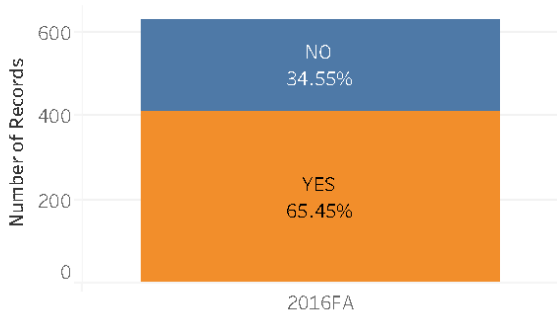
FALL 2015 TO SPRING 2016 RETENTION



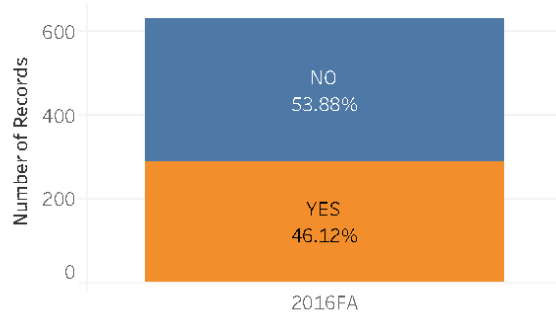
FALL 2015 TO FALL 2016 RETENTION



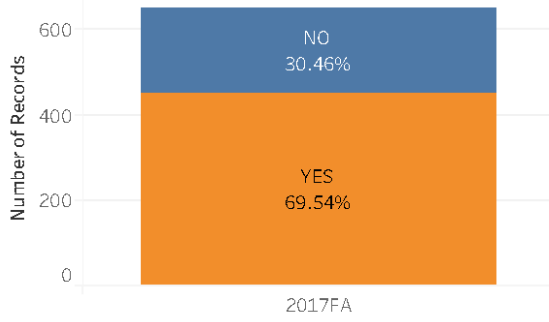
FALL 2016 TO SPRING 2017 RETENTION



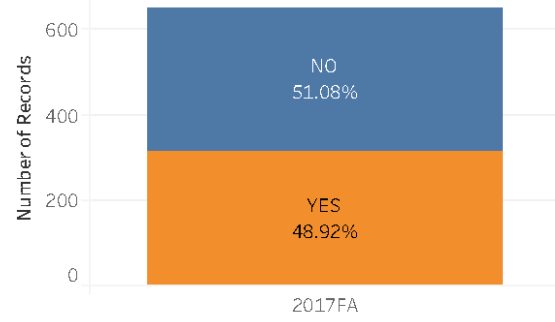
FALL 2016 TO FALL 2017 RETENTION



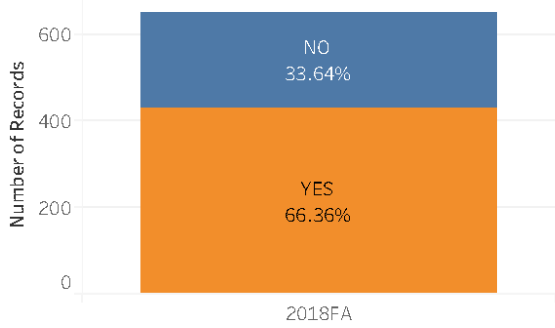
FALL 2017 TO SPRING 2018 RETENTION



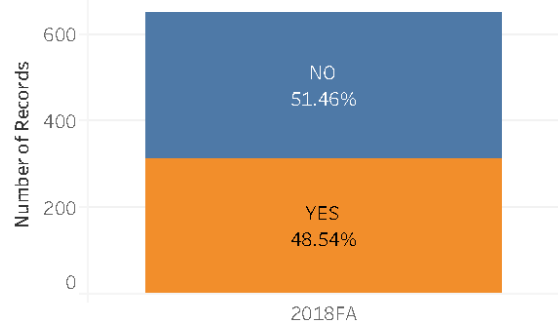
FALL 2017 TO FALL 2018 RETENTION



FALL 2018 TO SPRING 2019 RETENTION



FALL 2018 TO FALL 2019 RETENTION



Degrees and Certificates Earned

Academic Year
All

Academic Program
All

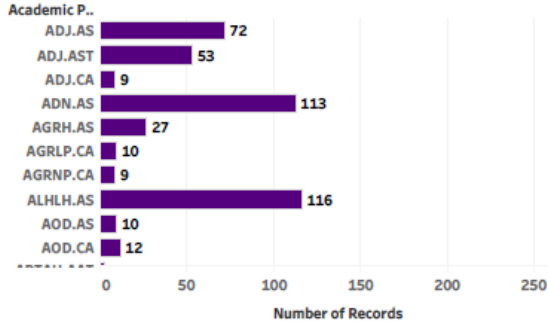
Degree Type
All

Gender
All

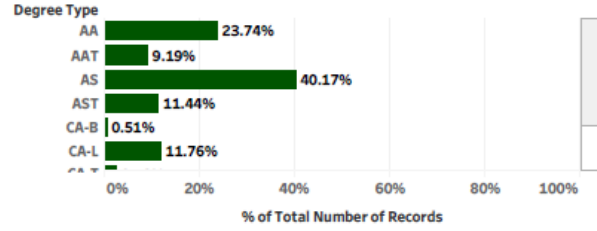
Ethnicity
All

AGE
All

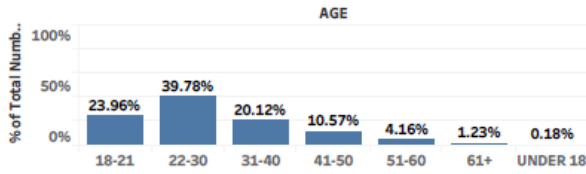
DEGREES AND CERTIFICATES



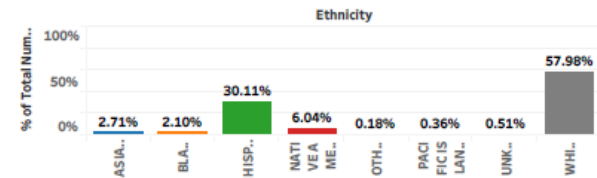
DEGREE TYPE



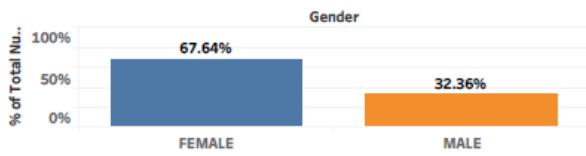
AGE



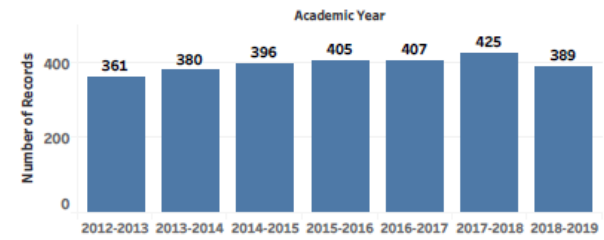
ETHNICITY



GENDER

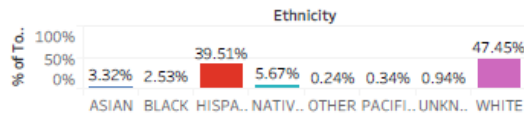


TERM AWARDS

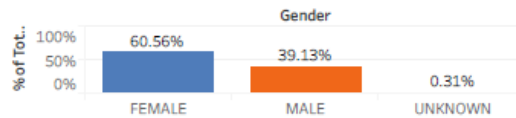


Success Rates by Term

ETHNICITY



GENDER

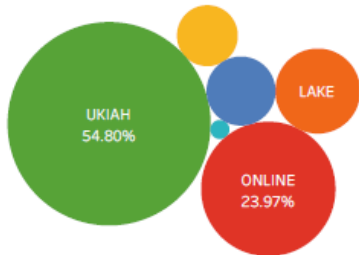


Ethnicity All

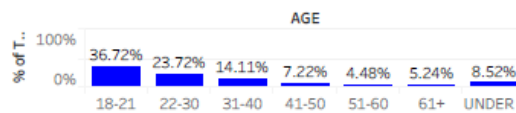
Gender All

AGE All

LOCATION



AGE



Grade All

Success All

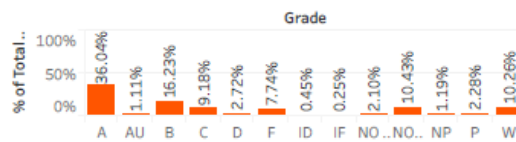
Location All

COURSE

| Department | Course | Name | % of Total |
|------------|--------|--------------|------------|
| ADJ | 103 | ADJ-103-4003 | 0.149% |
| | 104 | ADJ-104-4006 | 0.196% |
| | 108 | ADJ-108-5187 | 0.289% |
| | 196 | ADJ-196-1322 | 0.009% |
| | 200 | ADJ-200-0102 | 0.065% |
| | | ADJ-200-4012 | 0.298% |

0% 50% 100%
% of Total Number of Rec..

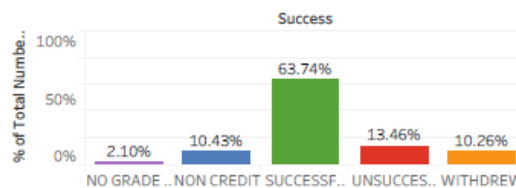
GRADE



Department All

Course All

SUCCESS

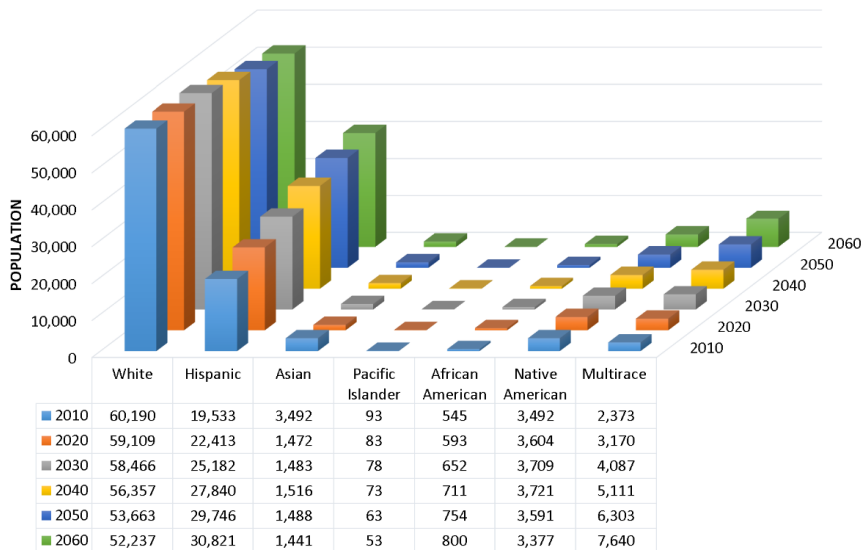


Demographic Data

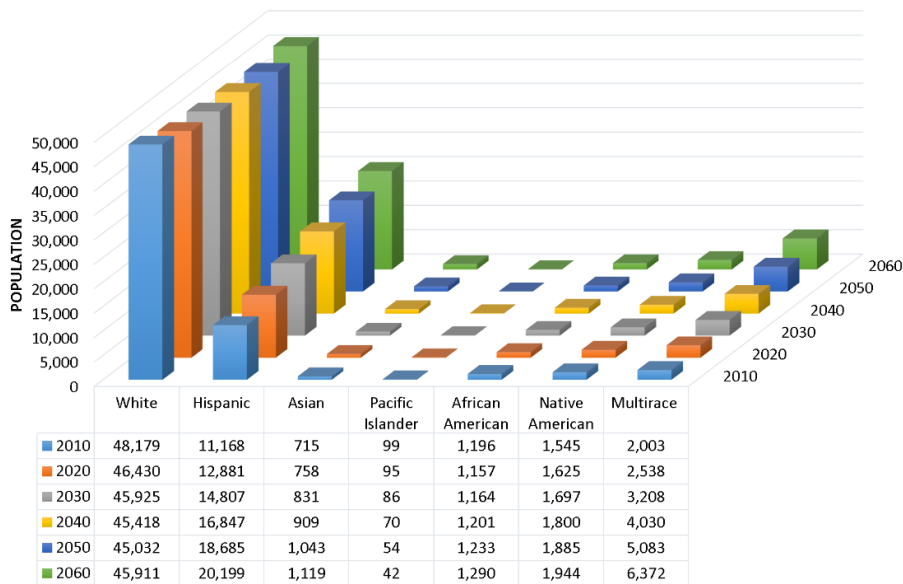
Mendocino College is in a rural and isolated geographical area with a rapidly changing demographic, just two hours north of San Francisco and three hours west of Sacramento. Mendocino College students are predominantly local, hailing primarily from the Ukiah, Fort Bragg and Kelseyville School Districts. The Mendocino-Lake Community College District includes four campuses: the main campus located just north of downtown Ukiah, the Lake Center located in the town of Lakeport, the North County Center located in the town of Willits and the Coast Center located in the coastal city of Fort Bragg. In addition, the District owns the Mendocino Coast Field Station in the town of Point Arena.

The Mendocino-Lake Community College District serves an area of about 3,200 square miles in both Mendocino County and Lake County. The population of Mendocino College’s service area is expected to grow slowly in the next twenty years, with the most significant increase occurring among the Latinx population of both counties:

Mendocino County Population



Lake County Population



]

In addition, both counties are experiencing an increase in the older population of residents aged 65-74.

Aging Population – Mendocino County

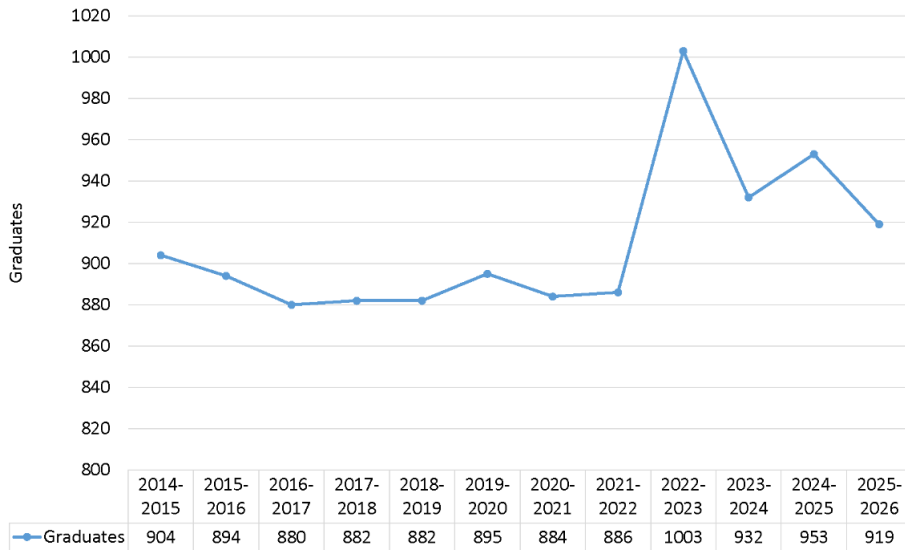
| Age | 2010 | % | 2030 | % | % Change 2010-2030 |
|-------------|--------|------|--------|------|--------------------|
| 0-14 | 16,028 | 18% | 15,656 | 17% | -2.4% |
| 15 to 24 | 10,322 | 11% | 11,074 | 12% | 7.3% |
| 25 to 34 | 10,694 | 12% | 11,204 | 12% | 4.8% |
| 35 to 44 | 10,280 | 11% | 10,828 | 12% | 5.4% |
| 45 to 54 | 12,361 | 14% | 10,848 | 12% | 12.3% |
| 55 to 64 | 14,469 | 16% | 9,851 | 11% | -32% |
| 65 to 74 | 7,267 | 8% | 10,580 | 11% | 46% |
| 75 and over | 11,754 | 13% | 13,616 | 15% | 16% |
| Total | 93,175 | 100% | 93,657 | 100% | 0.6% |

Aging Population – Lake County

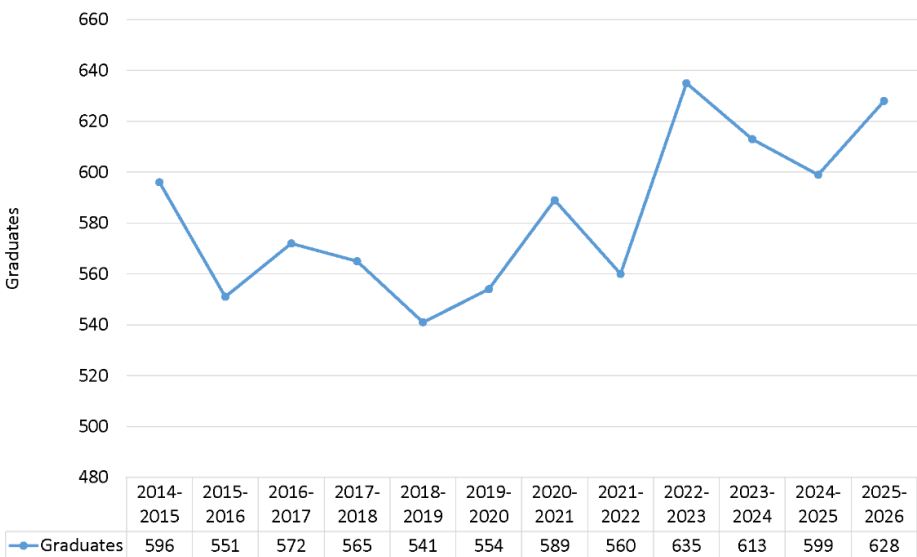
| Age | 2010 | % | 2030 | % | % Change 2010-2030 |
|-------------|--------|------|--------|------|--------------------|
| 0-14 | 11,137 | 18% | 12,102 | 18% | 9% |
| 15 to 24 | 7,566 | 12% | 8,100 | 12% | 7% |
| 25 to 34 | 6,656 | 11% | 8,151 | 12% | 23% |
| 35 to 44 | 7,065 | 11% | 8,172 | 12% | 16% |
| 45 to 54 | 10,263 | 16% | 6,884 | 10% | -33% |
| 55 to 64 | 10,688 | 17% | 6,669 | 10% | -38% |
| 65 to 74 | 6,612 | 11% | 8,161 | 12% | 24% |
| 75 and over | 4,910 | 8% | 9,479 | 14% | 93% |
| Total | 64,897 | 100% | 67,718 | 100% | 4% |

However, it is expected that both counties will have a gradual increase in the college-age population (18-21), as the number of high school graduates is expected to increase:

Number of High School Graduates – Mendocino County

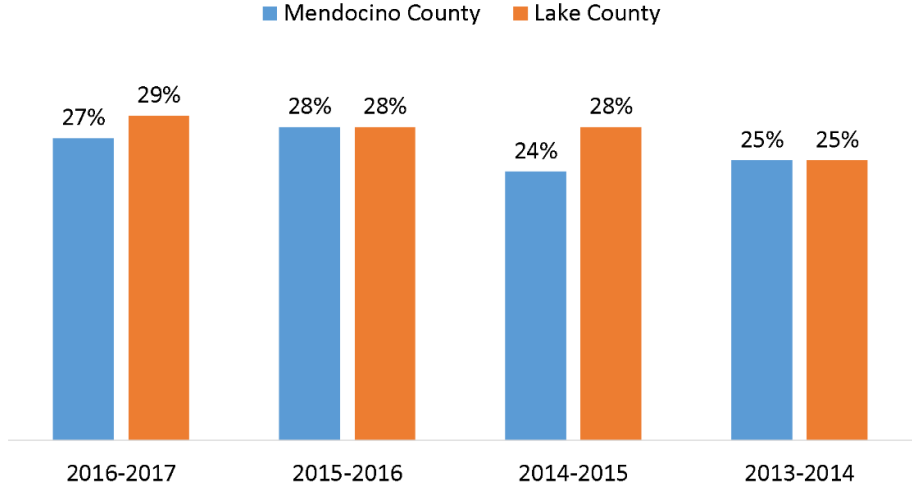


Number of High School Graduates – Lake County



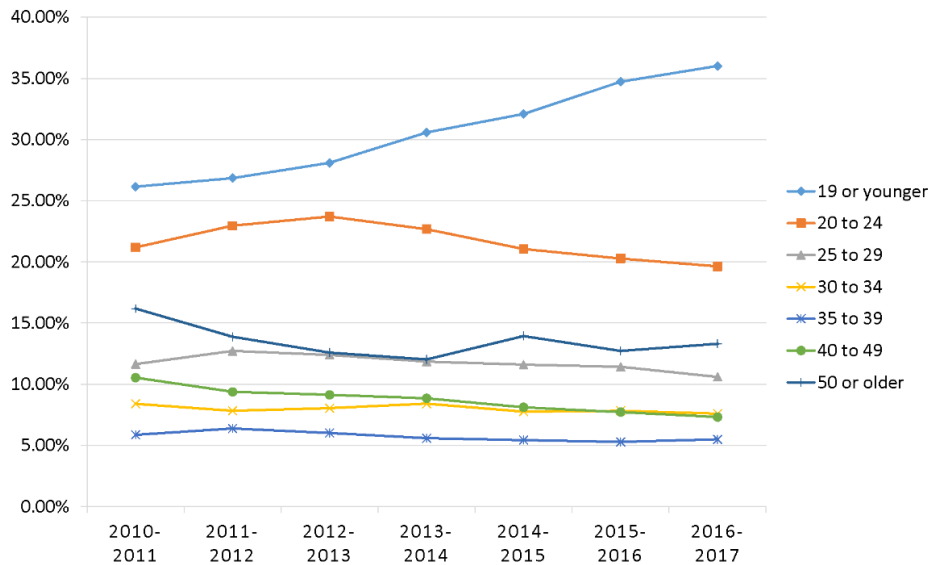
Of these expected graduates, looking at historic trends, an average of 26% of Mendocino County and 28% of Lake County high school graduates will meet the California State University and University of California entrance requirements:

Students meeting UC/CSU Requirements



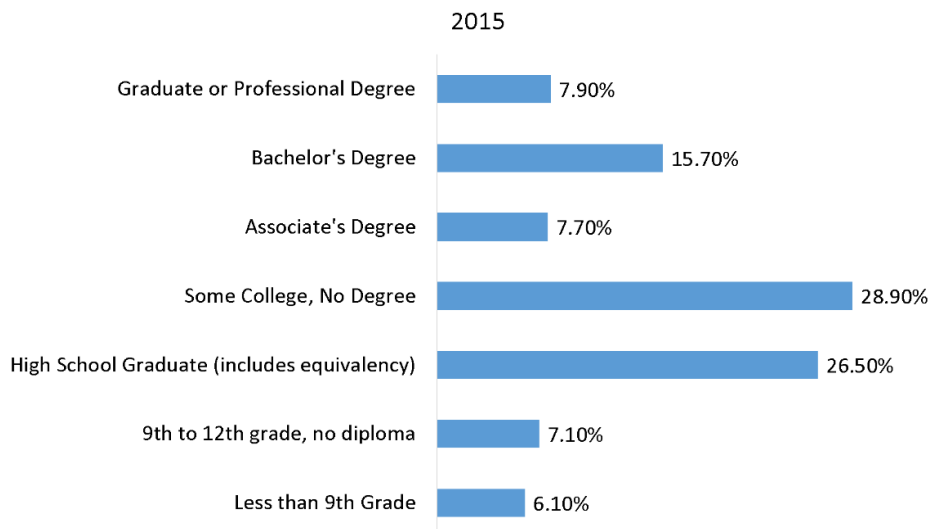
Acknowledging the “greying” of both counties and the expected increase of college-age students, with close to 75% not meeting CSU or UC requirements, Mendocino College has actively been working with area high schools, promoting dual and concurrent enrollment of high school students at the college, in an effort to: 1) Front-load students with processes and procedures to become matriculated students at Mendocino College, 2) Collaborate with smaller districts to offer classes that are difficult to fill as a result of teacher shortages, 3) Have students earn college credit in disciplines that fulfill general education requirements for transfer and 4) Promote a college-going culture among students who would not actively see Mendocino College as an option for higher education. This is noted with the sharp increase in K-12 enrollment over the past three years:

High School Direct Enrollment (Concurrent and Dual) Increase

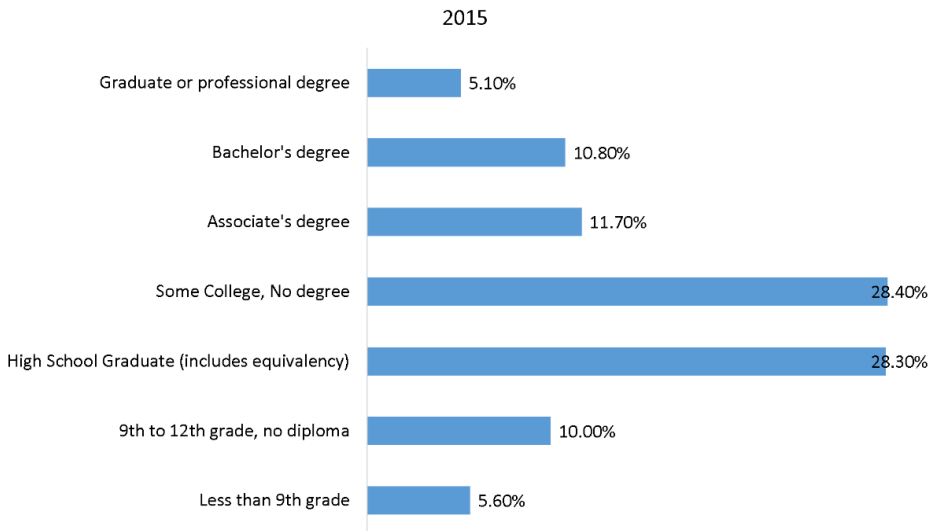


In its mission statement, Mendocino College embraces its role as the “...*intellectual, economic and cultural anchor for the region.*” As such, it routinely examines the educational attainment of both counties its service area encompasses, to provide targeted and focused services to those who would benefit most:

Mendocino County Education



Lake County Education



In this analysis, Mendocino College recognizes its impact on the educational attainment of its residents, and the need to continue promoting higher education and innovative scheduling to accommodate a student population that is actively working in a steady economy, as there is normally an inverse effect with a growing economy and a decrease in college enrollment.

Socioeconomic Data

In the District service area, the percentage of adults who have completed postsecondary education is somewhat lower than the state of California, as estimated by the U.S. Census. Overall, approximately 39% of the adult population in California has completed some postsecondary education, compared to 31% of the adult population in Mendocino County and 29% of the adult population in Lake County. The educational gap has narrowed since 2008, as a result of first-generation College students. The U.S. Census Bureau estimates that in 2012 the nominal per capita income in Lake County was \$19,347, and the median family income was \$32,219, which is a decrease of \$15,000 since 2006. For Mendocino County, in the same year, the nominal per capita income was \$21,832, and median family income was \$41,369, which is a decrease of \$6,000 since 2006. Furthermore, in Mendocino County, 15.4% of all households fell below the Federal Poverty Line, and the percentage of families below the Federal Poverty Line in Lake County in 2007 was 16.4%. Both counties have a higher poverty rate than the State of California, by 3% and 4% respectively.

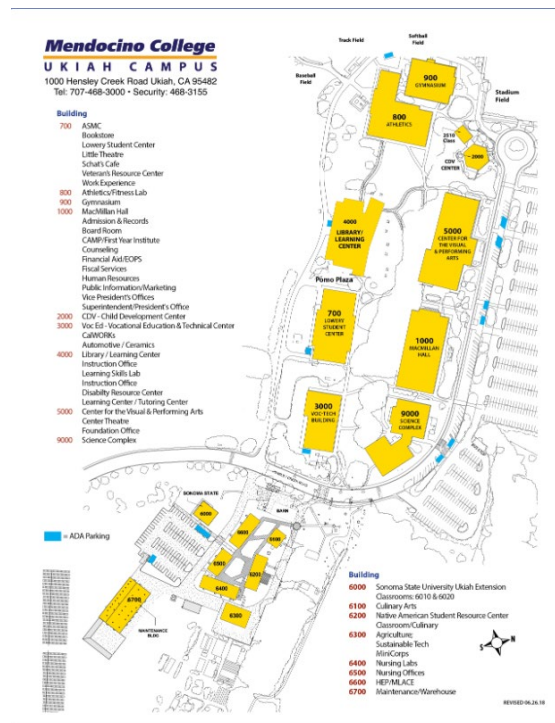
Sites

The Ukiah main campus has grown significantly to accommodate the growing needs of the Mendocino and Lake County communities. Originally, the main campus consisted of only three buildings: Lowery Library Building, MacMillan Hall, and the Vocational/Technical Building. Over the years, the College has added eight buildings: Horticulture Center, the Child

Development Center, the Physical Education/Athletics complex, the Maintenance building, the Center for Visual and Performing Arts, the Science complex, the Library/Learning Center and the Lowery Student Center.

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

Sonoma State University and Mendocino College have entered into a partnership whereby students living in Mendocino and Lake Counties are able to enroll in courses in Sonoma State's Liberal Studies Bachelor's Degree Program at the Sonoma State University Ukiah Center, which is located on the Ukiah Campus. The Ukiah Campus map below includes the Grove area where the Sonoma State program is located.



In November 2006, the College passed its first-ever Bond initiative with 63% of voters approving it. This Bond measure generated \$67.5 million and has enabled the College to finish its Facilities Master Plan, which included the construction of the Library/Learning Center, the Lowery Student Center, the Nursing facility and the maintenance warehouse in Ukiah, plus

permanent centers in Willits and Lakeport. Other projects have included technology upgrades in classrooms, new flooring throughout the main campus, and upgrades to existing facilities such as athletic fields, the recording studio and the theatres.

The most recent location addition is the Mendocino College Coast Center located in Fort Bragg, California. Although geographically closer to MLCCD and located in the same county, the Mendocino Coast was allocated to Redwoods Community College District (RCCD) during the 1972 vote that formed the current MLCCD.

In 2014, MLCCD was approached by RCCD to absorb all instructional and operational obligations at the RCCD Mendocino Coast Education Center. Additionally, Fort Bragg community and city council members had a formal meeting with MLCCD administration about the feasibility of MLCCD having a permanent presence on the coast. Following this meeting and after MLCCD Planning and Budgeting Committee (PBC) discussions and Board of Trustee (BOT) direction, RCCD and MLCCD signed a Memorandum of Understanding (MOU) for a temporary transition of class offerings from RCCD to MLCCD and consideration of a more permanent presence by MLCCD. In October 2014, this MOU was updated to include spring 2015 and summer 2015 (Appendix 2). A final MOU was agreed to in July 2015 to include and plan for the semesters leading up to the eventual transfer of the Coast Center and territory. Finally, in 2017, ACCJC approved a substantive change proposal to establish a new Center in Fort Bragg, and a process involving Mendocino College, College of the Redwoods and the California Community College Chancellor's Office was completed to transfer the property and the territory. Transfer of the territory and property included on a Fine Woodworking Program facility, faculty and staff and adding that program through local and state curriculum processes.

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



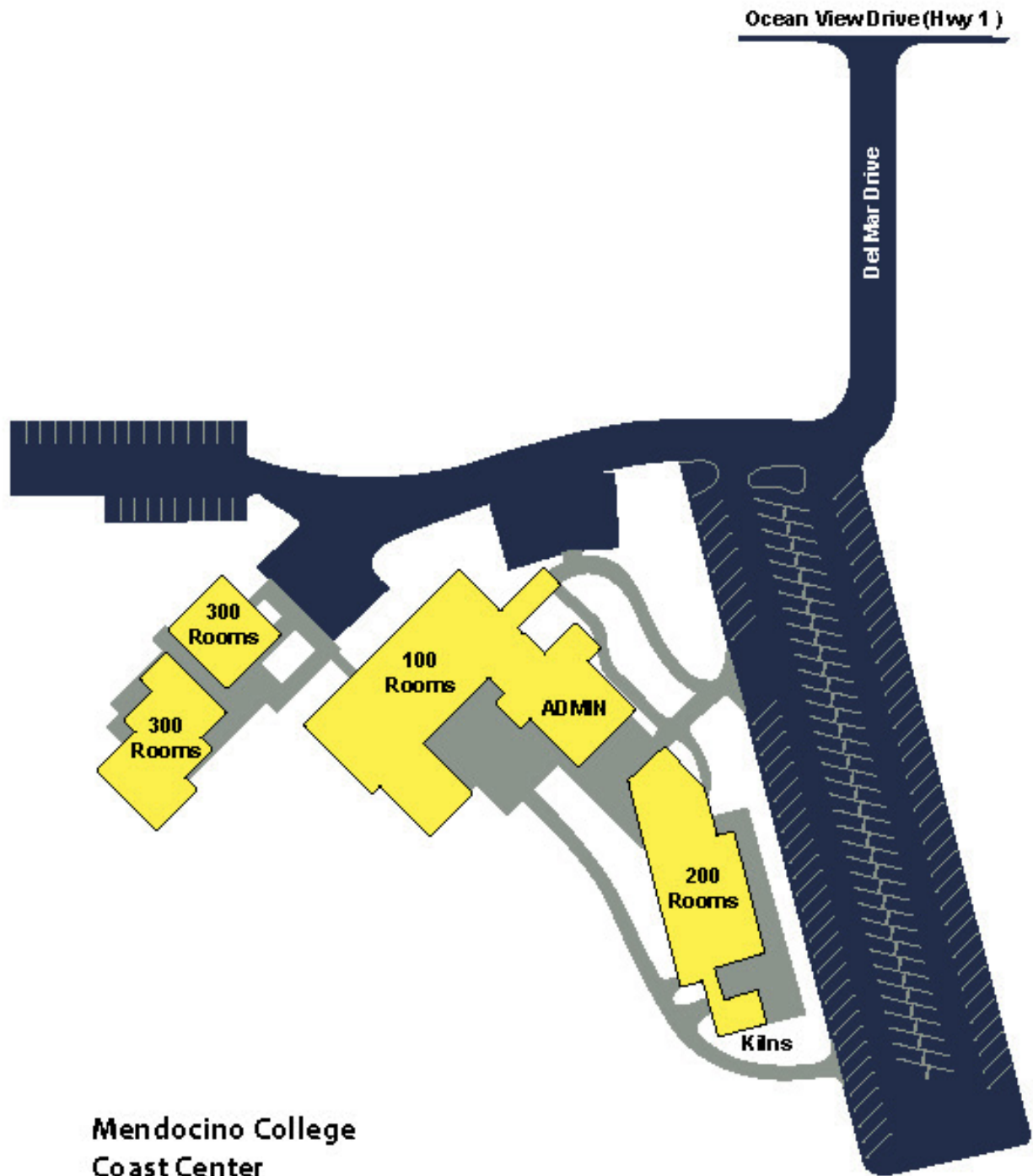
Mendocino College Lake Center
 2565 Parallel Drive, Lakeport, CA 95453



LEGEND

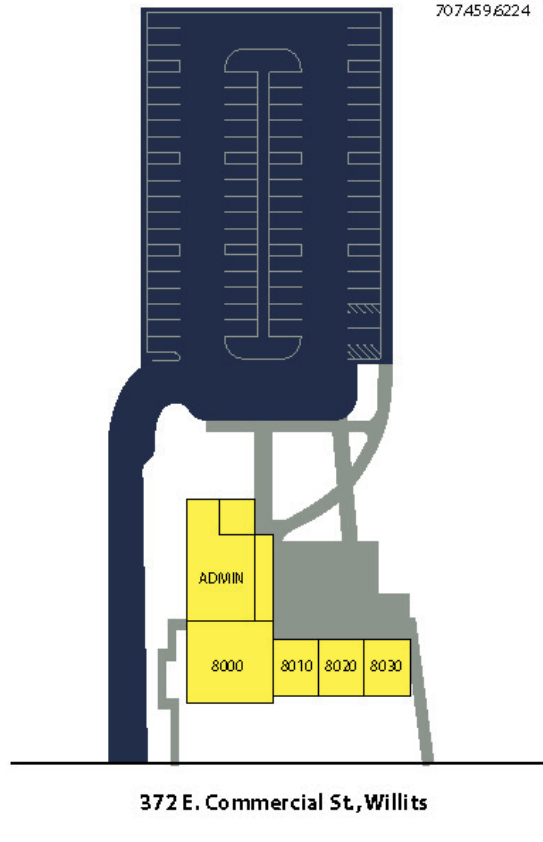
- ★ You are here
- Roads
- Buildings
- Walkways & Plazas
- Restrooms
- Utilities
- Information
- Ⓐ Drop Off Zone
- Ⓑ Student Parking
- Ⓒ Staff Parking
- Ⓓ Service & Deliveries

- 7000 Learning Commons
 - 7010 Learning Lab
 - 7030 Group Study Room
 - 7040 Center Operations
 - 7050 Classroom
 - 7090 Vending
-
- 7110 Computer Lab
 - 7120 Classroom
 - 7130 Classroom
 - 7140 Classroom
 - 7150 Classroom
 - 7160 Classroom
-
- 7210 Science Classroom
 - 7220 Classroom
 - 7230 Classroom



Mendocino College
Coast Center
1211 Del Mar Dr.,
Fort Bragg, CA 95437
707.961.2200

Mendocino College
North County Center
372 E. Commercial St.,
Willits, CA 95490
707.459.6224



Specialized or Programmatic Accreditation

Nursing: The Registered Nurse Associate of Science and the LVN to RN Career-Ladder Associate of Science Degrees are approved and accredited by the Board of Registered Nursing (BRN). The BRN last approved the program in March 2015 and is visiting the College Nursing Program for its 5-year review on November 18, 2019.

Physical Therapy Assistant (PTA): The PTA program is scheduled to begin admitting students for the Spring, 2020 semester. An Application for Candidacy was submitted to the Commission on Accreditation in Physical Therapy (CAPTE) on June 1, 2019. CAPTE conducted an initial visit in July 2019, and the College expects to be advanced to candidacy in November 2019, with permission to enroll its first class of PTA students. The College expects final accreditation to be approved in October 2020 in time for the first graduating class of the program.




B. Presentation of Student Achievement Data and Institution-Set Standards

Institutional-Set Standards

Mendocino College defined and measured its student achievement standards upon notification from the U.S. Department of Education in the spring of 2013. In the fall of 2013, Mendocino College refined its student achievement standards and in the spring of 2014 presented the information at its staff and faculty in-service, as well as to the Planning and Budgeting Committee. However, the College did not include in its process the establishing of minimums and goals. During the January 20, 2015 PBC meeting, target goals and minimums were established and vetted through the constituency groups. Mendocino College regularly reviews its Student Achievement Standards to assess student success as well as institutional health. In addition, these standards assist in long-term integrated planning.

| Data Element | Definition of Measure | Institution-Set Standard | Stretch Goal | Most Recent Year's Performance 17-18 | Previous Year 16-17 Performance | 3 Year average |
|--------------------------------|--|--------------------------|--------------|--------------------------------------|---------------------------------|----------------|
| Course Completion Rate | Applies to all students: Successful course completion, grade C or better if graded, over the number of students enrolled when the general enrollment period ends. | 75% | 77% | 74% | 74% | 74% |
| Course Retention Rate | Applies to all students: Successful course retention, student does not drop or is disenrolled, over the number of students enrolled when the general enrollment period ends. | 90% | 92% | 88% | 88% | 88% |
| Student Degree Completion | Number of Associate Degrees and Associate Degrees for Transfer awarded annually. | 313 | 342 | 352 | 326 | 329 |
| Student Transfer to Four Year | Number of students who transfer to a CSU/UC or an In-State or Out-of-State Private | 182 | 210 | 196 | 208 | 200 |
| Student Certificate Completion | Number of certificates awarded annually | 70 | 80 | 57 | 71 | 68 |

Mendocino College has adopted a template that incorporates a temperature gauge to demonstrate how well the institution is meeting standards:

| Student Achievement Standards 2018 | | | | |
|---|---|---|--|------------------|
| Metric |  |  |  | 2017-2018 |
| | Institution Set Minimum Standard | Institution Set Standard | Institution Set Goal | |
| Student Course Completion Rate | 73% | <u>75%</u> | 77% | 74% |
| Student Retention Percentage | 88% | <u>90%</u> | 92% | 88% |
| Student Degree Completion | 287 | <u>313</u> | 342 | 352 |
| Student Transfer to Four year | 155 | <u>182</u> | 210 | 196* |
| Student Certificate Completion | 60 | <u>70</u> | 80 | 57 |

Student Data Related to Student Equity

In addition, Mendocino College uses student success information to assess overall student performance at the institution. This information has been further disaggregated to match the California Community Colleges Chancellor’s Office Vision for Success, as well as to align with student equity and closing achievement gaps among historically underrepresented groups.

Course Completion 2017-2018

| Target Population(s) | the # of courses students enrolled in & were present in on census day in base year | The # of courses in which students earned an A, B, C, or credit out of < | The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year | Total (all student average) pass rate* | Comparison to the all student average (Percentage point difference with +/- added)* |
|---|--|--|--|--|---|
| Example Group | | | | | |
| American Indian / Alaska Native | 1243 | 978 | 79% | 83% | -4% |
| Asian | 612 | 554 | 91% | 83% | +8% |
| Black or African American | 517 | 369 | 71% | 83% | -12% |
| Hispanic or Latino | 6926 | 5628 | 81% | 83% | -2% |
| Native Hawaiian or other Pacific Islander | 70 | 45 | 64% | 83% | 19% |
| White | 10152 | 8692 | 86% | 83% | +3% |
| Some other race | 45 | 28 | 62% | 83% | -21% |
| Unknown Race/Ethnicity | 103 | 91 | 88% | 83% | +5% |
| All Students | 19668 | 16386 | 83%* | | |
| Males | 8020 | 6543 | 82% | 84% | -2% |
| Females | 11612 | 9811 | 84% | 84% | 0% |
| Unknown Gender | 36 | 31 | 86% | 84% | +2% |
| Current or former foster youth | 460 | 312 | 68% | 84% | -16% |
| Individuals with disabilities | 787 | 675 | 86% | 84% | +2% |
| Low-income students | 12706 | 10462 | 82% | 84% | -2% |
| Veterans | 203 | 151 | 74% | 84% | -10% |

UC/CSU TRANSFERS 2017-2018

| Target Population(s) | Headcount for the base year | The % of headcount for the base year | The # of TRANSFERS for the base year | The % of DEGREES/CERTIFICATES received in the base year | Comparison to the all student average (Percentage point difference with +/- added)* |
|---|-----------------------------|--------------------------------------|--------------------------------------|---|---|
| Example Group | | | | | |
| American Indian / Alaska Native | 429 | 6% | 3 | 2% | -4% |
| Asian | 283 | 4% | 6 | 5% | +1% |
| Black or African American | 167 | 2% | 1 | 1% | -1% |
| Hispanic or Latino | 2605 | 34% | 45 | 36% | +2% |
| Native Hawaiian or other Pacific Islander | 35 | 0.45% | 0 | 0% | -0.45% |
| White | 4050 | 53% | 49 | 40% | -13% |
| Some other race | 25 | 0.32% | 6 | 5% | +4% |
| Unknown Race/Ethnicity | 62 | 1% | 14 | 11% | +10% |
| All Students | 7656 | | 124 | | |

All Degrees and Certificates 2017-2018

| Target Population(s) | Headcount for the base year | The % of headcount for the base year | The # of DEGREES/CERTIFICATES received in the base year | The % of DEGREES/CERTIFICATES received in the base year | Comparison to the all student average (Percentage point difference with +/- added)* | Average Units Completed |
|---|-----------------------------|--------------------------------------|---|---|---|-------------------------|
| Example Group | | | | | | |
| American Indian / Alaska Native | 429 | 6% | 22 | 5% | -1% | 76.27 |
| Asian | 283 | 4% | 12 | 3% | -1% | 101.83 |
| Black or African American | 167 | 2% | 10 | 2% | -8% | 98.5 |
| Hispanic or Latino | 2605 | 34% | 132 | 31% | -3% | 89.95 |
| Native Hawaiian or other Pacific Islander | 35 | 0.45% | 4 | 1% | +0.55% | 114.13 |
| White | 4050 | 53% | 236 | 56% | +3% | 89.49 |
| Some other race | 25 | 0.32% | 0 | 0% | -0.32% | |
| Unknown Race/Ethnicity | 62 | 1% | 5 | 1% | | 66.9 |
| ALL STUDENTS | 7656 | | 421 | | | 89.47 |
| Males | 2928 | 38% | 130 | 31% | -7% | 88.90 |
| Females | 4697 | 61% | 291 | 69% | +8% | 89.73 |
| Unknown Gender | 31 | 0.40% | 0 | 0% | -0.40% | |
| Current or former foster youth | 173 | 2% | 10 | 2% | | 81.01 |
| Individuals with disabilities | 164 | 2% | 17 | 4% | +2% | 102.82 |
| Low-income students | 3294 | 43% | 315 | 75% | +32% | 90.16 |
| Veterans | 51 | 1% | 7 | 2% | +1% | 90.07 |

Retention: Fall to Spring Equity Students

| Target Population(s) | Then # of New to term students for Fall 2015 | The # of New to term students for Fall 2015 who persisted on to Spring 2016 | | Then # of New to term students for Fall 2016 | The # of New to term students for Fall 2016 who persisted on to Spring 2017 | | Then # of New to term students for Fall 2017 | The # of New to term students for Fall 2017 who persisted on to Spring 2018 | |
|---|--|---|-----|--|---|-----|--|---|-----|
| Example Group | | | | | | | | | |
| American Indian / Alaska Native | 48 | 29 | 60% | 35 | 21 | 60% | 36 | 25 | 69% |
| Asian | 0 | N/A | N/A | 0 | N/A | N/A | 0 | N/A | N/A |
| Black or African American | 42 | 25 | 59% | 28 | 18 | 64% | 10 | 6 | 60% |
| Hispanic or Latino | 6 | 3 | 50% | 6 | 4 | 67% | 9 | 7 | 78% |
| Native Hawaiian or other Pacific Islander | 0 | N/A | N/A | 0 | N/A | N/A | 0 | N/A | N/A |
| White | 16 | 10 | 63% | 15 | 11 | 73% | 10 | 5 | 50% |
| Some other race | 0 | N/A | N/A | 0 | N/A | N/A | 0 | N/A | N/A |
| Unknown Race/Ethnicity | 0 | N/A | N/A | 0 | N/A | N/A | 0 | N/A | N/A |
| ALL STUDENTS | 112 | 67 | 60% | 84 | 54 | 64% | 65 | 43 | 66% |

Access 2017-2018

| Target Population(s) | Headcount for the base year | The % of headcount for the base year | % of adult population within the community served (proportion) | Gain or loss in proportion (Percentage point difference with +/- added)* |
|---|-----------------------------|--------------------------------------|--|--|
| Example Group | | 59% | 64% | -6** |
| American Indian / Alaska Native | 429 | 6% | 3% | +3% |
| Asian | 283 | 4% | 1% | +3% |
| Black or African American | 167 | 2% | 1% | +1% |
| Hispanic or Latino | 2605 | 34% | 16% | +18% |
| Native Hawaiian or other Pacific Islander | 35 | 0.45% | 0.13% | +0.32% |
| White | 4050 | 53% | 76% | -23% |
| Other/Unknown/Multi-Race | 87 | 1% | 2% | -1% |
| Total of 8 cells above | 7656 | | | |

C. Organization of the Self-Evaluation Process

At the core of the Mendocino College Accreditation Process is the Accreditation Steering Committee. It is a standing committee charged with oversight of all accreditation processes and ensuring that the College aligns with and can provide evidence of alignment with the ACCJC Standards. The committee is chaired by the Accreditation Liaison Officer (ALO). At Mendocino College, the ALO role is assigned to the Vice President of Academic Affairs. Since the last comprehensive review in March of 2014, the Steering Committee has been responsible for a follow-up report (March 2015), the Midterm Report (March 2017) and two major Substantive Change Reports submitted to first offer more than 50% of a degree at the College of the Redwoods Center on the Mendocino Coast (Fall, 2015), then to take over that center and the territory formerly belonging to College of the Redwoods (Spring 2017).

In spring of 2018, work toward completion of the Institutional Self-Evaluation Report and preparation for the Comprehensive Site Visit became more structured and focused. In May of 2018, a large team, consisting of accreditation steering committee leaders, attended the ACCJC ISER training.

Leading up to the Comprehensive Review, it was decided that the Academic Senate President should be a co-chair of the committee to ensure that faculty as represented by academic senate would have full participation in the process. Membership on the committee includes key faculty, administrators and classified staff.

The process for completing the Institutional Self-Evaluation Report (ISER) became more structured and focused on writing the report in Fall 2018 when subcommittees were formed around each of the four ACCJC standards. Drafting of the standards began as subcommittees met and evidence began being collected to support each standard.

Accreditation Steering Committee Membership:

| Name | Title | Role in ISER completion |
|---------------------------------|--|--|
| Chair Debra Polak | ALO, VPAA | ISER Chair, Standards I and IV Co-Chair |
| Co-chair Catherine Indermill | Academic Senate President, Psychology Faculty | Standard IV subcommittee |
| Ulises Velasco | VP of Student Services | Standard II Co-Chair |
| Eileen Cichocki | Interim Superintendent/President; VP of Admin Services | Standard III Chair |
| Rebecca Montes | Dean of Instruction | Standard II Co-Chair |
| Dennis Aselytne | Dean of Applied Academics | Standard I subcommittee |
| Nicole Marin | Director of Human Resources | Standard III subcommittee, Standard III.A. main writer |
| Vivian Varela | Distance Education Coordinator, Sociology Faculty | Standard II subcommittee |
| Nicholas Petti | Academic Senator, Culinary Arts Faculty | Standard IV subcommittee |
| Minerva Flores | Director of Research, Institutional Effectiveness and Grants | Standards I and IV Co-Chair; Research contributions to all ISER. |
| Tony Novelli | Classified Senate Past President; Marketing and Community Relations Specialist | Standard IV subcommittee |
| Chris Olson | Classified Senate Past President; Senior Programmer/Analyst | Technology support for tracking evidence. |

Standard I Subcommittee

| Name | Title |
|--------------------------|--|
| Co-Chair, Debra Polak | VPAA and ALO |
| Co-chair, Minerva Flores | Director of Research, Institutional Effectiveness and Grants |
| Nicholas Petti | Academic Senator, Culinary Arts Faculty |
| Jody Gehrman | Academic Senate Vice President, Communications Faculty |
| Dennis Aselytne | Dean of Applied Academics |
| Isabel Lopez | Research Analyst |
| Mary Lamb | Executive Assistant to the Superintendent/President |

Standard II Subcommittee

| Name | Title |
|--------------------------|---|
| Co-Chair, Rebecca Montes | Dean of Instruction |
| Co-Chair, Ulises Velasco | Vice President of Student Services |
| Rhea Hollis | Academic Senator, DSPPS Counselor |
| Tascha Whetzel | Faculty Learning Specialist, Curriculum Committee Chair |
| Kurt Combs | Articulation Officer, Counselor |
| Doug Boswell | Auto Mechanics Faculty |
| Janet Daugherty | Director of Teaching and Learning Center |
| Toni Fort | Scheduling Specialist |
| Cyndi Woskow | Administrative Assistant, Instruction Office |
| | |

Standard III Subcommittee

| Name | Title |
|------------------------|--|
| Chair, Eileen Cichocki | Assistant Superintendent/Vice President of Administrative Services; Interim Superintendent/President (since August 2019) |
| Nicole Marin | Director of Human Resources |
| Joe Atherton | Director of Fiscal Services |
| Karen Christopherson | Director of IT (until July 2019) |
| David Johnston | Director of IT (since October 2019) |
| MacAdam Lojowsky | Facilities Director |
| David Wolf | Theater Technician/College Media Technician |
| Jeana Thompson | Administrative Assistant, Facilities |
| Rodney Grisanti | Music Faculty |
| Steve Cardimona | Earth Sciences Faculty |
| Phillip Warf | Mendocino College Federation of Teachers, President; Political Science Faculty |

Standard IV Subcommittee

| Name | Title |
|--------------------------|--|
| Co-Chair, Debra Polak | VPAA and ALO |
| Co-Chair, Minerva Flores | Director of Research, Institutional Effectiveness and Grants |
| Catherine Indermill | Academic Senate President; Psychology Faculty |
| Nicholas Petti | Academic Senator, Culinary Arts Faculty |
| Jody Gehrman | Academic Senate Vice President, Communications Faculty |
| Doug Browe | Academic Senator; Art/Ceramics Faculty |
| Reid Edelman | Past Academic Senate President, Theater Faculty |
| Bart Rawlinson | MCFT Chief Negotiator; English Faculty |
| Tony Novelli | Classified Senate Past President; Marketing & Community Relations Specialist |
| Kim Pinson | Financial Aid Specialist (since retired) |
| Dennis Aselytne | Dean of Applied Academics |
| Isabel Lopez | Research Analyst |
| Mary Lamb | Executive Assistant to the Superintendent/President |

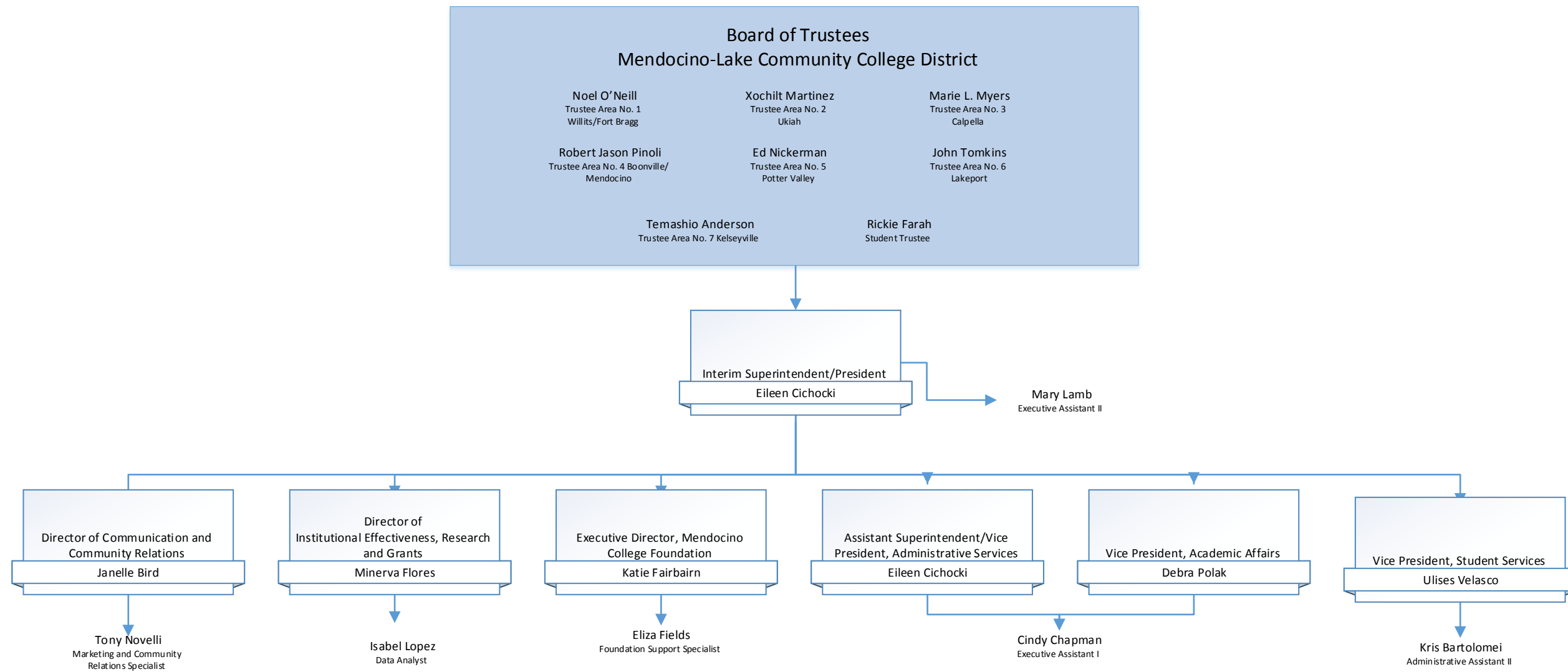
During the 2018-2019 academic year, Standard Subcommittees began the drafting process and collection of evidence for the ISER.

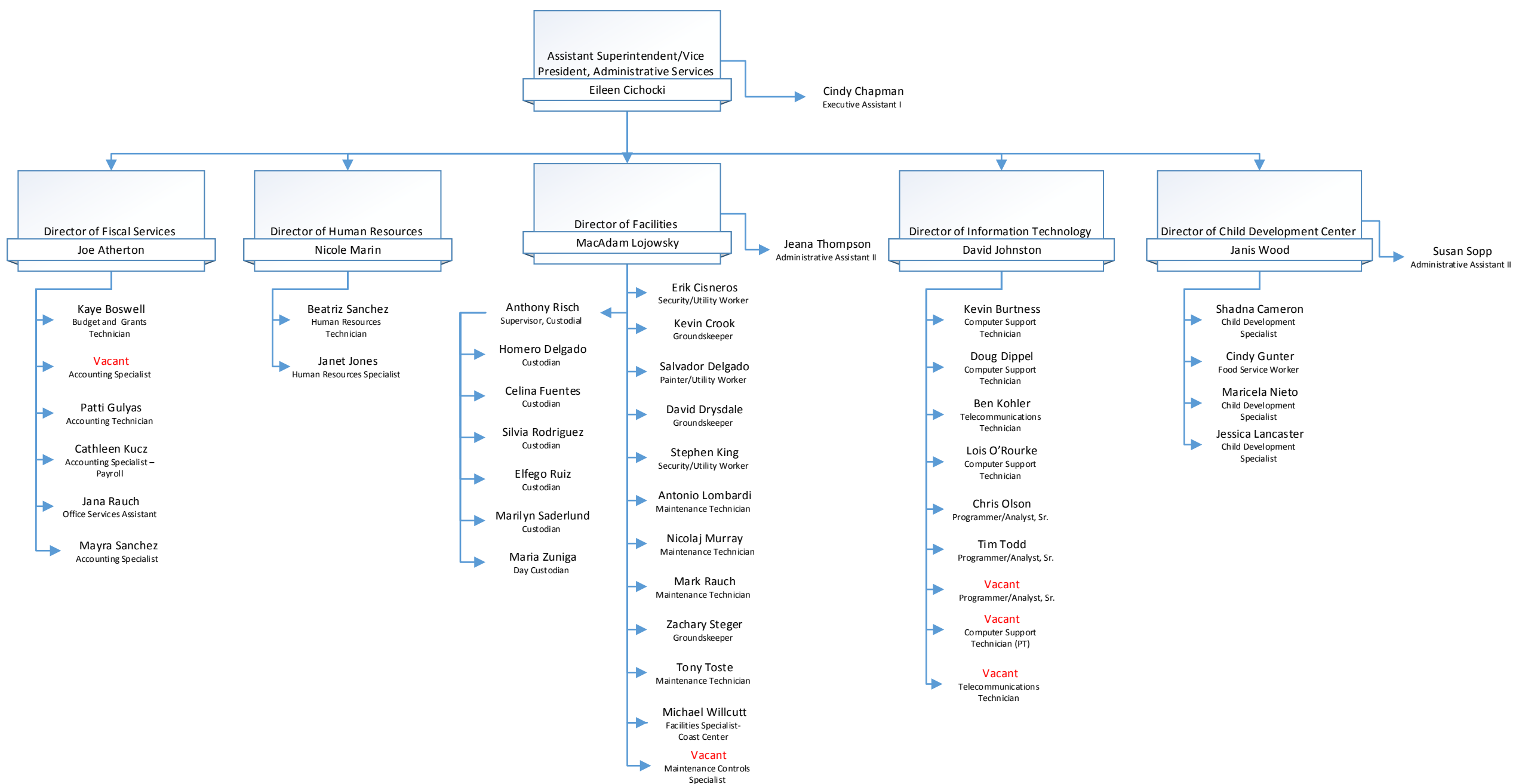
In March of 2019, ACCJC Vice President Gohar Momjian conducted an Advanced ISER training at Mendocino College.

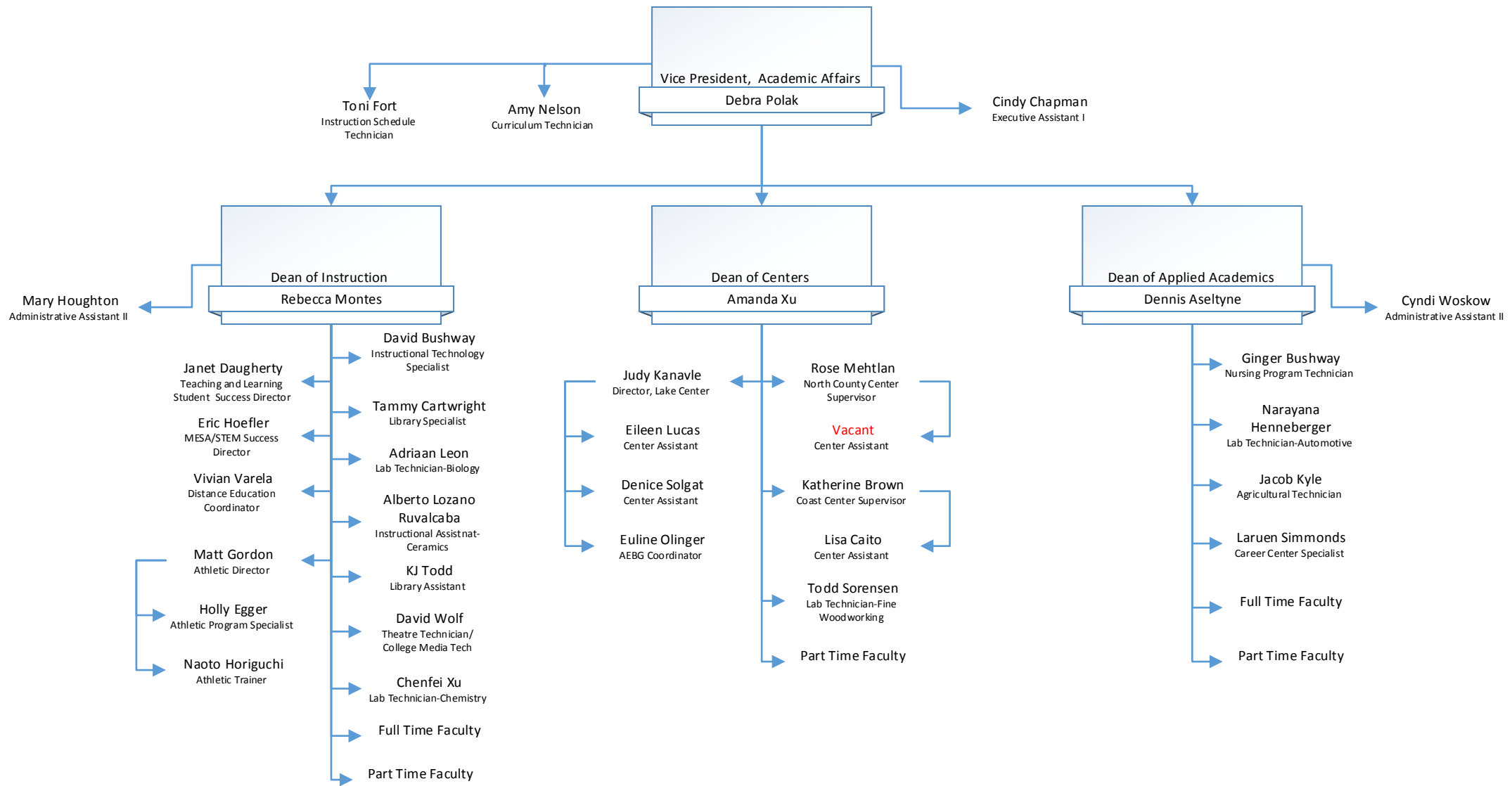
At the start of the Fall 2019 semester, draft chapters of the ISER began to be circulated among constituent groups. In particular, Academic Senate officially reviewed chapters of the ISER in September of 2019, before the first reading occurred in October of 2019. In addition, in October of 2019, as co-chairs of the Accreditation Steering Committee, VPAA and ALO Debra Polak and Academic Senate President attended a Classified Senate meeting and an Associated Students of Mendocino College (ASMC) meeting to encourage review and input of the ISER.

Finally, the Academic Senate approved the ISER at its November 2019 meeting, the Board of Trustees had its first reading of the ISER at its November 2019 meeting, and the final approval occurred at the December, 2019 meeting.

D. Organizational Information





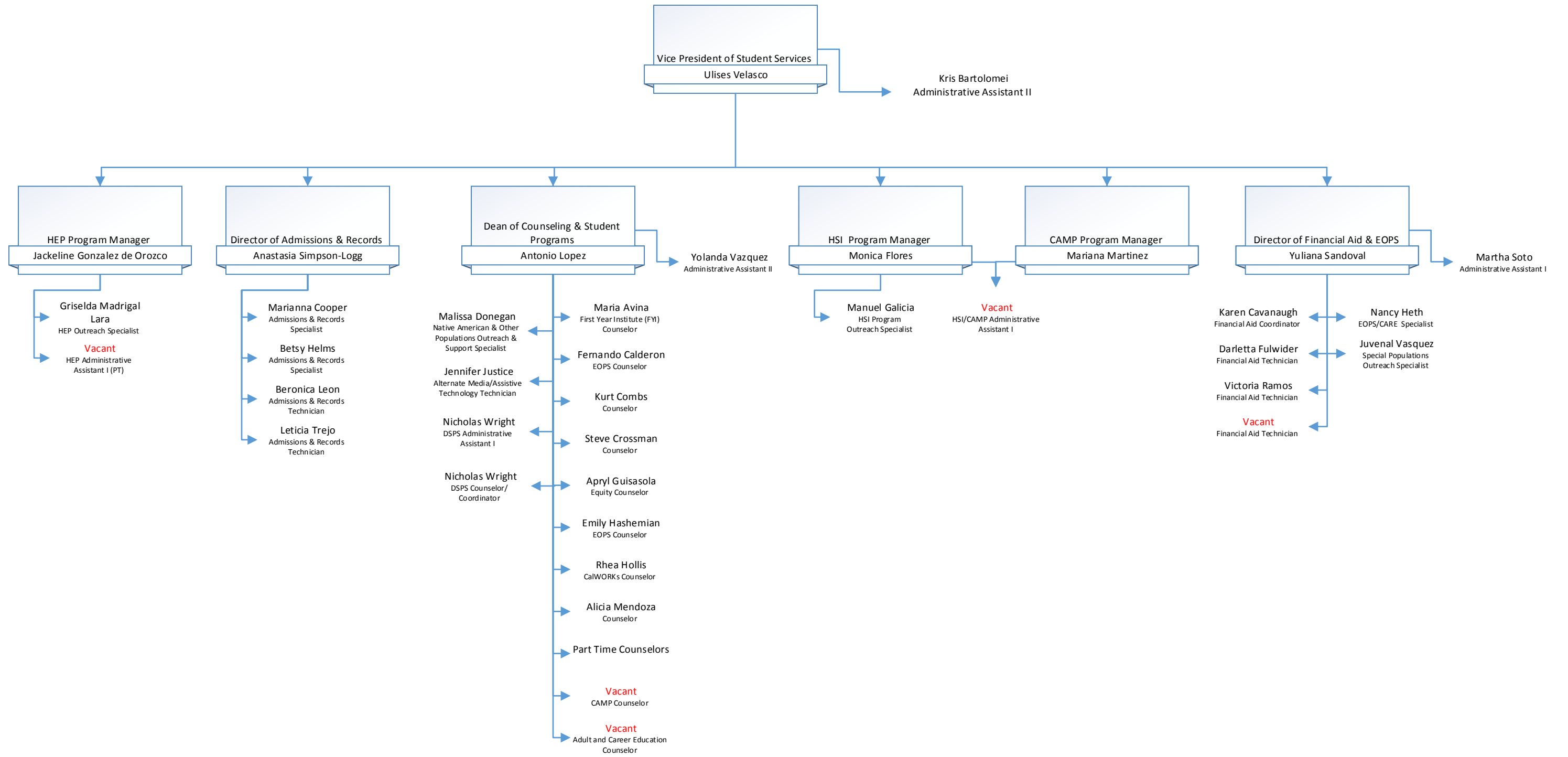


Disciplines

- American Sign Language (ASL)
- Anthropology (ANT)
- Art (ART)
- Astronomy (AST)
- Athletics (ATH)
- Basic Skills (BSK)
- Biological Science (BIO)
- Chemistry (CHM)
- College and Career Success (CCS)
- Communication Studies (COM)
- Earth Science (EAS)
- Economics (ECO)
- Education (EDU)
- Engineering (EGR)
- English (ENG)
- English as a Second Language (ESL)
- Geography (GEO)
- Geology (GEL)
- Health Sciences (HLH)
- History (HST)
- Kinesiology (KIN)
- Learning Skills (LRS)
- Library (LIB)
- Math (MTH)
- Music (MUS)
- Natural Resources (NRS)
- Philosophy (PHL)
- Political Science (POL)
- Psychology (PSY)
- Physical Education
 - Adaptive (PEA)
 - Fitness (PEF)
 - Sport (PES)
- Physics (PHY)
- Sociology (SOC)
- Spanish (SPN)
- Theater Arts (THE)

Disciplines

- Administration of Justice (ADJ)
- Agriculture (AGR)
- Alcohol & Other Drugs Studies (AOD)
- Automotive Technology (AUT)
- Business (BUS)
- Child Development (CDV)
- Computer Science (CSC)
- Cooperative Work Experience (CED)
- Culinary Arts (CAM)
- Digital Arts and Media (DAM)
- Fire Science (FSC)
- Human Services (HUS)
- Nursing (NUR)
- Physical Therapy Assistant (PTA)
- Real Estate (RLS)
- Sustainable Construction & Energy
 - Technology (SCT)
- Welding (WLD)
- Woodworking (WOD)



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Mendocino College is authorized to operate as an educational institution and to award degrees by the California Community College Chancellor's Office, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and the U.S. Department of Education. Mendocino College was first accredited by WASC in 1973, and accreditation was last affirmed in 2014. (ER1_Accreditation Affirmation Letter)

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Students enrolled at Mendocino College pursue a variety of educational goals, including associate degrees, associate degrees for transfer, and certificates. They also pursue general transfer education pathways, workforce development, and personal enrichment. Information on degrees and certificates earned, transfer data and labor market indicators are published on the Institutional Research website.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

As listed in the Mendocino College catalog, there are 21 Associate Degrees of Transfer; 37 Associate Degrees; 37 Certificates. Additionally, there are eight local low-unit or non-credit certificates offered.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Superintendent/President of Mendocino College is a full-time dedicated employee appointed by the Board of Trustees and empowered to administer Board policies. (See Standard IVB). There has been a recent change in the Superintendent/President. The

Accreditation Liaison Officer immediately informed the Commission's Vice President.
(See Standard IV.B)

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Mendocino College is audited annually as require by state law by an independent audit firm, Cossolias Wilson Dominguez Leavitt, Certified Public Accountants (CWDL). Audit findings and/or action plans, if any, are implemented immediately and are reported in the audit finding section within the annual audit. These results are communicated to the appropriate area managers and to the Board of Trustees at the annual December board meeting. The District has an unmodified Financial Statement, Federal Award, and State Award opinion for the last six years with very few or no findings.

F. Certification of Continued Institutional Compliance with Commission Policies

Mendocino-Lake Community College District certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b). The Institution has made an appropriate and timely effort to solicit third party comment in advance of the comprehensive evaluation visit.

Mendocino College has announced the evaluation visit using multiple methods and solicited third-party comment in advance of its comprehensive evaluation visit in Spring 2020.

The College has announced the evaluation visit and invited third-party comments through a variety of methods including:

- Website (Evidence: Website screen capture)
- In-service Presentation (Evidence: PowerPoint Presentation)
- Press Release (Evidence: Work with Janelle to send out notice)
- Board of Trustees Meetings (Evidence: Agendas)
- Constituent Meetings (Evidence: Agendas)

Third Party comments have been invited through the website and the press release. No comments have been received before the publication of this document.

The College cooperates with the evaluation team in any necessary follow-up related to the third-party comment.

The College has not received any third-party comments. The College will work with the site-visit team in the event of any third-party comments.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e). The Institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element, including expectations for course completion and other performance indicators appropriate to the college mission.

As required by Commission policy, Mendocino College identifies and reports on student achievement standards annually. The College first defined these standards in 2013. They

have been presented and refined regularly at the Planning and Budgeting Committee, at the Board of Trustees meetings and at faculty and staff in-service days. Student Achievement Standards are described in detail in Standards I.A.2 and I.B.3 as well as in the Introduction chapter of the Institutional Self-Evaluation Report (ISER).

The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element, including job placement rates and/or licensure exam pass rates for program completers.

The College's Program Review Part II process requires instructional departments to examine elements of student achievement such as success and retention rates. This process is described throughout the ISER, especially in Standards I.A.2, I.B.3. and II.A.2. Each program looks at these rates and disaggregates them by race, ethnicity, and other demographic elements. CTE programs engage in the process every other year. Licensure pass rates and job placement rates are closely monitored as noted in Standard IIA.14.

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocate resources, and to make improvements.

Student Achievement Standards and other metrics collected and published by the Institutional Research Department are relevant to guide self-evaluation and student improvement. The link to Institutional Research on the College website includes easy-to-access data on student achievement standards and additional metrics that can easily be disaggregated using the Tableau analyzer tools. As described in Standard I.A.2 and I.B.3 and throughout the ISER, this information is reported regularly across the campus and used in evaluating how well the institution fulfill its mission, to determine needed changes and for allocating resources.

The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level.

In most years, the College has met or exceeded its institution-set standards and continually adjusts its standards and "stretch" goals as illustrated in Standard I.A.2.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9. Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

Credit hour assignments and degree program length at Mendocino College are aligned with other semester-based institutions, which is confirmed by the Chancellor's Office as part of its program approval process.

The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

Mendocino College has established policies regarding criteria and development of academic programs. Board Policy 4025 and Administrative Procedure 4025.1 discuss the Philosophy and Criteria for Associate Degree and General Education. Board Policy 4020 and Administrative Procedure 4020.1 provide guidance regarding Program, Curriculum and Course Development. All courses, regardless of delivery mode, must meet the required number of contact hours. All degrees and certificates of achievement are reviewed by the Curriculum Committee to verify that they meet the overall unit requirements and the required minimum units for the major.

All programs are approved by the Chancellor's Office prior to being offered to students, which is a requirement of the certification process.

Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).

Tuition is set by California law and the California Community College Chancellor's Office and is consistent across all courses and programs.

Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

Mendocino College does not offer clock hour-based courses.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii). Clearly written transfer policies are available to students and to the public (Standard II.A.10).

Students are provided with multiple resources that can guide them regarding transfer policies and opportunities. The college catalog includes information regarding transfer policies, counselors inform students about the transfer process, and multiple events on campus give students the opportunity to discuss transfer options with college and university representatives at multiple transfer institutions.

College policies require that courses awarded as credit satisfy degree requirements to be from an institution accredited by the U.S. Department of Education. This information is made available to students on the College Catalog, website, and within the Admissions &

Records and Counseling Departments. The procedures for transferring credits are clearly outlined and meet the commission's requirements.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38. The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

Board Policy 4105 and Administrative Procedure 4105.1 define courses and describe processes for courses offered as distance education that align with USDE definitions.

Mendocino College does not offer correspondence education courses.

There is an accurate and consistent application of the policies and procedures for determining if the course is offered by distance education (with regular and substantive interaction with the instructor, initiation by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed);

As described in Standard II.A.2, the Curriculum Committee and the Distance Education committee, both subsets of the Academic Senate, share responsibility for guiding distance education. All courses are rigorously reviewed through the curriculum committee when adding Distance Education (DE) as a "mode of delivery" on the course outline of record. A DE addendum is completed which includes an indication of how regular and substantive interaction will be achieved. (See Standard II.A.2)

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

Mendocino College uses single sign-on, password protected access for online, hybrid and web-enhanced classes. The learning management system, *Canvas*, and the College's course scheduling and student information system, *Elucian*, work together to allow for student access to courses in which they are enrolled and to protect the privacy of student information.

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

As described in Standard III.C.1., the technology infrastructure is sufficient to maintain and sustain the distance education offerings at Mendocino College. *Canvas* is hosted remotely, and the local technology requirements are limited and manageable. The IT department is sufficiently staffed and is able to access resources made available by the Chancellor's Office to support the interface between college systems and *Canvas*.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43. The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.

Mendocino College ensures that students can fully participate in academic and social opportunities without harassment or discrimination. The following BPs and APs have been established for handling student complaints and to promote a nondiscriminatory, harassment free and safe academic environment:

BP 3410 Nondiscrimination
AP 3410.1 Nondiscrimination
BP 3430 Prohibition of Harassment
AP 3430.1 Prohibition of Harassment
AP 3435.1 Discrimination and Harassment Complaints and Investigations
BP 5500 Standards of Student Conduct
AP 5500.1 Standards of Student Conduct
AP 5500.2 Academic Honesty Guidelines
BP 5530 Student Rights and Grievances
AP 5530.1 Student Rights and Grievances
BP/AP 5530, Student Rights and Grievances, specifically provide students with information on how to submit student complaints.

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

The student complaint files for the previous six years (since the last comprehensive evaluation) are available in the office of the Dean of Counseling and Student Programs for review. The files demonstrate accurate implementation of the complaint policies and procedures.

The institution posts on its website the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

Mendocino College's website includes a tab titled "The College" on the main page that directs visitors to all required information from its accrediting agency, ACCJC. Additionally, the College website provides information regarding all programmatic accreditors and licensing agencies that accredit, approve, or license the institution, and identifies a link for any student complaints.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

Mendocino College makes accurate and current information available to current students, prospective students, and the campus community through its website and the College Catalog.

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

Student recruitment is administered by college employees who accurately represent the College and its services and conform to the guidelines set forth by the Chancellor's Office.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq. The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

Mendocino College receives annual audits by an independent firm that test for compliance with the Title IV Program. These audits have confirmed that the College has appropriate structures in place to ensure the integrity of administration, disbursement, and collection of the student financial aid program. Mendocino College staff provide financial aid advisement to students and the College works with third parties for providing disbursement and follow-up services regarding loan repayment responsibilities. In the last four years, the College's financial aid programs have not included findings in the annual audits.

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

No issues have been raised by the United States Department of Education regarding our financial aid procedures and processes.

The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

The Department of Education has set a three-year cohort loan default rate of 30 percent or greater as the threshold by which institutions will receive increased scrutiny about their financial aid program. If institutions have a rate above 30% for three consecutive years, they may be subject to the loss of the Direct Loan Program and/or the Federal Pell

Grant Program. Mendocino College's default rates on student loans fall within the acceptable range under federal guidelines and parameters. The College's 3YR cohort default rates are 22.8% for 2016, 27.3% for 2015, and 29.5% for 2014.

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

All contracts with third parties relating to the Title IV program are reviewed and approved by the Board of Trustees.



MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

ISER - Standard 1

*Mission, Academic Quality and
Institutional Effectiveness, and Integrity*

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A Mission

I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Mendocino College Board Policy 1200 identifies the institution's mission as follows:

Mendocino College partners with a dynamic community of diverse students to help them achieve their educational goals. Informed by research, reflection and dialogue, the College offers programs in Basic Skills, Transfer Preparation and Career and Technical Education, as well as Workforce Improvement. The College demonstrates its commitment to student success and achievement through high-quality and innovative instruction, providing individual attention to student needs in an inclusive and accessible learning environment, and providing services to students at all stages of their educational and/or career path. Mendocino College embraces its role as an intellectual, economic and cultural anchor for the region. (IA1_01)

Mendocino College's broad educational purpose to help students achieve their educational goals is clearly described. The intended student population is identified throughout the mission as a diverse population that will be reached with an inclusive and accessible learning environment that includes individual attention to student needs. The mission identifies the types of degrees, credentials, and educational programs offered as "Basic Skills, Transfer Preparation and Career and Technical Education, as well as Workforce Improvement." A commitment to student learning and student achievement is stated as a "commitment to student success and achievement through high-quality and innovative instruction."

Furthermore, Mendocino College recognizes its role as the only institution of higher education in its vast District and "embraces its role as an intellectual, economic and cultural anchor for the region."

The Mendocino College Mission combines with Vision and Core Values statements to further identify the institution's purpose and commitment to its students and community. The Vision and Core Values build and expand on the Mission Statement to illustrate the importance of principled relationship building that needs to occur in order to support student learning and achievement.

Vision

Mendocino College faculty, staff and students inspire each other to engage in quality educational experiences to achieve student success.

Within this partnership, all members share a mutual accountability for student success. Faculty and staff serve as the catalyst for students actively engaged in the learning process; students accept their responsibility to define their goals and to work actively toward them.

Core Values

Student Success: Students come to us with rich experiences, goals and backgrounds. We create meaningful learning environments to support each student in developing and accomplishing their personal, educational and career goals and to prepare them for a lifetime of learning and achievement.

Collaboration: We promote collaboration among and across many groups: students, faculty, staff, and our community partners.

Respect: We recognize the inherent value of each individual. We work and communicate collegially, creating working and learning environments which are conducive to the open exchange of ideas.

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

Diversity: We value the creativity and insight that emerge from multiple perspectives and we recognize the importance of equity and diversity in achieving our goals. As an institution we are strengthened by our many communities, cultures, and traditions.

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.

Sustainability: We are responsible stewards of fiscal, natural and human resources.

Analysis and Evaluation

The District meets the Standard. The mission statement identifies the educational purpose, the intended student population, the degrees and credentials offered, and a commitment to student learning and achievement at Mendocino College. Additionally, the mission identifies its role as a partner with the community and acknowledges its unique role as an intellectual, economic and

cultural anchor for the region. The Vision and Core Values provide support for achieving the Mission.

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The Mission Statement specifically indicates that its programs are “informed by research, reflection and dialogue.” Our core value of Continuous Improvement commits to “inquiry, professional development reflection” and “adjust[ing] our practices and embrace[ing] new tools and methods to provide equitable opportunities and outcomes.” (IA2_01).




Mendocino College uses data to determine how effectively it is accomplishing its mission in a variety of ways and from a variety of vantage points including, but not limited to, districtwide, by department/discipline, and by student population (disaggregating). There are processes in place to facilitate the use of data from these various vantage points to direct institutional priorities in meeting the educational needs of students.

Districtwide data gathered include the Student Achievement Standards. Every academic year data are gathered on the following districtwide metrics:


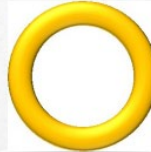

1. Student Course Completion Rate
2. Student Retention Percentage
3. Student Degree Completion
4. Student Transfer to Four year
5. Student Certificate Completion

Each year, the previous year’s metrics are analyzed to set the current year’s standards at three levels: 1) Institution Set Minimum Standard; 2) Institution Set Standard; and 3) Institution Set Goal. The three tables below illustrate the process. At the end of the 16-17 academic year, standards were met or exceeded, sometimes beyond the “stretch goal” set in the green column. This led to an increase in the standards and goals for the 2017-18 academic year. However, the next year (17-18) not all standards were met, so there was no change in the standards and goals set for the 18-19 academic year.




Student Achievement Standards 2017

| Metric |  |  |  | 2016-2017 |
|--------------------------------|---|---|--|-----------|
| | Institution Set Minimum Standard | Institution Set Standard | Institution Set Goal | |
| Student Course Completion Rate | 73% | <u>75%</u> | 77% | 74% |
| Student Retention Percentage | 88% | <u>90%</u> | 92% | 88% |
| Student Degree Completion | 287 | <u>313</u> | 325 | 326 |
| Student Transfer to Four year | 155 | <u>182</u> | 200 | 208* |
| Student Certificate Completion | 45 | <u>55</u> | 62 | 71 |

Student Achievement Standards 2018

| Metric |  |  |  | 2017-2018 |
|--------------------------------|---|---|--|-----------|
| | Institution Set Minimum Standard | Institution set Standard | Institution Set Goal | |
| Student Course Completion Rate | 73% | <u>75%</u> | 77% | 74% |
| Student Retention Percentage | 88% | <u>90%</u> | 92% | 88% |
| Student Degree Completion | 287 | <u>313</u> | 342 | 352 |
| Student Transfer to Four year | 155 | <u>182</u> | 210 | 196* |
| Student Certificate Completion | 60 | <u>70</u> | 80 | 57 |

Student Achievement Standards 2019

| Metric |  |  |  | 2018-2019 |
|--------------------------------|---|---|--|-----------|
| | Institution Set Minimum Standard | Institution Set Standard | Institution Set Goal | |
| Student Course Completion Rate | 73% | <u>75%</u> | 77% | |
| Student Retention Percentage | 88% | <u>90%</u> | 92% | |
| Student Degree Completion | 287 | <u>313</u> | 342 | |
| Student Transfer to Four year | 155 | <u>182</u> | 210 | |
| Student Certificate Completion | 60 | <u>70</u> | 80 | |

The annual process for analyzing and approving the student achievement standards begins with the Director of Institutional Research, Effectiveness and Grants who provides the data annually to the Planning and Budgeting Committee (PBC). At PBC, new targets are set for the next year (IA2_02). These targets are shared at in-service (IA2_03) and are shared and discussed at Board meetings (IA2_04) in order to direct the Board's priorities.

The program review process requires departments to use data to assess how effectively they are supporting the mission and to direct their priorities. For example, when academic departments are required to complete Part 2 of program review, they are asked to examine the data made available by our Institutional Research office on Success, Retention, and Degree/Certificate Completion, including examining results that are disaggregated. (IA2_05). Based on that analysis and SLO assessment, each program answers questions about changes that might be called for to best meet student needs.

In addition to the well-established data routines which are institutionalized processes, our Institutional Research, Effectiveness and Grants Office maintains a robust website which includes a public Tableau student success analyzer site with customizable data on programs and courses. Data on success can be analyzed by course, program or location and can be disaggregated by gender, age and ethnicity. (IA2_06). Five years of Degree and Certificate Completion rates are included on the awards tab of the Institutional Research website (IA2_07).

Analysis and Evaluation

The District meets the Standard. Mendocino College's Core Values illustrate a commitment to use data and research to determine how effectively the institution is fulfilling its mission. The College's regular cycles of data analysis include districtwide, department-specific, and disaggregated metrics to measure the fulfillment of the mission and to evaluate whether the mission is driving institutional priorities to meet students' educational needs. The cyclical evaluation of Student Achievement Standards and the Program Review Process are two examples of data routines that illustrate meeting this standard. In addition to routinized analysis, there are data (customizable and in reports) readily available and accessible on the website

1.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Mendocino College has long-standing and institutionalized processes for ensuring that its programs and services align with its mission and that the mission guides institutional decision making, planning and resource allocation.

The Curriculum Handbook provides the Mission Statement on page one in order to emphasize that college courses and programs will align with the mission (IA3_01). The Education Master Plan also references the Mission Statement, as well as the Vision, Values and Strategic Goals, as foundational to educational planning (IA3_02). The College consistently considers the way course programs and services support the college mission of providing Basic Skills, Transfer Preparations, Career and Technical Education, as well as Workforce Improvement. The Education Master Plan also emphasizes its commitment to supporting innovative instruction in its commitment to student success.

While the examples above illustrate documents that clearly reference the importance of aligning programs, service, and decision making with the mission, there are also concrete processes in place. The Education Action Planning Committee (EAP) is responsible for making recommendations on developing new programs and discontinuing programs. EAP assigns Program Advisory Teams (PATs) to evaluate new programs. Also, based on a reading of its program reviews, if a program is struggling in areas such as enrollments, success rates, or has some critical resource needs, it may be assigned a PAT made up of faculty, managers, and the researcher to provide support in problem-solving those issues or, in very rare cases, to recommend discontinuance. These processes are all described in EAP's Program Management Guidelines.

EAP's criteria for evaluating a new program are the following:

- Meets the College's mission statement
- Addresses a significant student and/or labor market demand
- Provides regulatory compliance and/or health and safety assurances
- Increases student equity, access and retention

- Provides expertise/training not currently available
- Builds on/enhances existing programs (is interrelated and complementary to existing programs)
- Has realistic requirements for human and physical resources
(IA3_03)

When a PAT is assigned to a program based on identified needs, Program Management Guidelines indicate “the PAT will recommend either revitalization or discontinuance based on data” which include both qualitative and quantitative sources. “Qualitative factors are based on the mission, vision, values and goals of the institution, as well as access and equity for students.” First on the list of qualitative factors is the “Relationship of the program to the mission of the College.” (IA3_04).

Decision-making about resource allocation is also strongly guided by the mission. The College’s Program Review process is a clear example of connecting resources to allocations that support the mission. The Staffing Request form in Program Review has a rubric score that includes Support of Mission as one of its criteria. (IA3_05). Additionally, resource requests for technology and facilities ask the department to relate the request to the college mission. (IA3_06). Program Review requests are then sent to the appropriate committee for review. For example, facilities requests are reviewed by the Facilities Committee, where members score each request according to a rubric aligning with the request form. Based on these scores, facilities requests are prioritized for funding. (IA3_07). A similar process occurs when prioritizing Staffing and Technology requests.

The college mission informs institutional goals for student learning and achievement. The recent development of the Vision for Success Goals at the California Community College Chancellor’s Office (CCCCO) provides some new metrics for student learning and achievement. The CCCCCO required in 18-19 that each college develop local goals aligned with the statewide Vision for Success. These goals give the college a new framework that closely aligns with the statewide and the college’s mission. Specifically, the Chancellor’s Office required colleges to develop goals around the following areas:

- 1) Increase numbers of students who earn Associate Degrees
- 2) Increase numbers of students who earn Certificates
- 3) Increase numbers of students who earn Associate Degrees for Transfer.
- 4) Increase numbers of students who transfer to a CSU or UC
- 5) Decrease number of units accumulated by degree earners
- 6) Increase median annual earnings of students
- 7) Increase number of students who attain a living wage
- 8) Increase number of students with a job closely related to their field of study

The development of local Vision for Success goals was informed by the college mission at all levels of the institution. In fact, each of the metrics above can be aligned with an element of the mission. The development of specific numeric goals was first discussed and proposed in the Education Action Planning Committee (EAP); then presented to the Planning and Budget

Committee (PBC) and the Academic Senate for approval. Finally, the Goals were brought to the Board for approval. (IA3_08; IA3_09; IA3_10; IA3_11).

Analysis and Evaluation

The District meets the Standard. Mendocino College has long-standing and institutionalized processes for ensuring that its programs and services align with its mission and that the mission guides institutional decision making, planning and resource allocation. The Curriculum Handbook and Education Master Plans are examples of how the College provides a foundation for decision-making that ensures programs and services align with the mission. EAP's Program Management Guidelines describe specific processes for decision making around developing new or discontinuing programs that rely in part on examining their relation to the mission. The college mission guides Mendocino College's program review process, including the workflow of resource requests through the committee process. Finally, institutional goals such as the Vision for Success Goals and Student Achievement Standards are closely aligned with and informed by the mission.

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The mission statement is updated regularly through a collegial and districtwide governance process. The Planning and Budgeting Committee (PBC) reviews it in a regular meeting (IA4_01). Then it goes to the President's Policy Advisory Committee (PPAC) where Board Policies and Administrative Procedures are reviewed (IA4_02). PPAC and PBC are committees populated by all constituent groups. In PPAC, policy changes are brought to the committee for a first reading, then constituent leaders share them out to their respective membership, and feedback is brought to PPAC for a second reading. Finally, BP 1200 was brought to two regular Board meetings for Information and Approval (IA4_03).

The Mission Statement, along with the Vision, Values and Goals, is published on the website and in the college catalog (IA4_04; IA4_05). As illustrated in Section IA.3, the mission is included and referred to in handbooks and planning documents such as the Curriculum Handbook and the Education Master Plan (IA4_06; IA4_07). Additionally, the Mission is posted prominently at the main campus and at the Centers (IA4_08).

Analysis and Evaluation

The District meets the Standard. Mendocino College regularly updates its mission. The process outlined above and completed recently illustrates a collegial process allowing districtwide participation, including final board approval. The mission is widely published in college documents, on the website, and posted at every site.

Conclusions on Standard I.A. Mission

Mendocino College meets Standard IA and ER6. The mission provides a public statement defining the purpose of the institution and its intended student populations. At Mendocino College, the institution acknowledges with its mission the unique role a small community college can play in a rural community with no other institution of higher education.

Mendocino College has institutionalized processes that ensure that the mission is supported by its educational programs and services. It also has regular cycles of data collection and analysis that evaluate its achievement.

Evidence List

| | |
|--------|--|
| IA1_01 | Board Policy 1200, District Mission |
| IA2_01 | Mission Vision Values Goals on website |
| IA2_02 | PBC Minutes, Student Achievement Standards |
| IA2_03 | In-service Agenda, Student Achievement Standards |
| IA2_04 | Board Agenda, Student Achievement Standards |
| IA2_05 | Program Review Data Analysis |
| IA2_06 | Student Success Analyzer on website |
| IA2_07 | Degrees and Certificates Earned on website |
| IA3_01 | Curriculum Handbook, Introduction page |
| IA3_02 | Educational Master Plan, Chapter 1 |
| IA3_03 | Guidelines for Program Management, Criteria for New Programs |
| IA3_04 | Guidelines for Program Management, Appendix C |
| IA3_05 | Program Review Part 1A, Staffing Request |
| IA3_06 | Program Review Part 1B, Technology and Facility Requests |
| IA3_07 | Facilities Request Prioritization for Funding |
| IA3_08 | EAP Agenda, Vision for Success |
| IA3_09 | PBC Minutes, Vision for Success |
| IA3_10 | Academic Senate Minutes, Vision for Success |
| IA3_11 | Board Agenda-Minutes, Vision for Success |
| IA4_01 | PBC Minutes, Mission Statement |
| IA4_02 | PPAC Minutes, Board Policy 1200 |
| IA4_03 | Board Minutes, Board Policy 1200 |
| IA4_04 | Mission, Vision, Values, Goals on website |
| IA4_05 | Mission, Vision, Values, Goals in catalog |
| IA4_06 | Curriculum Handbook, Mission |
| IA4_07 | Educational Master Plan, Mission |
| IA4_08 | Photos of Mission |

I.B Assuring Academic Quality and Institutional Effectiveness

ACADEMIC QUALITY

I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Mendocino College engages in sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning and achievement. This occurs through a well-established and institutionalized committee structure that ensures participatory governance and representation of all constituent groups. Beyond the committee structure, this standard is also met through specific professional development, work groups and information sharing.

Student Outcomes:

The Student Learning Outcome Team (SLOT) Committee typically meets on a monthly basis, is chaired by a faculty member, and includes core members of five full-time faculty and one part-time faculty. Additionally, resource members of the committee include the Dean of Applied Academics, the Dean of Instruction, and the Director of Institutional Research (IB1_01). The SLOT Committee originated to facilitate the creation of Student Learning Outcomes, implement a student learning assessment cycle, and oversee the completion of said assessment cycle at Mendocino College (IB1_02). Since its inception, and as the climate of data-driven assessment has increased over the years at Mendocino College, the SLOT committee expanded its scope to include discussions on Service Area Outcomes (SAOs) (IB1_03; IB1_04; IB1_05), annual review of the completion of SLO assessments (IB1_06; IB1_07; IB1_08), a review of course SLOs across the institution (IB1_09), and professional development opportunities for faculty (IB1_10) and Spring 2017 in-service (IB1_11).

The SLOT committee remains the central point of ongoing dialogue about student learning outcomes and their assessment at Mendocino College. Their meetings are held in a collegial round-table format to encourage communication and participation from all members of the SLOT committee. Most recently, the involvement of student services within the SLOT committee has increased as a way of developing a more sustained dialogue between faculty and classified staff on student learning (IB1_12).

The assessment of course level SLOs occurs via use of the SLO Assessment Form (IB1_13), which includes a rating of student learning and reflective component for actions taken by faculty. The SLOT committee also provides an annual report on the status of SLO assessment to the Planning and Budget Committee (PBC) each year. This report includes the annual review of course level SLOs along with the percentages of completion for scheduled SLO assessments, providing a global snapshot of the status of student learning outcomes for the institution (IB1_14). Additionally, the SLO assessment data are a key element of the six-year program

review process at Mendocino College. In the template for Program Review Part I, (IB1_15) faculty are asked how staffing requests will support student learning outcomes and assessment. Additionally, in Part II of the Program Review template, faculty are asked to use their student learning outcome assessments as data for program level student learning outcomes (IB1_16).

In the 2017-2018 academic year, the faculty chair of the SLOT committee was vacated due to an upcoming faculty retirement. As an interim means of planning to address the faculty vacancy of the SLOT chair, the Dean of Instruction stepped into the role of the SLOT committee chair through consultation with the Academic Senate President (IB1_17).

The SLOT committee most recently filled the faculty vacancy for the committee chair through the Academic Senate appointment process for committees. In the SLOT committee it was determined that the faculty appointee will co-chair the SLOT committee alongside the Dean of Instruction to assist with continuity through the recent retirement of the previous SLOT chair (IB1_18).

Finally, in the 2017 SLOT Committee Report to PBC, (IB1_19) recommendations were made to expedite the usage of eLumen to improve the ongoing assessment of student learning and have meaningful disaggregated student learning outcome data that can be used in the six-year program review cycle at Mendocino College. The current SLOT Assessment Form includes information for instructional modality (Face-to-Face or Online) and Location (Ukiah, Lake, Willits and the Coast) (IB1_20). With this form and the current method of tracking SLO assessment by overall course as opposed to individual student, the ability to disaggregate SLO assessment data across various student demographics has been limited. As a result, The SLOT committee recommended the use of eLumen software as a means of more effectively managing SLO assessment data and allowing for individual student assessment and disaggregation of SLO assessment results (IB1_21; IB1_22).

With the introduction of eLumen as a new consolidation tool for curriculum, student learning and program review, Mendocino College will have a greater ability to assess individual students and disaggregate SLO assessment data along various student groups, including those identified within our equity plan and target enrollments. eLumen will be piloted in the Fall 2019 semester with a cross-sectional group of faculty selected based on their past SLO assessments. This pilot faculty group will provide feedback for assessment design and process implementation for a campus-wide rollout of eLumen in the Spring 2020 semester (IB1_23).

With a campus-wide integration across all faculty by spring 2020, eLumen will provide a more robust tracking of student learning outcomes and offer individual student assessment, disaggregated SLO data, and longitudinal tracking and reporting of data on student learning outcomes. Because of its activity, the SLOT Committee has been the driving force to shift the overall climate of SLO assessment at the institution to be more data-driven and reflective. With the implementation of eLumen for student learning outcome assessment tracking, as opposed to the historical spreadsheet used, further progress on SLO assessment will be made in coming academic years as part of the college's sustained, substantive and collegial dialog about student learning outcomes and achievement.

Student Equity:

Mendocino College has had an established Equity Committee since 2014. Members representing all constituent groups have engaged in work that has resonated throughout the campus and District (IB1_24). The Equity Committee has had a continual focus on data, beginning with the development of the first Equity Plan (IB1_25) and a recently submitted and updated plan. (IB1_26). An early decision of the Equity Committee was to contract with the Center for Urban Education (CUE) to engage the campus in examining disaggregated data and to support the Equity Committee in “making the case” to the campus at large that a focus on equity is essential in closing achievement gaps and creating a culture of inclusion (IB1_27).

Work that began with CUE and the Equity Committee has become institutionalized. For example, a Faculty Equity Institute, which originally occurred in partnership with CUE and was prioritized by the Equity Committee, now occurs every year and is led by the Dean of Instruction and the Director of Institutional Research, Grants and Effectiveness (IB1_28).

Mendocino College is proud of the progress made in this area. There has been a noticeable shift in the discourse around equity. Multiple in-services have included speakers (internal and external) with a focus on equity (IB1_29), and equity has become a central consideration of work across the campus. Classified Staff received an award at the Statewide Classified Senate for their equity project (IB1_30; IB1_31).

Academic Quality:

The core dialog about academic quality occurs in Mendocino College’s Curriculum Committee (IB1_32). As required, curriculum is the purview of the faculty; however, a strong partnership exists with instructional administration, as the Vice President of Academic Affairs (VPAA) is the Vice Chair and one non-faculty voting member of the committee; all Instructional Deans are on the committee as non-voting resource members (IB1_33). The Curriculum Committee reviews all proposals for new and modified courses and programs. It ensures that courses and programs comply with all applicable requirements and meet the rigor and content expectations of their designation, such as associate degree, transfer-level, and general education designations. Processes and criteria for courses and programs are communicated through the Curriculum Handbook (IB1_34). The Curriculum Committee is a subcommittee of the Academic Senate and the Curriculum Chair makes regular reports to the Academic Senate (IB1_35).

Regular dialog also occurs between the VPAA, the Academic Senate President, and the Curriculum Chair so that topics with far-reaching impacts are discussed in multiple venues. The implementation of the recent AB705 legislation, which required a total revamping of Math and English courses, impacted prerequisites across disciplines, and changed the matriculation process, is a good example of the substantial dialog that occurred around a topic of Academic Quality. In addition to going through a rigorous process through the Curriculum Committee, the legislative requirements and resulting Math and English changes were discussed in Academic Senate, at in-service for faculty, classified, and managers, at the Guided Pathways Leadership Team meetings, Management/Supervisory/Confidential meetings, and at Board meetings (IB1_36).

Academic Quality is also discussed and supported through committee planning of professional development. The Equity Committee and Foundation Skills Committee support a variety of professional development priorities that are identified through committee dialog and goals. Two Teacher Institutes and a Teachers on Teaching Conference occur each academic year (IB1_37; IB1_38). Additionally, the Career Education disciplines meet regularly to establish professional development priorities and sponsor opportunities that are made available to faculty across campus (IB1_39).

Institutional Effectiveness:

Through an equity lens, Mendocino College utilizes a holistic assessment of its overall mission, vision, goals and college objectives. Through a comprehensive process that provides dialogue, research and reflection, the college can measure its effectiveness in offering various program degrees and certificates to its community members ensuring their success in their selected career path. Through Program Review (IB1_40), Student Analyzer data (IB1_41), Committee work, and annual review of Student Success Standards (IB1_42), Mendocino College has a sustained a collegial dialogue concerning student learning, success and institutional effectiveness.

Continuous Improvement of Student Learning and Achievement:

Mendocino College has substantial dialog about the continual improvement of student learning and achievement. This occurs through multiple committees, the program review process, surveys, ad hoc groups, and professional development opportunities. The Student Learning Outcomes Team (SLOT), Foundation Skills Committee, the Equity Committee and the Education Action Planning Committee (EAP) include dialog around Student Learning and Achievement as a central function; however, the Planning Budgeting Committee (PBC) also reviews and revises Student Achievement Standards. Through Equity Committee work, the need to establish a new Student Survey tool and cycle was identified and implemented. Results of that work also illustrate substantial and collegial dialog around continuous improvement of student learning and achievement.

The SLOT Committee provides a consistent and clear setting for dialog on student learning and achievement with representation from both full time and part time faculty and administration. At SLOT meetings, faculty members review SLO assessments and provide recommendations to their colleagues on constructive ways of improving assessment and student learning. This occurs through an annual review of the SLO assessments (IB1_43). Additionally, the SLOT committee has reviewed changes to the rating system used for SLO assessment to simplify the process for faculty, along with possible changes to the ways in which programs map their degrees and certificate outcomes with course level learning outcomes for assessment and data-driven program review practices (IB1_44). Through SLO assessment at Mendocino College, improvements are made on an ongoing basis to further improve student learning. For example, in the AUT 142: Brakes/Suspension/Alignment course Spring 2019 SLO assessment, the intended use of results has led to adjustments in the type, frequency and style of both learning assessment and student support offered by the instructor (IB1_45). The consistent practice of ongoing assessment of student learning outcomes helps to demonstrate the continuous improvement of student learning and achievement at the institution.

The Education Action Plan Committee's purpose is “to develop, monitor and evaluate educational programs in accordance with the college mission, vision and strategic plan.” Membership is inclusive of all constituent groups and is co-chaired by the VPAA and the Academic Senate President (IB1_46). Membership has been carefully constructed to include a cross section of faculty leaders, including the SLOT chair, the Distance Education Coordinator, the Curriculum Committee Chair and an at-large Academic Senate member. This ensures rich dialog within EAP and provides continuity throughout the other committees concerned with student learning and achievement. EAP’s examination of and dialog about student learning and achievement occur primarily through the program review process as described in the Program Management Guidelines. Each department completes a Program Review Part II every six years. Academic departments assess Program Level Student Learning Outcomes (PSLOs) and reflect on aggregate and disaggregated achievement data (IB1_47). EAP summarizes these program reviews (IB1_48).

The Foundation Skills Committee was established in 2006 with the implementation of the Basic Skills Initiative (BSI). This committee examines student learning and achievement in basic skills (remedial) coursework and develops support services for students and teachers in those classes (IB1_49). During the year of this report, 2019-2020, this committee is being rethought and restructured into the work of the Guided Pathways Leadership Team as the field of Basic Skills has been redefined with the implementation of AB705. A summer 2019 meeting is evidence of the beginning dialog for the restructuring of this and other committees (IB1_50).

As discussed previously in this section, the *Equity Committee* has paid close attention to student learning and achievement to identify achievement gaps and prioritize funding and activities that support closing those gaps (IB1_51). Priorities identified in the Equity committee often overlap with those identified by the Foundation Skills Committee so that collaboration occurs around planning professional development such as the previously mentioned Teacher Institutes. The Equity Committee also prioritized and funded a student satisfaction survey that included feedback on students’ perceptions of their own learning. Results were shared widely and examined in ad hoc groups (IB1_52; IB1_53; IB1_54).

In addition to the dialog around Student Achievement Standards discussed in section IA.2, the recent development of Vision for Success Goals represents solid evidence for substantial and college wide dialog around continuous improvement of Student Achievement. The process for developing these goals followed the steps below that illustrate how an item has been discussed, reviewed and approved through a participatory governance structure:

1. VPAA attended Academic Senate meetings to report that the College would be required to develop local goals based on Chancellor’s Office Vision for Success Goals---awaiting reporting format (IB1_55)
2. VPAA discussed PBC the scope of the Vision for Success Goals (IB1_56)
3. Upon publish of the reporting form, VPAA and Academic Senate President led discussion in EAP to develop guideline for and establish quantitative goals for the Vision for Success goals template (IB1_57)
4. VPAA presented goals to PBC (IB1_58)

5. VPAA presented goals to Academic Senate for approval (IB1_59)
6. VPAA presented goals to Board of Trustees for information and approval (IB1_60)

Analysis and Evaluation

The District meets the Standard. Mendocino College has a well-established and continually improving participatory governance structure that supports rich and sustained dialog about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning and achievement. The structure encourages a flow of information and dialog through committees with memberships carefully identified to result in college wide participation. Mendocino College is currently examining that structure to match the external changes to legislation and funding.

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

All Mendocino College instructional programs and learning support services have defined student learning outcomes and participate in an assessment process.

Instructional Programs:

Mendocino College's curriculum committee is established through shared governance and includes members from both faculty and administration (IB2_01). The Curriculum Committee, as an extension of the Academic Senate, makes recommendations on all education curricular issues, including the development and establishment of course-program-level SLOs. The SLOT committee chair facilitates the completion of SLO assessment at the course level with faculty to ensure there is data for the six-year program review cycle at Mendocino College. Faculty program leaders receive emails from the SLOT committee chair at the beginning of the semester that inform them of the upcoming courses that need to be assessed in order to incorporate assessment aspects into their planning process. At the end of the semester, a follow-up email is sent to remind faculty to complete their SLO assessment. Mendocino College defines and assesses student learning outcomes (SLO) for all instructional programs at the institution. (IB2_02). As mentioned previously, the SLOT committee is the main point of conversation around SLO assessment processes. The SLOT Handbook defines the establishment of course-level student learning outcomes (CSLOs), program learning outcomes (PSLOs), and institutional learning outcomes (ISLOs); as well as offer resources for faculty when designing their courses and programs (IB2_03). The assessment of CSLOs occurs at least once for courses offered every three years on a rotating basis (IB2_04). The CSLO assessment information is included within the 6-year program review process at Mendocino College (IB2_05). This allows for the assessment of multiple course level SLOs within program review to illustrate progression of student learning and achievement at both the course and degree/certificate level. With the upcoming implementation of eLumen in the spring 2020 semester, the SLOT Handbook will be updated to reflect current information for the new software database system.

- Examples of Completed Program SLO Assessments as evidence of reflection and ongoing assessment for improvement processes towards institutional effectiveness in instructional programs.
 - CDV Program Level SLOs (IB2_06)
 - Earth Science Program level SLOs (IB2_07)

Learning Support Services:

At Mendocino College, learning support and other student services develop Service Area Outcomes (SAOs). These outcomes were recently reviewed and re-defined through a series of Management/Supervisory/Confidential (MSC) meetings. The VPAA and Dean of Instruction led the MSC in a series of workshops held at regular monthly meetings to reflect on the purpose and impact of SAOs, evaluate current and develop new SAOs, and to develop meaningful assessment methods in preparation for program review reporting. The MSC team in 18-19 consisted of many new managers and existing managers in new roles. In addition, in reviewing current SAOs the VPAA discovered that there was room for improvement in order to have consistent and assessable SAOs across all departments with student focused services. As a result, 2018-19 MSC monthly meetings consistently had SAOs on the agenda:

1. October 2018: VPAA and Dean of Instruction led introductory presentation/discussion on SAOs (IB2_08; IB2_09)
2. November 2018: VPAA and Dean of Instruction continued SAO conversation with more information and a specific look at departments SAOs (IB2_10; IB2_11)
3. February 2019: VPAA led workshop during MSC on SAOs. MSC members split up in groups to review and rewrite SAOs according to provided criteria, departments submit rewritten SAOs to VPAA for review (IB2_12; IB2_13; IB2_14)
4. March 2019: VPAA led workshop during MSC on SAO assessment, and groups supported each other in further developing their assessment processes (IB2_15)
5. May 2019: Departments submitted Program Review with SAOs and assessment (IB2_16)

Because of the focus on SAOs, the defined outcomes have been improved, and departments conducted more meaningful assessments in their areas.

Analysis and Evaluation

The District meets the Standard. The process for defining and assessing Program Level SLOs and SAOs is well-established at Mendocino College and exists through the Program Review Process. The process, however, has been more consistently applied to instructional programs than to learning support and student services. Recent work has improved the quality of the SAOs and the value of the assessment process to create momentum for continual and consistent completion.

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Background:

Mendocino College first defined and measured its student achievement standards upon notification from the U.S. Department of Education in the spring of 2013. In the fall of 2013, Mendocino College refined its student achievement standards and, in the spring of 2014, presented the information at its staff and faculty in-service, as well as at the Planning and Budgeting Committee. However, the College did not include in its process the establishing of minimum standards, floor and stretch goals, which came as a recommendation from the 2014 accreditation visit that occurred March 10-13, 2014 (IB3_01).

During the January 20, 2015 PBC meeting, target goals and minimums were established and vetted through the constituency groups (IB3_02). Mendocino College regularly reviews its Student Achievement Standards to assess student success as well as institutional health. In addition, these standards assist in long-term integrated planning. To consolidate California Community College Chancellor's Office required plans for institutions, colleges are required to have an integrated plan that combines equity, student success and basic skills, through established metrics (IB3_03). The metrics established through the student achievement standards apply well to integrated planning and thus allow the college to have intentional activities that drive student success.

Current Practices:

Since the establishment and refinement of Student Achievement Standards, Mendocino College has established an institutionalized cycle for assessing, reviewing and revising Student Achievement Standards. They are brought to PBC, to in-service and to the Board annually with assessment results and goals for the coming year identified (IB3_04; IB3_05; IB3_06). These achievement standards are also reported annually to ACCJC.

In addition to Student Achievement Standards, the college has been regularly reviewing the Chancellor's Office Student Success Score Card data (IB3_07) and now will develop a cycle for assessing, reviewing and refining Vision for Success Goals since these have only been through one cycle that *established* those goals.

Data on Institution Set Student Achievement Standards and Scorecard data are published on the Research tab of the website (IB3_08). In addition, this information is disaggregated to understand equity gaps that can then be addressed by our integrated equity efforts under Guided Pathways.

Analysis and Evaluation

The District meets the Standard. Mendocino College established institution set standards that are appropriate to its internal mission, as well as, compliant with external requirements. They are published for public view and continually assessed and updated according to a well-established and institutionalized cycle. Mendocino College is also being responsive to new external requirements for institutionally reviewed standards in the development and approval of Vision

for Success goals. A cycle for annual assessment, review and potential revision will be established.

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Mendocino College has developed and continues to refine an integrated cycle of institutional processes that maximize the ability to incorporate student learning and achievement assessment data into curriculum development, program support, resource allocation, and education planning.

Program Review, Curriculum Review and Outcomes assessment are on a six-year cycle. Departments are placed into a group and assigned a spot on the cycle (IB4_01). Each year departments complete Part I of the Program Review that includes resource requests and a basic self- assessment. Resource requests, including facilities, technology, staffing, and professional development require departments to describe how securing the request will support them in fulfilling their SLOs/SAOs (IB4_02).

Every year academic departments also complete a portion of their course level SLO assessments so that they complete all course level assessments every six years (IB4_03). Every two years CTE programs are required by the Chancellor's Office to complete a special assessment in Program Review. This includes general labor market data and an analysis of specific student success data, including completion, transfer, employment, SLO assessment, and demographics. (IB4_04)

Every sixth year, according to their assigned group, in addition to Part I, departments complete Part II of Program Review which includes Program Level SLO assessment and a broad analysis of outcomes and achievement data relevant to student success in courses and in the department. (IB4_05). The same year academic departments also review their curriculum through the Curriculum Committee. All courses within the department are reviewed and modified as necessary (IB4_06).

As described in a previous section, the Education Action Planning Committee (EAP) reviews Program Review Part II from the departments which completed them each year. EAP reviews them for large themes and needs. Program Level SLO/SAO assessment is reviewed, and strengths and needs of the department are summarized (IB4_07). Based on this review, the committee determines if there should be a Program Advisory Team (PAT) assigned. PATs are assigned to programs that need extra support to address enrollment, retention or success needs. The PAT is made up of a faculty member from the discipline, peers from other related departments where possible, the Dean responsible for the department, and the Institutional Researcher. These teams make recommendations for improving the department and its ability to improve its outcomes and achievement and in rare cases to discontinue a program (IB4_08).

Every sixth year no departments are assigned to complete Program Review Part 2. This break allows EAP to reflect on five years of program review summaries to plan for revision and update of the Education Master Plan.

This process is intended to integrate major planning functions and ensure that they are anchored in assessment of student learning and achievement

Analysis and Evaluation

The District meets the Standard. Mendocino College uses assessment data and organizes its institutional processes to support student learning and student achievement. This standard is met through the College's integrated cycle of assessment, program review and curriculum review.

INSTITUTIONAL EFFECTIVENESS

I.B.5 The institution assesses accomplishments of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Through an equity lens, Mendocino College utilizes a holistic assessment of its overall mission, vision, goals and college objectives. Through a comprehensive process that provides dialogue, research and reflection, the college can measure its effectiveness in offering various program degrees and certificates to its community members, ensuring their success in their selected career path.

Program Review:

Mendocino College utilizes its program review to assess its progress towards meeting student learning outcomes, institutional goals and objectives, addressing equity gaps and ensuring quality delivery of instruction and/or services through a variety of modalities. The model is included in our Educational Master Plan (IB5_01).

All programs and departments (instructional and non-instructional) complete an annual program review with selected areas, and departments complete a comprehensive analysis every six years. In 2019, the Mendocino College divided its program review process in two parts: 1) Program Review Part IA, Staffing Requests and 2) Program Review Part IB (IB5_02; IB5_03). This allowed for improved allocation of funds for instructional and non-instructional positions, as Part 1A was due one month prior to Part 1B. Our Planning and Budgeting Committee (PBC) meets to review the staffing committee ranking process of submitted staffing requests (IB5_04). Having the data available for the first PBC meeting of the academic year permitted longer recruitment of any positions that were vacated during the academic year and improved projected expenditures for the upcoming fiscal year (IB5_05).

The Program Review process is conducted annually by each academic and student services program, as well as by each administrative department. This is a process of self-assessment in

which programs, areas and departments evaluate areas of strength and opportunities for improvement, evaluate progress, report upon Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs) and project their budget and staffing needs for the coming year as noted in the Art Department Program Review (IB5_06). Programs, areas and departments are also asked to project their objectives over a rolling three-year period. Data are provided disaggregated by Race and Ethnicity, Age, Gender, Location, and Modality through the Student Success Analyzer that is an interactive data visualization tool through the Tableau platform (IB5_07). Program, staffing, facility, technology, professional development, marketing and other budget information are drawn from Program Review documents as the basis for annual planning efforts coordinated through the eight campus planning committees (IB5_08).

Analysis and Evaluation

The District meets the Standard. Mendocino College meets the standard by utilizing program review, committee work and disaggregated data to assess the college's accomplishment of its overall mission. Qualitative and quantitative data are collected by departments and made available to departments through this process.

1.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Mendocino College's programmatic and financial analysis, inquiry and allocation are founded in equity and equitable practices. Through its committee structure, Mendocino College holds equity as a fundamental lens which decisions and discussions must be seen through. With the re-design of college practice through Guided Pathways, equity is the first step in ensuring that an action or activity is not detrimental to students, but free of barriers that would impede success.

Center for Urban Education - Equity Score Card:

In 2016, Mendocino College began a two-year contract with the Center for Urban Education out of the University of Southern California to complete the equity scorecard (IB6_01). This process involved disaggregating all instructional departmental data by Race and Ethnicity and discussing the findings through an equity lens across constituency groups that consisted of faculty, managers, classified staff, and students (IB6_02; IB6_03). The "Evidence Team" convened monthly to discuss a variety of inquiry topics that would address any completion gaps among ethnic groups. In addition, keynote speakers have addressed the issues of equity with all constituency groups (IB6_04).

Faculty Equity Projects:

The work conducted with CUE resulted in data practices in which completion, persistence, success or retention data are disaggregated by Race and Ethnicity. This is best represented in the annual Faculty Equity Projects in which faculty participate in a semester long project to identify equity gaps and adopt practices to mitigate outcomes (IB6_05).

Disaggregated Student Data:

Mendocino College regularly presents its equity data to the campus and college community in various venues such as: 1) In-service (IB6_06), 2) Strategic Planning (IB6_07), 3) Planning and Budgeting Committee (IB6_08), 4) Board of Trustee Meetings and Community presentations. (IB6_09). In addition, disaggregated information is available for program review and inquiries through the Institutional Research page (IB6_10).

Student Equity Plan:

Disaggregated student data were critical in the development of the college's Student Equity Plan (IB6_11). When the plan was first developed in 2015, the college identified three student groups which are disproportionately impacted. These groups were Native Americans, African Americans, and Foster youth. In the 2019 update (IB6_12), the College still identifies these groups as having equity gaps and is continuing to work to close those gaps through intentional services that include Pomo Pathways, a Lending Library, and an Equity Counselor.

Student Learning Outcomes:

Mendocino College, with the use of the SLO Assessment form, tracks the mode of delivery (Face-to-Face or Online) and location of courses offered (Ukiah, Lake, Willits and the Coast). Current disaggregation of SLO assessment data is based on these two variables. As mentioned previously, the assessment of course level SLOs occurs via use of the SLO Assessment Form (IB6_13), which includes a rating of student learning and reflective component for actions taken by faculty. With the pilot of eLumen in the Fall 2019 semester (IB6_14), the SLO Assessment Form will be replaced by eLumen by Spring 2020 semester; allowing for a more robust tracking of student learning outcome assessment and ability to disaggregate assessment data by various student demographics and instructional modalities.

Analysis and Evaluation

The District meets the Standard. Mendocino College meets this standard as it disaggregates key performance data by race and ethnicity, location, age, gender as well as other indicators, to properly assess student achievement and learning outcomes, while mitigating disproportionate impact with resource allocation and training. Mendocino College holds equity as the foundation of its planning endeavors that then influence resource allocation. The implementation of eLumen will allow for further disaggregation of student learning outcomes. By the time of the peer review visit, the College will be prepared to present the team with results of the Fall 2019 semester pilot of eLumen assessments

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Mendocino College regularly reviews its policies and practices across all areas through the President's Policy Advisory Council (PPAC). These meetings are held monthly and consist of constituency group presidents or designees (IB7_01). The policies and practices are reviewed on

a timeline, and feedback is solicited from constituency groups (IB7_02), approved by the committee and receives various readings prior to going to the Board of Trustees. This ongoing process is tracked through the President/Superintendent's office by the executive assistant to the S/P (IB7_03).

Analysis and Evaluation

The District meets the Standard through its planned timeline to review policies and clear review processes to ensure constituent representation prior to going to the Board of Trustees for final enactment.

***I.B.8** The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

Evidence of Meeting the Standard

Through work conducted by committees that all have constituency-group representation, Mendocino College distributes assessment and evaluation activities. Through this process, the College community participates in dialogue, analysis, and inquiry regarding the overall strength of the college and how institutional activities contribute to the overall mission of the college and establishes priorities to address in short- and long-term plans.

Program Review:

By using data from program review, enrollment management, faculty equity projects, and climate surveys Mendocino College extrapolates key assessment and evaluation information, instrumental to the overall strength of the college. Program review data are grouped into seven areas that directly affect resource allocation and correspond to one of the key planning committees, which have cross constituency representation (IB8_01):

1. Staffing Requests (Staffing Committee)
2. 5-Year Equipment Requests (Information Technology)
3. Technology Requests (Information Technology)
4. Facilities Requests (Facilities Committee)
5. Outreach and Marketing (Outreach and Marketing Committee)
6. Student Learning Outcomes/Service Area Outcomes (Student Learning Outcomes Team and Educational Action Plan Committee)
7. Professional Development Requests (Professional Development Committee)

Data from program review are submitted to the key planning committees by the Institutional Research Department (IB8_02). These committees are required to have cross-constituency representation (IB8_03). Members are appointed to these committees either by the nature of the position they hold or are appointed by their constituency group (IB8_04; IB8_05). Information gained from these meetings are informed by data and are then shared by each constituency member to their larger group.

Participatory Governance:

Mendocino College's key planning committees are required to have cross-constituency representation in order to have broader communication with the campus (IB8_06; IB8_07). Communication and decisions from committees are brought to the Planning and Budgeting Committee (PBC), another cross-constituency committee, in which final recommendations are made and analyzed by members (IB8_08).

Broad Communication and Inquiry:

Mendocino College participated in a broad strategic planning retreat which obtained feedback from all constituency groups, along with community and student groups, to better identify the needs of the college and its priorities moving forward (IB8_09). The communication came about, and many groups contributed, through dialogue about the college's priorities and what could be added to strengthen the institution (IB8_10).

As a result, the college developed new strategic goals and priorities and presented that information to the entire campus community through 1) In-service (IB8_11), 2) PBC (IB8_12), 3) Website (IB8_13), 4) Our Student and Staff climate study (IB8_14), and 5) Board of Trustees (IB8_15).

Student Success Scorecard and Student Achievement Standards:

Mendocino College reviews its Student Success Scorecard annually and presents its results to the Board of Trustees (IB8_16) and to the campus through the Planning and Budgeting Committee (PBC) (IB8_17). In addition to the Score Card, Mendocino College presents its Success Achievement Standards annually, through fall and spring convocation (IB8_18) and the Planning and Budgeting Committee (PBC) (IB8_19), and the standards are uploaded to the college website (IB8_20).

Climate and Student Survey:

A student and staff climate survey was conducted through Ruffalo Noel Levitz, in the Spring of 2018, to appropriately gauge the direction of the college, and to have an opportunity for all groups to share their experience or thoughts on current processes (IB8_21). Through this collaboration, the college utilized the survey findings to form work groups to better address student and staff concerns, while communicating with the staff and students (IB8_22). This work also correlates with our strategic planning endeavor that seamlessly connects all aspects of planning with that of student and staff voice.

This work is ongoing, and the workgroups are still diligently working to further address areas of improvement in the staff and student survey (IB8_23) while communicating broadly to the campus (IB8_24) through various venues.

Analysis and Evaluation

The District meets the Standard by utilizing its committees, technology and in-service venues to communicate institutional strengths, gaps and opportunities for improvement. Through this process, the college provides a safe space for inquiry and setting priorities for resolution or continuance of activities.

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Mendocino College reviews its instructional and non-instructional areas through its annual program review process, as well as through its accomplishments through committee work and annual report-out of the college's accomplishments (IB9_01).

Program Review:

By using data from program review, enrollment management, faculty equity projects, and climate surveys, Mendocino College extrapolates key assessment and evaluation information, instrumental to the overall strength of the college. Program review data are grouped into seven areas that directly affect resource allocation and correspond to one of the key planning committees, which have cross constituency representation.

Staffing Projection and Resource Allocation:

Through program review, instructional and non-instructional areas can submit not only capital outlay requests, but also requests for new or replacement college positions (IB9_02). The Mendocino College staffing committee best exemplifies how utilizing program review and area data guides reflection, dialogue, and resource allocation (IB9_03).

The Staffing Committee is comprised of cross-constituency members, appointed by their constituency group, or are present by the nature of their position (IB9_04). The staffing committee reconvenes, prior to the submission of program review, to review the timeline of request submission (IB9_05), the rubric used to rank the positions (IB9_06) and to schedule a score norming session (IB9_07).

Upon completion of Program Review IA (IB9_08), submissions are extracted by the Institutional Research Office and disseminated to the Staffing Committee for ranking (IB9_09). Once submitted, the staffing scores are tabulated and submitted to the Planning and Budgeting Committee (PBC) where members provide inquiry and dialogue, as well as insight on resource allocation for positions (IB9_10).

Climate and Student Survey:

A student and staff climate survey as was also described in section IB.8, conducted through Ruffalo Noel Levitz, in the spring of 2018, to appropriately gauge the direction of the College, and to have an opportunity for all groups to share their experience or thoughts on current processes (IB9_11). Through this collaboration, the college utilized the survey findings to form work groups to better address student and staff concerns, while communicating with the staff and students (IB9_12). This work also correlates with our strategic planning endeavor, which

seamlessly connects all aspects of planning, with student and staff voice. Various workgroups were created to address long and short-term endeavors for making improvements (IB9_13).

Student Achievement Standards and Integrated Planning:

Mendocino College defined and measured its student achievement standards upon notification from the U.S. Department of Education in the spring of 2013. In the fall of 2013, Mendocino College refined its student achievement standards, and in the spring of 2014 presented the information at its staff and faculty in-service, as well as with the Planning and Budgeting Committee. However, the college did not include in its process the establishing of minimums and goals. During the January 20, 2015 PBC meeting, target goals and minimums were established and vetted through the constituency groups (IB9_14).

Mendocino College regularly reviews its Student Achievement Standards to assess student success as well as institutional health. In addition, these standards assist in long-term integrated planning. To consolidate planning and reporting requirements, the California Community College Chancellor's Office now require colleges to have an integrated plan that combines equity, student success and basic skills, and incorporates established metrics (IB9_15). The metrics established through the student achievement standards apply well to integrated planning, and thus allow the college to have intentional activities that drive student success.

Analysis and Evaluation

The District meets the Standard through its established activities for measuring evaluation and planning. Through the usage of program review, student success standards, constituent input and integrated planning, the college adheres to its mission in being an accessible learning environment, tailored to the needs of the community that results in positive student educational outcomes. The college reviews its metrics in relation to its mission regularly to ensure that short and long-range plans are still applicable to the needs of its students.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Mendocino College has an established participatory governance structure which supports dialog and planning processes, and which ensures college-wide discussion and review. In particular, planning and resource allocation are strongly supported by a review of student learning outcomes and achievement. This review includes a rigorous disaggregation of achievement data through an equity lens to understand how services and practices are impacting students and to identify and address achievement gaps.

Student Learning and Service Area Outcomes are defined and assessed across departments, including course, program and institutional outcomes. The College continually reflects on and improves this process, and most recently with the implementation of eLumen will improve the process and provide more support for meaningful disaggregation of outcomes assessment.

The Institution implements effective practices to support campus wide planning which is broad based and systematic. The program review process and its connection to committees with carefully constructed and representative membership is at the core of these practices.

Evidence List

| | |
|--------|---|
| IB1_01 | SLOT Minutes 2016-2019 |
| IB1_02 | SLO Handbook, 2016 |
| IB1_03 | SLOT Minutes 02.07.18 |
| IB1_04 | SLOT Minutes 03.07.18 |
| IB1_05 | SLOT Minutes 05.02.18 |
| IB1_06 | SLOT Minutes 04.27.17 |
| IB1_07 | SLOT Report to PBC 04.19.17 |
| IB1_08 | Academic Senate Minutes 12.09.16 |
| IB1_09 | 2017 SLO Assessment Evaluations |
| IB1_10 | Fall 2016 In-service SLO Writing and Program Mapping |
| IB1_11 | Formative and Summative Assessments/Assignment to SLO Alignment |
| IB1_12 | SLOT Minutes 11.08.17 |
| IB1_13 | SLO Assessment Form |
| IB1_14 | SLOT Report to PBC 04.19.17 |
| IB1_15 | Program Review Part 1A Staffing Request |
| IB1_16 | Program Review Part II SLO Assessment |
| IB1_17 | SLOT Minutes 02.07.18 |
| IB1_18 | Academic Senate Minutes 09.12.19 |
| IB1_19 | SLOT Report to PBC 04.19.17 |
| IB1_20 | SLO Assessment Form |
| IB1_21 | SLOT Minutes 09.14.17 |
| IB1_22 | SLOT Minutes 11.08.17 |
| IB1_23 | SLOT Minutes 03.04.19 |
| IB1_24 | Equity Committee Description |
| IB1_25 | Equity Plan |
| IB1_26 | 2019 Equity Plan |
| IB1_27 | Equity Plan, page 46 |
| IB1_28 | 2019 Faculty Institute Announcement |
| IB1_29 | In-service Agenda with Equity Speakers |
| IB1_30 | Classified Equity Project PowerPoint Presentation Spring 2018 |
| IB1_31 | Classified Equity Project Award |
| IB1_32 | Curriculum Committee Description |
| IB1_33 | Curriculum Committee Membership |
| IB1_34 | Curriculum Committee Handbook September 2019 |
| IB1_35 | Academic Senate Minutes 05.23.19 |
| IB1_36 | AB 705 on Agendas |
| IB1_37 | Teacher Institute Flyers |

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|--------|---|
| IB1_39 | Teachers on Teaching Conference |
| IB1_40 | CTE Professional Development Faculty Priorities |
| IB1_41 | Program Review Document |
| IB1_42 | Student Analyzer Data Snapshot |
| IB1_43 | Committee work sample of staffing |
| IB1_44 | Student Success Standards |
| IB1_45 | SLOT Minutes 04.27.17 |
| IB1_46 | SLOT Minutes 03.04.19 |
| IB1_47 | AUT 142 SLO Assessment Spring 2019 |
| IB1_48 | EAP Committee Description |
| IB1_49 | Program Review Part II SLO Assessment |
| IB1_50 | Guidelines for Program Management, Appendix B |
| IB1_51 | Foundation Skills Committee Description |
| IB1_52 | Committee Restructure PowerPoint |
| IB1_53 | 2019 Equity Plan |
| IB1_54 | Ruffalo Noel Levitz Study Results |
| IB1_55 | Ruffalo Noel Levitz February 2019 Visit Summary |
| IB1_56 | Ruffalo Noel Levitz March 2019 Visit Summary |
| IB1_57 | Academic Senate Minutes 05.23.19 |
| IB1_58 | PBC Minutes and PowerPoint 03.05.19 |
| IB1_59 | EAP Agenda, Vision for Success Worksheet |
| IB1_60 | PBC Minutes, Vision for Success 04.09.19 |
| IB1_61 | Academic Senate Minutes, Vision for Success |
| IB1_62 | Board Minutes, Vision for Success |
| | |
| IB2_01 | Curriculum Committee Handbook September 2019 |
| IB2_02 | 2019-2020 Mendocino College Catalog |
| IB2_03 | SLO Handbook, 2016 |
| IB2_04 | Master SLO Assessment Schedule |
| IB2_05 | Six Year Review Cycle |
| IB2_06 | CDV Program Level SLOs |
| IB2_07 | Earth Science Program Level SLOs |
| IB2_08 | MSC Agenda 10.23.18 |
| IB2_09 | SAO PowerPoint 1 |
| IB2_10 | MSC Agenda 11.27.18 |
| IB2_11 | SAO PowerPoint 2 |
| IB2_12 | MSC Agenda 02.05.19 |
| IB2_13 | SAO PowerPoint 3 |
| IB2_14 | SAO submitted with VPAA Comments |
| IB2_15 | MSC Agenda 03.26.19 |
| IB2_16 | Program Review Part 1B, SAO Assessments |
| | |
| IB3_01 | 2014 Affirmation Letter |
| IB3_02 | PBC Minutes 01.20.15 |
| IB3_03 | PBC Minutes 03.05.19 |

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|--------|--|
| IB3_04 | PBC Minutes, Student Achievement Standards |
| IB3_05 | Board Minutes, Student Achievement Standards |
| IB3_06 | In-service Agenda, Student Achievement Standards |
| IB3_07 | Board Presentation, Student Success Scorecard |
| IB3_08 | Scorecard and Student Achievement Standards |
| IB4_01 | SLO-SAO Schedule |
| IB4_02 | Program Review Part 1 |
| IB4_03 | SLO Handbook, 2016 |
| IB4_04 | Program Review Part 1B, Part II |
| IB4_05 | Program Review Part II |
| IB4_06 | Curriculum Committee Handbook, September 2019, Six Year Review |
| IB4_07 | Guidelines for Program Management, page 3 and Appendix B |
| IB4_08 | Guidelines for Program Management, pages 3 and 4, Appendix C |
| IB5_01 | Program Review Mapping |
| IB5_02 | Program Review |
| IB5_03 | Program Review Part 1A |
| IB5_04 | Program Review Part 1B |
| IB5_05 | PBC Agenda Staffing 05.14.19 |
| IB5_06 | ART Program Review |
| IB5_07 | Program Review Analyzer |
| IB5_08 | Campus Planning Committees |
| IB6_01 | Equity and CUE |
| IB6_02 | Race and Ethnicity Disaggregation |
| IB6_03 | CUE Participants |
| IB6_04 | Fall 2018 In-service Agenda |
| IB6_05 | Faculty Equity Projects |
| IB6_06 | In-service Equity Data |
| IB6_07 | Environmental Scan |
| IB6_08 | PBC Minutes 03.05.19 |
| IB6_09 | Board-Community Equity Presentation |
| IB6_10 | Institutional Research website |
| IB6_11 | Student Equity Plan |
| IB6_12 | 2019 Equity Plan |
| IB6_13 | SLO Assessment Form |
| IB6_14 | SLOT Minutes 12.11.18 |
| IB7_01 | PPAC monthly meetings |
| IB7_02 | PPAC Timeline |
| IB7_03 | PPAC tracking spreadsheet |

IB8_01 Committee Goals and Descriptions-Website
 IB8_02 Program Review 2018 Equipment Requests
 IB8_03 Committee Goals and Descriptions-Website
 IB8_04 Classified Senate 6.26.17 - Committee Appointments
 IB8_05 Academic Senate 8.29.19 - Committee Appointments
 IB8_06 Committee Goals and Descriptions-Website
 IB8_07 Committee Description Form
 IB8_08 PBC Minutes 5.14.19
 IB8_09 Strategic Planning Fall 2017-Press Release
 IB8_10 2018 Strategic Plan Framework
 IB8_11 Spring 2018 In-service - Strategic Planning
 IB8_12 PBC Minutes 2.28.18 - 2018 Strategic Plan Framework
 IB8_13 Mission, Vision, Values, Goals on Website
 IB8_14 College Employee Satisfaction Survey Key Findings
 IB8_15 Board Study Session Minutes 2.28.18 - Strategic Planning update
 IB8_16 Board Agenda 6.13.18 - Scorecard information
 IB8_17 PBC 2013 Scorecard -
 IB8_18 Spring 2018 In-service - Student Success Standards
 IB8_19 PBC Minutes 1.20.15 - Student Achievement Standards
 IB8_20 2016-2017 Student Achievement Standard on Website
 IB8_21 College Employees Satisfaction Survey - Overall Student Satisfaction
 IB8_22 Ruffalo Noel Levitz Discovery Visit Report - 10.29.18
 IB8_23 Ruffalo Noel Levitz Strategy Team Recommendations
 IB8_24 Fall 2018 In-service - Climate Survey

IB9_01 Committee Goals and Descriptions-Website
 IB9_02 Program Review Part IA
 IB9_03 FTES Summary Report by 320 Reporting Year
 IB9_04 Committee Description Form – Staffing Committee
 IB9_05 Staffing Committee Meeting 4.9.19
 IB9_06 Staffing Rubric Text
 IB9_07 E-mail to Staffing Committee
 IB9_08 Program Review 2019 Database Repository
 IB9_09 Staffing Committee 2019 - Staffing Requests
 IB9_10 PBC Minutes 9.10.19 – Approval request for Staffing
 IB9_11 Overall Student Satisfaction Survey results
 IB9_12 Ruffalo Noel Levitz Discovery Visit Report – 10.29.18
 IB9_13 RNL Planning Guide for Improving Student and Employee Satisfaction
 IB9_14 PBC Minutes 1.20.15 – Student Achievement Standards
 IB9_15 PBC Minutes 3.5.19 – Vision for Success Goals

I.C. Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College catalog is the core document that provides information to the public, including current and prospective students, personnel, and all persons or organizations. The catalog is published every year and is provided in print and on the college website (IC1_01; IC1_02). The Mission Statement along with the Vision, Core Values and Strategic Goals are on page 6 of the current (2019-2020) catalog; Institutional Student Learning Outcomes are on page 10; the listing and description of all degrees and certificates begins on page 76; each program is listed with information about requirements, career opportunities, and program level student learning outcomes; and student support services are described on pages 13-32.

Similar information is provided to the general public through our website. In addition to providing a pdf of the catalog on the website, most of the same information is provided on the website through clearly labeled buttons across the top of the home page (IC1_03). The buttons labeled Admissions, Academics, and Student Services lead to information about learning outcomes, educational programs and students support services (IC1_04). “The College” button leads to links that include the Mission, Vision, Values, and Goals link (IC1_05).

Mendocino College assures the clarity, accuracy and integrity of the information provided in the catalog and on the website through many of its processes. Ultimately, the catalog production is overseen by the CIO (Vice President of Academic Affairs). College processes, deadlines, and timelines are braided together in the “Timeline for Scheduling-Student Services-Catalog.” The CIO meets twice a year with the a group consisting of the VP of Student Services, Instructional Deans, Dean of Counseling, Schedulers, Financial Aid representatives, Admissions and Records, Curriculum Chair and Technician, and the Public Information Officer to review and update the calendar to ensure that the timeline allows for the flow of information to be prepared timely and accurately for the catalog, schedules of classes, and other communications to faculty and students. The Timeline for Scheduling specifically includes a catalog timeline that indicates all the people responsible for the editing of the catalog. For example on 11/15/19 the VPs, Deans, Admissions and Records and Financial Aid will meet to review the content of the curriculum; on 2/3/20 the Curriculum/Catalog/Schedule group will meet to plan for editing the catalog for the next year; and in 3/18/20-3/25/20 faculty will review course and program information for the 2020-2021 catalog. The Timeline for Scheduling has evolved over the past several years as a key tool in weaving together the timelines across departments that influence accurate production of information and documents for students, faculty and the public (IC1_06).

Accreditation Information:

Mendocino College gives accurate information to students and the public about its accreditation status which is prominently included in the college catalog and on the college website. In the 19-20 Mendocino College Catalog, information about accreditation is included on page 8, which is the first page of the General Information section.

On the website, the accreditation link is one click away from the homepage (IC1_07). Clicking on the “Accreditation” button leads to general information about ACCJC and the College’s accreditation as well as links to historical reports and documents related to accreditation (IC1_08).

Analysis and Evaluation

The District meets the Standard. Mendocino College, with oversight of the CIO, engages in systematic review of information presented to students and the public in its annual production of the college catalog which is the source of information for the website. This systematic review and thorough inclusion of information results in clear and accurate information being provided on the college mission, learning outcomes, educational programs and student services.

Information about the College’s accreditation status is provided prominently to the public in the catalog and on the website, including the publication of reports and approval letters.

As described above, Mendocino College meets this standard and the portion of Eligibility Requirement 20 covered in this Standard.

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

As described in standard IC.1, Mendocino College prints a college catalog annually. The production of the catalog is overseen by the CIO and goes through a rigorous and systematic process to ensure precision, accuracy and currency of information (IC2_01). The College catalog is printed and included as a pdf on the website (IC2_02).

While the Timeline for Scheduling illustrates the deadlines, meetings and persons responsible for each aspect of the information included in the catalog, the persons responsible also get feedback and verify information from the staff and/or faculty in specific roles that may help inform the content. For example, the Executive Assistant to the President is consulted on the pages that include Policies and Procedures, as she keeps minutes for the Presidents Policy Advisory Committee (PPAC) where all changes to Board Policies and Administrative Procedures are discussed and recommended to the Board (IC2_03).

Mendocino College includes all the facts, requirements, policies, and procedures listed in the Eligibility Requirement 20, “Catalog Requirements.” The table below shows the location of each requirement (IC2_04):

GENERAL INFORMATION

| Content Description | Location in catalog |
|---|---|
| Official Name, Addresses, Telephone Numbers, and Website Address of the Institution | Page 1 and Catalog Cover (website address) |
| Educational Mission | Page 6 |
| Representation of accredited status with ACCJC | Page 8 |
| Course, Program, and Degree Offerings | Pages 76- 167 |
| Student Learning Outcomes for Programs and Degrees | Included in each program and degree description on pages 79-167 |
| Academic Calendar and Program Length | Page 4 Included in each program description |
| Academic Freedom Statement | Page 8 |
| Available Student Financial Aid | Pages 24-25 |
| Available Learning Resources | Pages 25-26 |
| Names and Degrees of Administrators and Faculty | Pages 286-290 |
| Names of Governing Board Members | Page 5 |

REQUIREMENTS

| Content Description | Location in catalog |
|--|--|
| Admissions | Pages 14-19 |
| Student Tuition, Fees, and Other Financial Obligations | Pages 19-21 |
| Degrees, Certificates, Graduation and Transfer | Pages 65-70 and Page 56 for Graduation |

MAJOR POLICIES AND PROCEDURES AFFECTING STUDENTS

| Content Description | Location in catalog |
|--|--|
| Academic Regulations, including Academic Honesty | Pages 34-36 (Page 36 for Academic Honesty and Pages 52-55) |
| Nondiscrimination | Pages 47-48; Page 35 |
| Acceptance and Transfer of Credits | Pages 62-65 |
| Transcripts | Page 62 |
| Grievance and Complaint Procedures | Pages 37-38 |
| Sexual Harassment | Pages 47- 48 |
| Refund of Fees | Page 20 |

LOCATIONS OR PUBLICATIONS WHERE OTHER POLICIES MAY BE FOUND

| Content Description | Location in catalog |
|--------------------------------|----------------------------|
| Policies, Rules, & Regulations | Pages 33-49 |

Analysis and Evaluation

Catalog production undergoes, under the oversight of the CIO, a thorough annual updating process. Information is clearly organized and labeled. All the catalog requirements listed in Eligibility Requirement 20 are contained in the current (2019-2020) and will be contained in subsequent Mendocino College catalogs. This standard and ER 20 are met.

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Mendocino College communicates matters of academic quality to appropriate constituencies, including current and prospective students and the public. The college accomplishes this communication using documented assessment of student learning and evaluation of student achievement, which is published in the catalog and on the website and shared at meetings, including college-wide, committee, and public meetings, such as Board meetings.

In the catalog, page 9 includes information about completion and transfer rates and directs students to information about student retention rates.

The website and the portal provide many access points to assessment and evaluation of student learning and achievement.

Institutional Research page on the website provides information to the public about learning and achievement (IC3_01):

- The Institutional Research department uses Tableau on its Student Success Analyzer link to communicate student success. Grades, Course Success and Enrollment data can be analyzed by location, gender and ethnicity. These data can be looked at by course or department (IC3_02).
- The CTE Outcomes Survey provides information about students completing Career Technical Education (CTE) certificates or degrees or skill builder's courses. The survey gathers information about students' satisfaction and their employment and economic success after CTE completion. The Institutional Research site provides both the Mendocino College results and the California statewide results (IC3_03).
- Student Achievement Standards are provided on the Institutional Effectiveness link for each academic year from 2014 to 2018. These Standards include course completion rates, retention rates, degree completion, transfer to college/university, and certificate completion. Each year the college reports the last year's achievement data and sets a minimum standard, a "set standard" (an expected goal), and a "set goal" (a goal the college strives to meet) (IC3_04).
- The Institutional Research "Resources" link provides the public with quick access to statewide databases, such as the Student Success Scorecard that can be used to find the most current information about Mendocino College student achievement (IC3_05).

- The Student Right-to-Know link provides information on Completion and Transfer rates (IC3_06).
- The Student Success Rates by Term links users to Tableau sheets for each completed semester from Spring 2014 to present. These are active tableau sheets where any website user can examine achievement rates, including course grades and success, by course, department and location, and disaggregated by ethnicity, gender and grade. (IC3_07).
- The “Transfers” link provides data on student transfer rates to California State University (CSU), University of California (UC), and in- and out-of-state private college/university transfer (IC3_08).

The Student Learning Outcomes link on the Academics site of the webpage includes results of Institutional Level Student Learning Outcomes and Program Level SLO assessment.

Each department reports on Program Level Student Learning Outcomes through the Program Review process. These results are published internally on the college portal on the Institutional Researcher portal site.

Data related to student achievement and learning are shared at meetings, including college-wide, committee, and public meetings, such as board meetings:

- Student Achievement Standards are shared annually at in-service, Planning and Budgeting Committee (PBC) and Board meetings (IC3_09; IC3_10; IC3_11).
- Achievement data associated with the Vision for Success Goals were shared at PBC, Academic Senate and at a Board meeting (IC3_12; IC3_13; IC3_14).

Analysis and Evaluation

The District meets the Standard. The narrative above provides evidence that the college meets this standard as well as the elements of ER19 covered in this standard. The college provides ample documentation of assessment and evaluation of student learning and achievement and communicates it to appropriate constituencies, students and the public. The College is currently in the midst of implementation of eLumen that will provide better access to student learning outcome assessment results.

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Mendocino College has a template for publication in the catalog for each certificate and degree that includes its purpose, content, course requirements, and expected learning outcomes. The purpose and some elements of the content are included in the program description. This description provides information about the general content taught in the program and communicates the careers and/or transfer degrees students might pursue as a result.

Each program page also includes required courses, including units. Program Level Student Learning Outcomes are included prominently as part of each Program page (IC4_01).

Degree and certificate pages in the catalog differ only in terms of what types of degrees are listed. For example, Associate Degrees for Transfer (AD-Ts) include requirements specific to AD-Ts (IC4_02).

Information about Certificates and Degrees is also available online through eLumen the information system Mendocino College is using for its curriculum database. The curriculum part of eLumen is fully implemented and any member of the public can access Program Outlines of Record through the website. Course and Program outlines can be viewed by the public without a login (IC4_03). Once in eLumen, any department can be chosen, and all programs and courses will be listed (IC4_04).

The Program Outline of Record in eLumen is similar to the one provided in the catalog. It also includes the purpose, content, course requirements, and expected learning outcomes (IC4_05).

Analysis and Evaluation

The District meets and excels in the Standard. Because of an efficient and effective curriculum review process and systematic uploading of the information online and in the printed catalog, the information provided online and in the catalog about degrees and certificates is clear, consistent and accurate.

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The Presidents Policy Advisory Committee (PPAC) is the committee responsible for regular review of existing, and development of new, Board Policies (BPs) and Administrative Procedures (APs). PPAC is chaired by the Superintendent/President and includes membership from all constituencies. Membership includes all Vice Presidents (Academic Affairs, Student Services, and Administrative Services), the Management/Supervisory/Confidential (MSC) group's President and Vice President, the Academic Senate President and Vice President, the Classified Senate President and Vice President, and the Associated Students of Mendocino College (ASMC) President or designee. The Executive Assistant to the President/Superintendent documents the meetings and tracks the work of the committee (IC5_01).

PPAC has developed a seven-year review schedule of BPs and Aps based on the seven Chapters of Board Policies (IC5_02):

- Chapter 1: The District
- Chapter 2: Board of Trustees
- Chapter 3: General Institution
- Chapter 4: Academic Affairs
- Chapter 5: Student Services
- Chapter 6: Business and Fiscal Affairs
- Chapter 7: Human Resources

All current BPs and APs are listed on the website by chapter, number, title and date last updated (IC5_03).

Mendocino College subscribes to the Community College League of California (CCLC) that provides regular updates to new laws and regulations and legal opinions provided by the law firm Liebert Cassidy Whitmore.

In addition to following the seven-year cycle for review, PPAC, led by the Superintendent/President, receives information from CCLC and the Chancellor's Office about changes in the law which may require a new, or modification to a current, BP or AP which will be reviewed out of sequence.

Because of the number of BPs and APs in each Chapter, sometimes reviews need to be "caught up" in the following year. This year (2019-2020), under the new leadership of the Interim Superintendent/President, PPAC is working on updating BPs and APs that were not reviewed through the regular cycle (IC5_04).

PPAC follows a thorough vetting of new and modified BPs and APs. The policies and procedures are brought to PPAC with recommended changes or as new documents (IC5_05; IC5_06). The individuals on the committee receive the documents prior to the meeting for their review. PPAC then conducts a First Reading at its scheduled meeting. Committee members discuss and agree on any changes that need to be made. The Executive Assistant makes those changes and then emails them to constituent group leaders who forward them to their memberships. Constituent group leaders collect feedback from their membership to be discussed at a second reading at PPAC. During the second reading, PPAC determines final changes. APs are approved at PPAC; BPs move forward for two readings with the Board of Trustees. Mendocino College reviews its publications in a variety of ways. The college catalog and schedule of classes are reviewed through the Timeline for Scheduling as described earlier in Standard IC (IC5_07). Other publications, including press releases, newsletters and advertising in newspapers and other media, are overseen by the Superintendent/President and the Director of Community Relations and Communication, who is the Public Information Officer (PIO) for the college. The PIO also chairs the Marketing Committee, where recommendations are made to develop or change current publications.

Analysis and Evaluation

The District meets the Standard. Policies, procedures and publications are reviewed regularly and effectively through specific structures and timelines. While some BPs and APs missed their review dates through the process, the vast majority have been and are being reviewed through the established timeline for review. PPAC is also working to update the fraction that are longer out of date than they should be. Because there is regular review of procedures and publications, Mendocino College meets this standard.

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials.

Evidence of Meeting the Standard

Mendocino College accurately informs current and prospective students regarding the total cost of college by including information in the catalog, the schedule of classes, and on the Admission page of the website. At any location where fees are discussed, there is also information on and/or links to financial aid.

Pages 19-20 of the college catalog provide information about tuition and other fees associated with enrolling in classes (IC6_01). Page two of the Schedule of Classes includes similar information in a table format (IC6_02). The fees link on the Admissions website includes this information again (IC6_03).

The information included on these three sources are:

- Non-Resident Tuition
- Resident Enrollment fees
- Health Fee
- Student Representation Fee
- ASMC Fee
- Credit by Exam Fee
- Audit Fee
- Student Center Fee

Information about materials fees and textbook costs have been made available through our course registration system WebAdvisor (IC6_04). After regular registration periods in the fall of 2019, we began implementing a new course registration system (Self-Service) and are currently working on adding information about textbooks and material fees. While Self-Service is currently being updated, WebAdvisor is still accessible for all students, and fee information is still up to date.

The printed and online schedule of classes indicates when a class section includes a zero-cost eBook. The schedule of classes has a special symbol next to each section that includes a zero-cost eBook: (IC6_05). In addition, the online course listings indicate in “additional information” if the section uses a zero-cost eBook. (IC6_06).

Additionally, the Financial Aid page of the website includes information on Cost of Attendance. (IC6_07). The Cost of Attendance information includes the following: tuition & fees, books & supplies, room & board, transportation and miscellaneous personal expenses for both California residents and non-residents. (IC6_08). The Financial Aid webpage also includes a Net Price Calculator which is intended to provide an estimate of net price information (defined as estimated cost of attendance — including tuition and required fees, books and supplies, room and board (meals), and other related expenses — minus estimated grant and scholarship aid) based on what similar students paid in a previous year (IC6_09).

Analysis and Evaluation

The District meets the Standard. Mendocino College accurately informs current and prospective students regarding the total costs of education. Information regarding tuition and fees is provided in multiple print and online locations. Textbook costs and materials fees are provided on the course selection system, formerly WebAdvisor and currently Student Self-Service. A special notation is included in print and online course schedules when a section includes a zero-cost eBook. Information about the costs of education is thoroughly provided by the college.

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Board Policy 4030 (Academic Freedom) defines academic freedom for instructors. The policy strongly and clearly states the institution's commitment to the free pursuit and dissemination of knowledge: "Academic freedom in its teaching aspect is fundamental for the protection of the rights of the instructor in the teaching and of the student to freedom in learning." Along with the rights that come with academic freedom, the policy also describes the responsibility of the faculty associated with academic freedom, including refraining from introducing controversial subject matter not related to their subject, and to the best of their ability to present the pros and cons of any controversial ideas that may be discussed under the protection of academic freedom. This policy was last updated in August 2018 (IC7_01).

Board Policy 3900 (Speech: Time, Place, and Manner) establishes the freedom to exercise the right of free expression for students, employees and members of the public. The policy outlines the guidelines that this expression must adhere to, including the prohibition of defamatory or obscene expression according to current legal standards and other legally required regulations of speech (IC7_02). This policy was last updated in August 2015. Administrative Procedure (AP) 509.1 (Speech: Time, Place Manner) establishes designated free speech assembly areas at each location (IC7_03).

All the above-mentioned Board Policies and Administrative Procedures are available on the Board of Trustees site on the webpage (IC7_04).

Analysis and Evaluation

Mendocino College's Board Policies and Administrative Procedures on Academic Freedom and Free Speech communicate an institutional commitment to the free pursuit and dissemination of knowledge, and they support an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. The college meets this standard and ER13.

I.C. 8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

There are several Board Policies (BP) and Administrative Procedures (AP) relevant to the standard that can be found on the Board of Trustees site on the college website on the Board Policies and Procedures link (IC8_01):

- BP 302, the District Code of Ethics, applies to all Mendocino College constituencies and promotes creating a climate of respect and trust as responsibility “shared by all.” “The Code of Ethics includes acting appropriately and with integrity, civility, responsibility, confidentiality, accountability, knowledge, accuracy, and professionalism” (IC8_02).
 - AP 302.1 further defines the elements listed above in the Code of Ethics. It also describes actions that can be taken if any employee violates the District Code of Ethics (IC8_03).
- BP 4030 on Academic Freedom, as described in Standard IC.7, not only establishes a right to academic freedom but also describes the responsibility of faculty to act responsibly when introducing controversial matter in their subject by including to the best of their ability the pros and cons of the controversial idea (IC8_04).
- BP 5500, Standards of Student Conduct, establishes that there will be procedures that clearly define the conduct that is subject to discipline and describes the actions that can be taken by the college and the board (IC8_05).
 - AP5500.1, Standards of Student Conduct, defines the areas of student conduct that may be subject to discipline. There are 14 types of conduct that are specifically defined in this AP (IC8_06).
 - AP 5500.2, Academic Honesty Guidelines, focuses specifically on academic honesty, including plagiarism, cheating, and fabrication. Those forms of academic dishonesty are defined, and the consequences of academic dishonesty are described (IC8_07).
 - AP5520.1, Student Discipline Procedures, provides procedures for addressing violations of the Standards for Student Conduct (IC8_08).

In addition to providing all the BPs and APs on the college website, the college catalog also includes references and text of the policies and procedures relating to students. From the list above, the following policies and procedures are either referenced or included in their full text in the 2019-2020 catalog: Academic Honesty Guidelines (AP 5500.2); Standards of Conduct (BP 5550 and AP 5500.1); and Student Discipline Procedures (AP 5520.1) (IC8_09).

Analysis and Evaluation

The District meets the Standard. The institution has established and published policies and procedures that promote honesty, responsibility and academic integrity. The policies and procedures described above show that these standards are expected of all constituencies. There are specific policies and procedures related to academic honesty, and consequences are described for such dishonesty and violations of other standards for student conduct. These policies and procedures are published on the website, and those most relevant to students are included in the college catalog.

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Board Policy 4030 defines Academic Freedom as “essential” to the purpose of the institution. It is, however, the responsibility of the instructor to “present to the best of his/her ability the pros and cons of such controversial ideas as he/she may discuss under the protection of academic freedom.” (IC9_01). This board policy requires faculty to present data and information fairly and objectively.

Furthermore, the District Code of Ethics (AP 302.1) includes “Accuracy.” In the AP, it is defined as providing “information that is accurate, complete, objective, relevant, timely, and understandable.” (IC9_02).

In addition to policies and procedures that support the fair and objective presentation of materials to students, the curriculum review process and faculty evaluation also support a professional teaching and learning environment. Mendocino College has a rigorous curriculum review process that includes a technical review and committee-wide review of each course outline of record (COR). Recently, the chair has enacted a process whereby committee members in related disciplines are asked to do a closer review of CORs in order to be an “expert” resource at the committee meetings. The committee handbook is clear that the COR contains the content of the course which will be taught by all faculty: “the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional.” (IC9_03).

Finally, the faculty evaluation process gives students the opportunity to comment on and evaluate their instructors on their preparation, respect for students, encouragement of student participation, and relevance of required textbook. These areas along with an open comments section give students an opportunity to give feedback on the fair and objective presentation of course material. (IC9_04).

Analysis and Evaluation

The District meets the Standard. While faculty are supported in their academic freedom, they also have a responsibility to present the content of their courses with a professional commitment to their discipline, not to their personal convictions. Board policies and procedures, the curriculum review process, and faculty evaluations ensure that this standard is met.

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Mendocino College is a public California Community College, which does not require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views.

Analysis and Evaluation

This Standard is not applicable to Mendocino College

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Mendocino College does not operate in foreign locations.

Analysis and Evaluation

This Standard is not applicable to Mendocino College.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

As required by Board Policy 3200, Mendocino College is committed to compliance with all the requirements of the Commission (IC12_01). This commitment is evident in documents prepared for and submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC), the timeliness of those submittals, and the disclosure of information to the public.

In 2014, Mendocino College had its last comprehensive visit; since that visit, the College has submitted a Follow-up Report, a Midterm Report, and all Annual Reports, which include fiscal reports, on time. Each document was accepted by the Commission (IC12_02). Additionally, the college has submitted a series of Substantive Changes to carry out the process of transferring territory and the Center formerly belonging to College of the Redwoods (CR) in order to take on the territory and the Center on the Mendocino Coast. This is a process seldom undertaken in the California Community College system. Mendocino College submitted the extensive Substantive Change to ACCJC and received approval with no recommendations (IC12_03).

Most recently, the College has submitted a substantive change for a new Physical Therapy Assistant Program. That program is set to launch in spring of 2020 (IC12_04).

All the principal documents submitted to the Commission, as well as the various action letters issued by the Commission, are publicly available on the College's website. The accreditation webpage within the College's website is available within one click of the homepage. (IC12_05).

Analysis and Evaluation

The District meets the Standard and satisfies the portion of ER 21 covered in this standard. The college complies with all requirements of the Commission and maintains effective and timely communication with the Commission. In the time since the last comprehensive visit, all required documents have been submitted in a timely manner and accepted by the Commission with no follow-up required.

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Mendocino College is committed to honesty and integrity in its relationships with external agencies. In addition to compliance with ACCJC Standards, requirements, and timelines, Mendocino College, as a California Community College, is also obligated to comply with extensive laws and regulations, such as the California Education Code and the California Code of Regulations. Additionally, the College's Registered Nursing (RN) Program is overseen and accredited by the Board of Registered Nursing (BRN). The RN program complies with extensive regulations and statutes required by the BRN in order to maintain the program. Most recently, the College is working with the Commission on Accreditation in Physical Therapy Education (CAPTE). A series of proposals and reports have been submitted to CAPTE, which has conducted one site visit, and the College expects to hear from CAPTE by November 2019, to indicate if we are approved to begin the Physical Therapy Assistant Program in January 2020 (IC13_01).

Analysis and Evaluation

The District meets the Standard and the components of ER 21 covered in this Standard. The College has an historical record of maintaining effective and honest relationships with external agencies.

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Mendocino College is a publicly funded institution and does not generate financial returns for investors nor contribute to any financial organizations. The College's commitment to high quality education, student achievement and student learning supersedes all other objectives. This is evident in the Mission, Vision, Values and Strategic Goals that guide all planning and review processes (IC14_01).

Mendocino College's commitment to student-centered objectives is also supported by the Mendocino College Foundation. The Foundation fund-raises for scholarships, programs, and campus improvement with the overall mission of creating opportunities for donors to "invest in a better future for our students and communities." The Foundation's mission, vision and values communicate a commitment to students (IC14_02).

Analysis and Evaluation

The District meets the Standard. Because the college does not generate financial returns for investors nor contribute to any financial organization, this Standard is met by default. However, the commitment to high quality education, student achievement and student learning is central and paramount to all aspects of the College's operations. Additionally, the auxiliary Foundation adheres to a similar commitment to student-centered practices.

Conclusions on Standard I.C. Institutional Integrity

As evidenced in Standard I.C., Mendocino College has policies, procedures and practices in place that support institutional integrity. The College provides clear, accurate, and accessible information in print and online. The catalog and other print and online materials provide the required information for students, staff and the public, and there are systematic processes and timelines in place to ensure the accurate update of this information. Strong curriculum processes and practices ensure that accurate information about programs, including degrees and certificates, is in print and online, which includes the purpose, content, course requirements and learning outcomes of the programs.

The College has policies and procedures that establish Academic Freedom as a key tenet of an educational institution and are clear about expectations of ethical, responsible and academically honest behavior among faculty, staff and students. Ethical and academically honest behavior is defined in these policies and practices and consequences violating those codes of conduct are clear and fair.

There is a regular cycle and an institutionalized structure for updating Board policies and procedures. The cycle has been adhered to with few exceptions, and a process is in place to catch any out-of-date policies.

Finally, Mendocino College has a solid record for complying with all ACCJC requirements and reporting deadlines. Since the time of the last comprehensive visit in 2014, all reports have been

turned in on time and have received approval with no follow-up. Information about accreditation is made public. The College interacts similarly with all external agencies with which it works.

Evidence List

| | |
|--------|---|
| IC1_01 | Catalog Cover 2019-2020 |
| IC1_02 | Catalog on Website |
| IC1_03 | Home Page on Website |
| IC1_04 | Admissions-Academics-Student Services on Website |
| IC1_05 | Mission, Vision, Values, Goals on Website |
| IC1_06 | Timeline for Scheduling |
| IC1_07 | The College on Website |
| IC1_08 | Accreditation Homepage on Website |
| IC2_01 | Timeline for Scheduling |
| IC2_02 | Catalog on Website |
| IC2_03 | Email on Board Policies and Administrative Procedures |
| IC2_04 | 2019-2020 Catalog |
| IC3_01 | Institutional Research on Website |
| IC3_02 | Tableau Student Success Analyzer |
| IC3_03 | CTE MC and State Outcomes |
| IC3_04 | Student Achievement Standards on Website |
| IC3_05 | Resources on Website |
| IC3_06 | Student Right to Know on Website |
| IC3_07 | Student Success Rates by Term on Website |
| IC3_08 | Student Transfer Data on Website |
| IC3_09 | In-service Student Achievement Standards, slides 9 & 10 |
| IC3_10 | PBC Agenda Student Achievement Standards |
| IC3_11 | Board Agenda Student Achievement Standards |
| IC3_12 | PBC Vision for Success |
| IC3_13 | Academic Senate Vision for Success |
| IC3_14 | Board Vision for Success |
| IC4_01 | Program Pages from Catalog |
| IC4_02 | Biology AD-T from Catalog |
| IC4_03 | Curriculum Link to eLumen on Website |
| IC4_04 | eLumen Program List and Degree |
| IC4_05 | eLumen Program Outline |
| IC5_01 | PPAC Committee Description |
| IC5_02 | PPAC Review Schedule |
| IC5_03 | Board Policies on Website |
| IC5_04 | PPAC Agenda and Spreadsheet 08.30.19 |

| | |
|-------------|---|
| IC5_05 | Modified Board Policy and Administrative Procedure |
| IC5_06 | New Board Policy and Administrative Procedure |
| IC5_07 | Timeline for Scheduling |
| IC6_01 | Tuition and Fees from 2019-2020 Catalog |
| IC6_02 | Tuition and Fees from Fall 2019 Schedule |
| IC6_03 | Tuition and Fees on Website |
| IC6_04 | Tuition and Fees on Web Advisor |
| IC6_05 | Zero Cost eBook Classes in Schedule |
| IC6_06 | Zero Cost eBook Online Class in Schedule |
| IC6_07 | Financial Aid Cost of Attendance on Website |
| IC6_08 | Financial Aid Cost of Attendance Nonresident on Website |
| IC6_09 | Financial Aid Net Price Calculator on Website |
| IC7_01 | Board Policy 4030, Academic Freedom |
| IC7_02 | Board Policy 3900, Speech-Time, Place and Manner |
| IC7_03 | Administrative Procedure 509.1, Speech-Time, Place and Manner |
| IC7_04 | Board Policies on Website |
| IC8_01 | Board Policies and Administrative Procedures on Website |
| IC8_02 | Board Policy 302, District Code of Ethics |
| IC8_03 | Administrative Procedure 302.1, District Code of Ethics Procedures |
| IC8_04 | Board Policy 4030, Academic Freedom |
| IC8_05 | Board Policy 5500, Standards of Student Conduct |
| IC8_06 | Administrative Procedure 5500.1, Standards of Student Conduct |
| IC8_07 | Administrative Procedure 5500.2, Academic Honesty Guidelines |
| IC8_08 | Administrative Procedure 5520.1, Student Discipline Procedures |
| IC8_09 | Student Related Board Policies and Administrative Procedures in Catalog |
| IC9_01 | Board Policy 4030, Academic Freedom |
| IC9_02 | Administrative Procedure 302.1, District Code of Ethics Procedures |
| IC9_03 | Curriculum Handbook, page 18 (see page 85 of ISER) |
| IC9_04 | Form C Student Evaluation of Instructor |
| IC10 | Not Applicable |
| IC11 | Not Applicable |
| IC12_01 | Board Policy 3200, Accreditation |
| IC12_02 | Accreditation Website with ACCJC Documents |
| IC12_03 | Coast Center SubChange and Approval Letter |
| IC12_04 | PTA Program SubChange and Approval Letter |
| IC12_05 | Accreditation one click away on web site |
| IC13_01 | CAPTE Submissions and Response Letters |

IC14_01 Mission, Vision, Values, Goals
IC14_02 Foundation Mission, Vision, Values, Goals



MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

ISER - Standard 2

Student Learning Programs and Support Services

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning-support services, and student-support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All instructional programs at Mendocino College, regardless of location or means of delivery, are offered in fields consistent with the institution's mission, are appropriate to higher education, and culminate in attainment of identified student learning outcomes, achievement of degrees, certificates, employment or transfer.

The Program approval process at Mendocino College is rigorous, layered, and thorough. All new programs are reviewed for alignment with the College mission, and all continuing programs go through regular review of their outcomes and program health.

All new programs must begin with a proposal to the Educational Action Planning committee (EAP), which determines that the proposed course is both feasible and relevant to the College. EAP follows the procedures set out in the Guidelines for Program Management. Section IV of the Guidelines for Program Management lay out the criteria that EAP should consider, including "meets the college mission" and "addresses a ... labor market demand." EAP's review may include the creation of a Program Advisory Team that will do more research and inquiry to verify that program is relevant and will lead to employment or transfer (IIA1_01).

Once a program is approved by EAP, it moves on to the Curriculum Committee for its review. According to the Curriculum Committee Handbook: Section Seven: Program and Certificate Approval "Proposals for new programs must be consistent with the mission of the college." The Curriculum Committee also evaluates whether the program is "directed at the appropriate level for community college" and addresses a "valid transfer, occupational, basic skills, civic education or lifelong learning purpose" (IIA1_02).

Program descriptions, included in the catalog, indicate to students how the program related to the mission, whether preparing them for employment or transfer. For example, the Digital Arts and Media certificate description (IIA1_03) describes areas of possible employment, whereas the English for transfer degree description (IIA1_04) highlights the transfer process. Both catalog entries include the Program Level Student Learning Outcomes, as do the entries for all our degrees and certificates.

Program-level student learning outcomes are required for every program. They are initially developed as part of the proposal to EAP (IIA1_05). They are further reviewed and approved by the Curriculum Committee and presented to students and the public in the College catalog. Program-level student learning outcomes are also assessed as part of the regular program review process. Instructional programs complete an assessment of their PSLOs on a six-year schedule (IIA1_06). Departments use these results as part of their overall analysis of the health of their departments and to confirm that students' coursework is leading to the anticipated outcomes. These documents are submitted to EAP for their review and analysis. EAP provides advice and assistance when PSLO assessments indicate that there is a challenge in the department. Programs have primarily relied on course-to-program SLO mapping to assess PSLOs. However, the Student Learning Outcomes Team is working to provide faculty with information about alternative methods of assessment.

Neither EAP nor the Curriculum process allow for the creation of instructional programs that are not connected to a degree or certificate. The College website provides data to both the College community and the public about degree completion (IIA1_07). Some degrees can be completed entirely in an online format. Online courses are taught with the same course outlines and meet the same outcomes as courses that are taught in a traditional format. These programs are approved through the same process and meet the same criteria as programs that require physical attendance at College sites (Ukiah, Lakeport, Willits and Fort Bragg).

Analysis and Evaluation

Mendocino College meets the standard. All new programs are thoughtfully considered, and existing programs are regularly reviewed to guarantee that they align with the College mission and are appropriate for higher education. Programs are designed to lead students to relevant outcomes and culminate in degrees, certificates, and employment. Mendocino College has well-established committees composed of faculty and administrators who follow regular practices to evaluate programs based on established criteria.

II.A.2 *(Applicable to institutions with comprehensive reviews scheduled through Fall 2019.¹) Faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

¹ The Commission acted to modify the Standard during its January 2018 Board of Directors meeting.

(Applicable to institutions with comprehensive reviews scheduled after Fall 2019.) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Mendocino College's full-time faculty, in collaboration with adjunct faculty, work to ensure that content and methods of instruction meet generally accepted standards and expectations. Faculty, joined by relevant administrators, review teaching practices and program health through regular, established processes designed to ensure program currency, improve teaching and learning strategies and promote student success.

Approved Course Outlines of Record ensure consistency in content and methods of instruction. Board policy requires that every course have a Course Outline of Record (COR) (IIA2_01). The development and approval of the COR is the purview of the faculty-led Curriculum Committee. The Curriculum Committee ensures that new courses and courses under review (as represented by their COR) meet professional standards in their content, rigor, and methods of instruction. As new courses are being developed, the Curriculum Committee thoroughly reviews the content and all instructional elements (IIA2_02). All curriculum also undergoes a thorough 5-year review process. The 5-year review guidelines take faculty through an element-by-element review of their courses and includes a review of content and instructional methods (IIA2_03; IIA2_04). This process ensures that content and instructional methods continue to be current, relevant, and effective. In areas with no full-time faculty, part time faculty are paired with full time faculty from a related discipline or the Curriculum Committee to bring courses through the review process.

Online courses receive particular scrutiny. The Curriculum Committee and the Distance Education Committee, both subcommittees of the Academic Senate, share responsibility for guiding online education. The Curriculum Committee makes the determination of whether or not a given course is appropriate for the online or hybrid delivery methods. Faculty submit a DE addendum to the Curriculum Committee when they want to teach a class in the online or hybrid format. The DE addendum explains how the SLOs for the course can be met either online or in a hybrid format (IIA2_05). Their application is discussed and voted on by the curriculum committee. Administrative Procedure 4105.1 requires that the Curriculum Committee verify that the online course meets the same standards of course quality as traditional classroom courses (IIA2_06). These requirements are also communicated to faculty on the DE addendum (IIA2_07).

The review of modalities is a thoughtful process. When the Math department revised their curriculum to streamline the pathway to transfer level, they determined that the online format could not provide pre-collegiate level students with the support they needed (IIA2_08). When

Public Speaking came before the Curriculum Committee last semester, departmental faculty and Curriculum Committee members agreed that the hybrid format was most appropriate for that course's desired outcomes (IIA2_09).

The Distance Education Committee also promotes high standards and continuous improvement in the quality of online education. All instructors are required to be trained in Canvas, our Learning Management System, before they can teach online. The DE handbook outlines the technical skills and pedagogical knowledge that online instructors must have. Instructors must take a formal class, through either the college DE program, @ONE, or another approved institution, before they can begin teaching online (IIA2_10).

The DE Committee also provides guidance on Regular Effective Contact. Board Policy 4105 requires that online instruction be offered in a manner consistent with law and good practice (IIA2_11). Administrative Procedure 4105.1 describes the expectations for regular and effective or substantive contact (IIA2_12). Instructors must regularly initiate contact with students and provide avenues for student-to-student interaction as well. The DE Handbook provides further advice on how these interactions may take place, and the DE addendum requires instructors to indicate what methods they will use for these interactions (IIA2_13; IIA2_14). Mendocino College uses the Learning Management System known as Canvas for its online courses. Canvas facilitates regular and effective contact through several features:

- Announcements are posted to the Canvas homepage and can be emailed directly to students as well
- The Grading system allows for direct delivery of comments on student work
- Modules can be regularly updated to provide new information
- The Discussion feature allows for students to share ideas and comment on one another's posts
- The Chat feature allows students and instructors to interact in real time
- Canvas instructors can integrate ConferZoom to encourage collaborations
- Canvas also connects with Google Docs to encourage student-to-student collaboration

Mendocino College instructors regularly make use of a variety of these features to create a robust learning environment for their students (IIA2_15).

Further, the DE Committee takes seriously its responsibility to monitor the effective use of these tools. Last semester, the faculty on the Distance Education Committee, with the support of the Academic Senate, evaluated every online course for compliance with the college's policy on regular and substantive contact, organization of the course, and instructor content (IIA2_16; IIA2_17). Every instructor was provided with a written review of their course and with guidance on how to remedy any shortcomings. This was followed by a 2.5-hour workshop where trained online faculty provided one on one assistance to online instructors who needed to make changes to their site (IIA2_18).

Mendocino College is also a member of the Chancellor's Office Online Education Initiative Consortium. As a part of the consortium, the College has taken advantage of multiple

professional development opportunities. Five of our full-time faculty members have been trained to review online courses for alignment with the OEI's rubric that emphasizes transparency, clarity, multiple means of instruction and assessment, and interaction. Several of our instructors have had their courses approved by the OEI as "aligned" with this very high standard (IIA2_19).

Instructional methods and quality are evaluated through a variety of faculty-led methods. Full time faculty evaluate part time faculty every six semesters. This evaluation includes a review of their syllabi, an observation of their teaching, and student ratings and comments. The review document encourages the reviewer to provide the reviewee with advice and ideas for improving their teaching practices, in keeping with our institutional value of continuous improvement. Tenured full-time faculty are evaluated by their peers every three years, while tenure-track faculty members are evaluated annually for their first four years. Again, the emphasis in these processes is on ongoing improvement of instruction. According to Article Eight of the Full-Time Faculty Collective Bargaining Agreement, the purpose of the evaluation process is "to encourage improvement in job performance through a regular, formal review focusing on self-awareness, instructional effectiveness, and the practice of varied and effective instructional activities." (IIA2_20; IIA2_21). The evaluation of part time and full-time faculty also includes a review of their syllabi and assignments, to ensure that they are teaching to the COR and following the instructional methods approved by the Curriculum Committee. Instructors are also required to submit their syllabi to their supervisors every semester.

The SLO assessment process also provides a window into the effectiveness of instructional methods. Faculty assess their CSLOs on a regular schedule, and the assessment protocol includes a reflection on instructional effectiveness. The document asks faculty how they may shift their instruction to improve their assessment results (IIA2_22).

These results are included in the Program Review Part II document that each department submits on a regular evaluation schedule. Departments reflect on a variety of metrics, including student success data, completion data, and SLO assessment results to evaluate the success of their programs and design improvements moving forward. Program Review Part II specifically asks departments how their program compares to the College as a whole regarding student success and student retention; if their student success, retention, and enrollment is consistent or improving/declining; and further how this information varies by race, gender, and age. Faculty reflect on all these elements to assess their programs and effectiveness of their instructional methods (IIA2_23; IIA2_24).

Analysis and Evaluation

The District meets the Standard. The curriculum review process is a faculty-led process and it ensures that the content and methods of instruction meet generally accepted academic and professional standards, both when courses are created and during the regular five-year review process. Likewise, the faculty evaluation, SLO assessment and Program Review processes are primarily faculty-driven and ensure that teaching methods are appropriate and current, and instructors are working towards continuous improvement. The Curriculum Committee rigorously reviews courses for appropriateness for online or hybrid delivery. The institution

maintains high standards for online instructors, requiring them to undergo formal training in the LMS. The Distance Education director conducts regular surveys of online students and analyzes success/retention data to evaluate how students are being served.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Mendocino College has identified student learning outcomes for every course and program, and they are assessed on an institutionally established schedule. The Curriculum Committee approves course outlines that include student learning outcomes, and every class section receives course syllabi that include those officially approved outcomes.

Course-level SLOs are approved by the Curriculum Committee and housed on the Course Outline of Record. They are assessed every four years on a cycle that was approved by the Planning and Budgeting Committee (IIA3_01). This cycle has been supervised by the SLO Coordinator, who has been a faculty member with release time. This has been quite a manual process that required the SLO Coordinator to track which courses required assessment in any given year, communicate, and coordinate with the faculty instructing those courses (IIA3_02). When faculty did not complete their assessments on schedule, it was the job of the SLO Coordinator to work with them to arrange completion. The completed assessments are archived on our Portal that can be accessed by all faculty members, full or part-time, for their review. The SLO Coordinator has tracked all the completed assessments in the Master SLO Assessment Schedule, an Excel spreadsheet, also housed on our Portal (IIA3_03; IIA3_04). This process has been effective but cumbersome, especially as the position of SLO Coordinator has been vacant in the last year.

We are currently in the process of moving our SLO assessment process into eLumen a curriculum and assessment management system. The SLO Committee is excited to introduce a new web-based platform that will automate much of this process, allowing for more frequent assessment of CSLOs.

The SLO Committee (commonly known as the SLO Team or SLOT) has focused this year on providing professional development for faculty regarding writing the best SLOs and assessing them in the most meaningful ways. The College Spring 2019 in-service included a session on the purpose of SLOs (IIA3_05). Two faculty meetings in the Spring of 2019 included presentations on methods of SLO assessment (IIA3_06). The SLO committee also sponsored two drop-in “clinics” where faculty could get one-on-one assistance from SLOT members on any aspect of crafting or assessing SLOs (IIA3_07).

Program-level SLOS are also approved by the Curriculum Committee, are housed on the Program Outline of Record and appear in the catalog. Program level SLOs are assessed every six years as part of the Program Review cycle approved by PBC. Faculty are required to assess their Program Level SLOs when they complete Part II of Program Review (IIA3_08). This assessment, in addition to other data they provide in Program Review Part II, is reviewed by the Educational Action Planning Committee as part of their evaluation of program health, described in more detail in IIA16.

The Curriculum committee will not approve course outlines without Student Learning Outcomes. Page 17 of the Curriculum Committee handbook describes expectations for SLOs (IIA3_09). The District also informs faculty that they must have a syllabus for their class and that it must include the current, approved SLOs for the course (IIA3_10). This information is included in the letter sent to all adjunct faculty with their contracts (IIA3_11) and has been communicated via email by the Dean of Instruction (IIA3_12; IIA3_13).

Analysis and Evaluation

The District meets the Standard. The institution has an institutional process for approving and assessing SLOs. The Curriculum Committee ensures that all Course Outlines include SLOs, and the District informs faculty that those SLOs must appear on the required syllabi. The SLO assessment process has been imperfect and open to human error. The implementation of the eLumen management system promises to address the complications of managing the assessment sequence and allow faculty to focus on meaningful reflection on their SLO assessments.

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Mendocino College has limited offerings at the pre-collegiate level. Those courses are distinguished from college level curriculum and the college provides students with the skills necessary to advance.

Pre-collegiate courses are distinguished from college level curriculum by their course number. The College numbering system is explained in the college catalog (IIA4_01). Courses numbered 1-14 are Pre-Collegiate Non-Degree Credit classes, described as courses that are development or remedial (pre-collegiate basic skills) and are not applicable for the Associate Degree and are not transferable. Courses number 15-49 are Non-Degree Credit and are described as Courses that prepare students for experiences in which the possession of “college level” skills may be desirable, but are not, strictly speaking, necessary for entry into an occupation or program of study. These courses are not applicable for the Associate Degree and are not transferable. Finally, the college offers some non-credit courses at the pre-collegiate level. These courses are numbered in the 500s and are described as being offered on a non-credit basis; “no grades or college credit are issued.”

The assignment of the course number is determined by the Curriculum Committee. For assignment of a non-credit designation, the Curriculum Committee is guided by the Chancellor's Office categories of eligibility for non-credit. For assignment of a pre-collegiate number, the Committee uses the descriptions above to guide their decision-making (IIA4_02).

Traditionally, most pre-collegiate level courses were offered in English and Math. The state legislation known as AB705 required all of California's community colleges to radically revise their Math and English offerings with the goal of placing almost all students into transfer level courses immediately. Even before this legislation passed, Mendocino College faculty realized that courses offered at pre-collegiate level were not serving students well and began to re-conceptualize them. Data collected as part of our equity work demonstrated that long pathways to transfer level were not serving students (IIA4_03). Now, most students will be placed in transfer level Math and English and will be provided support in the form of open labs where they can meet with instructors or co-requisite support courses that provide just in time remediation. Beginning this fall, the college will offer no English courses below collegiate level, outside of English as a second Language (ESL) courses. In the Math department, only one mathematical content course, MTH 46 Pre-Collegiate Math remains. The other pre-collegiate math courses are courses such as Math Success, which are designed to provide academic support to students. MTH 46 is part of a clear pathway to transfer level math (IIA4_04). The same is true of our ESL classes. Our lower level ESL classes lead to ESL 13 that is designed as a bridge from ESL to college English (IIA4_05). A handful of other non-credit resources classes are offered as well, such as EDU 500, Supervised Tutoring, which gives students access to our peer tutoring services at no cost.

The College continues to offer a handful of non-credit classes that are below collegiate level. Many non-credit classes have been developed as part of non-credit certificates designed to meet community needs. These programs originate in the Educational Action Planning Committee through the process described in IIA1. They are then reviewed by the Curriculum Committee. For example, the College offers a Basic Academic Skills Certificate of Competency designed to "help prepare students to pass High School Equivalency standardized tests, enroll in classes at Mendocino College, and enter the workforce." This sequence of courses was approved by both EAP and the Curriculum Committee and is focused on helping students progress forward in their academic pathway (IIA4_06).

Analysis and Evaluation

Mendocino College meets this standard. The Curriculum Committee reviews every course to determine its appropriate designation as pre-collegiate, college level or non-credit. This designation is clearly explained in the College catalog. The focus of pre-collegiate classes is to help students progress on clearly delineated pathways.

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Mendocino College has numerous board policies and administrative procedures that address this standard. Further, the College catalog, Curriculum Handbook, and the College website also address these expectations.

Course and program proposals are evaluated for factors such as need, quality, feasibility, academic rigor, appropriate requisites, to a name a few, by the Curriculum Committee (IIA5_01). The Curriculum Committee is made up of voting and resource members who will ensure the courses and programs adhere to the standards outlined by the Chancellor's Office. (IIA5_02). The Curriculum Committee handbook explains on pages 1-2 that the "mission of the Committee is to promote academic excellence and rigor by means of careful study and discussion and by the application of state regulations and policies of the District." Further, the Committee's duties include "examine[ing] each proposed Course Outline of Record (COR) to ensure completeness, academic rigor, technical correctness, articulation readiness, and consistency with Mendocino College standards" and to "examine each new and revised program and degree for academic rigor, technical correctness and consistency with Committee standards, the College Mission, and state regulations." (IIA5_03).

The articulation officer is a resource to both the Curriculum and Technical Review Committees to ensure that courses are submitted to CSU and UC for articulation. All courses are listed in the Mendocino College catalog. Courses that are C-ID approved have this designation next to the course description (IIA5_04). Further, students can access the articulation webpage to see the CSU, GE Breadth, IGETC articulation agreements, Private Schools that accept the CSU, GE Breadth and IGETC patterns, and articulation agreements with nearby community colleges, private and out of state universities (IIA5_05). General education worksheets are available from the counseling office, counselors and from the Articulation webpage. Specifically, degree and institutional requirements, general education requirements, CSU and IGETC are provided. Mendocino College outlines the associate degree, general education and competency requirements in Board Policy (IIA5_06). Through these standards, the College is following Mendocino College's process for ensuring courses breadth, depth and sequencing as outlined in Administrative Procedure (IIA5_07).

In Board Policy 4100, the College has identified the standards for degrees and certificates as outlined in Title 5. Further, the institution ensures completion of minimum requirements and follows common practices in American higher education (IIA5_08). Specifically, the Administrative Procedure 4100.1- Graduation Requirements for Degree and Certificates indicates that the college requires 60 semester credits or equivalent at the associate level (IIA5_09). Students are informed of these requirements through the Academic Rigor and Associate Degree Requirements sections of the college catalog (IIA5_10; IIA5_11). The college

offers 36 local degrees and 21 degrees for transfer (IIA5_12). Within the college catalog, students are informed of the degree and major units required for the 60-unit degree in each Program descriptions (IIA5_13).

Our College does not offer baccalaureate degrees, currently.

Analysis and Evaluation

The District meets the Standard. Development and maintenance of all degree programs follow practices common to American higher education. It is clearly stated through Board policies, administrative procedures, College catalog and College website the process honored at the College as well as the degree specifics needed.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Mendocino College schedules courses in a manner that allows students to complete their programs in a period consistent with established expectations in higher education, generally two years to complete a degree. Every department produces a multi-semester sequence document that projects which classes will be scheduled in the forthcoming semesters. These documents are accessible through the Portal. They are primarily used by counselors in the development of education plans (IIA6_01).

These sequences are also used as guides by the departments and Deans in their scheduling. For example, the multi-semester sequence for History indicates that HST 206 is offered every odd spring. The schedule for Spring 2019 indicates that the course was indeed offered (IIA6_02).

This breakdown of history degree requirements and the multi-semester sequence demonstrate that these requirements are regularly offered and can be completed in two years. History degree requirements are listed in the catalog (IIA6_03).

The multi-semester sequence below indicates that the core classes of HST 202 and 203 are offered every semester. The courses under “6 additional units” can be completed each year. Multiple classes listed under “Plus 3 additional units” are offered every semester. This scheduling pattern allows History majors to complete their degree in two years (IIA6_04).

Most classes are offered every semester or once per year. Every class is scheduled once every two years unless low enrollment or lack of an instructor make that impracticable. EAP recently inactivated The Elementary Teacher Education degree because chronic low enrollment led to the regular cancelation of a required course, making it impossible for students to complete the degree in a reasonable period of time (IIA6_05; IIA6_06).

The Curriculum Committee also monitors course offerings through their sunset policy. Courses that have not been offered in six semesters are automatically proposed for inactivation by the

curriculum committee. This policy alerts Deans and faculty that they have not been monitoring course scheduling properly and programs may need to be modified (IIA6_07; IIA6_08).

Analysis and Evaluation

The District meets the Standard. Departmental faculty and their Deans monitor scheduling of courses to ensure that courses are offered predictably and frequently enough to support program completion.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Delivery Modes:

Mendocino College effectively uses different delivery modes, teaching methodologies and learning support services to service our diverse students. Recently, the College has developed a new cohort model program designed to better serve students from our local Tribal partners. Partnering with the Coyote Valley Band of Pomo Indians, the College designed a sequence of classes for the Pomo Pathway program. This package of classes was offered at the Coyote Valley Education Center to a cohort of Native students from our District. Students were provided with a variety of support services (including childcare, textbooks, and meals) in an environment that was supportive and comfortable. Outcomes demonstrated that this approach was positive. The Program is currently in Year Two, and discussions about scaling up the program are taking place (IIA7_01).

In the past ten years, our online delivery of courses has expanded. Online classes serve a variety of students with complicated schedules who would not otherwise be able to pursue their education. In a survey of online students completed last year, many students reported that online classes were their only option given work and family obligations. As one student put it, “I am employed full time with two children. The flexibility online classes give me allow me to be able to attend college. I couldn’t do it otherwise.” Another student noted found online beneficial because “I suffer from ADD which limits my ability to sit through class in a classroom setting. It is difficult for me to focus; having online courses has been much easier” (IIA7_02).

The college also experiments with other means of delivery in order to meet the needs of a variety of students. Hybrid courses have proven to be a popular way of connecting faculty with students in geographically remote areas of the District, such as Covelo. Students enjoy meeting with the instructors a few times during the semester, but instructors are able to provide much of their instruction online, which limits a lengthy and often costly commute to the closest college center. Our North County Center recently piloted a “Weekends to Success” program for working adults that makes extensive use of the hybrid model combining online work with Saturday face-to-face classes (IIA7_03).

Specially designed classrooms link our main campus with all our centers. Using this technology, a class can be taught simultaneously in multiple locations, allowing students at our centers to join

a class that is not regularly offered in their location. For example, HUS 156 is being taught in Ukiah this fall but streamed to the students in the Lake Center as described in this course note (IIA7_04).

Teaching Methodologies:

Mendocino College promotes innovation in teaching methodologies and supports this through professional development for faculty. Full-time faculty members have 36 hours of “flex” time annually to devote to a professional development project of their own design. According to the Faculty-approved Flex handbook, the purpose of “flex” is “replace instructional days with professional development activities that enhance institutional programs and services and further student learning.” Part-time faculty members are paid for some flex hours as well, determined by their load (IIA7_05).

In addition to flex, there are a number of regular professional development activities aimed at helping instructors improve their teaching and learn about new instructional methodologies. Each year, the Foundation Skills Teaching and Learning Committee, now a subcommittee of the Guided Pathways Implementation Leadership Group, puts on two Teacher Institutes for local faculty and one Teachers on Teaching Conference that brings together local K-12 instructors with community college faculty. Recent topics have included Backwards Design, Active Learning Strategies, and Assessment in the Classroom (IIA7_06).

Serving diverse students through these methodologies has been a focus of Mendocino College for the past several years with an emphasis on developing equity-mindedness among all faculty and staff. For the past three years, the college has run a spring Faculty Equity Project, a series of workshops in which faculty members learn about equity and evaluate their own teaching practices for equity-mindedness. Fifty-four faculty members have participated in the project that encourages faculty to be more transparent in their teaching and re-evaluate their assessments and classroom activities to be more relevant to our diverse students (IIA7_07). This fall, a series of workshops open to all faculty continued this equity-minded emphasis with sessions on Native American cultural competency, implicit bias training, and information on serving non-traditional students (IIA7_08).

As discussed in IIA4, the Math and English departments are introducing shortened pathways to transfer level. Last year, the Foundation Skills committee worked with the Math and English departments to support ongoing professional development meetings to discuss the new pedagogical approaches, such as acceleration and co-requisite support, that will be necessary to support students in the post-AB705 accelerated Math and English placements (IIA7_09). This work is ongoing.

Learning Support Services:

The institution endeavors to provide Learning Support Services in a variety of modalities, locations, and methods in order to meet the needs of diverse students. The Learning Center provides tutoring at the main campus and three centers. However, in recognition that it is difficult for working students to come to these sites during open hours, the College contracts with Net Tutor, a fully online tutoring service which provides tutoring in a wide variety of

disciplines, with Math and English tutoring available 24/7. The college also recognizes that different venues/models may be more effective for some students. The Native American Resource Center offers tutoring for our Native students in its own location. The FYI program also provides tutoring and operates in a cohort model that also includes College and Career Success classes for FYI students. These services are described in greater length in IIB1 (IIA7_10).

Analysis and Evaluation

The District meets the Standard. Mendocino College constantly seeks new ways to serve our diverse student body and provide equitable outcomes, such as the innovative Pomo Pathways program. Mendocino College faculty are educated in equity-mindedness and encouraged through regular professional development offerings to adapt their instructional methodologies to meet the needs of their students. Learning Support services are offered in a variety of modalities and locations as well, to support a wide variety of students.

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Only Mendocino College's Nursing department uses department-wide examinations. The Nursing department contracts with Assessment Technologies Institute (ATI) to provide examinations that validate content learning and prepare students to pass the National Council Licensure Examination for Registered Nurses (NCLEX). The use of the ATI in the Mendocino College Nursing program has been accepted by the Board of Registered Nursing as part of overall curriculum approval. ATI Comprehensive Exam is a summative examination and review of all content covered in the program with a high predictive correlation of NCLEX success. ATI research finds a strong correlation between its use and a high pass rate on the NCLEX. ATI products are utilized throughout the program to assist students in mastering test-taking strategies and utilize critical thinking to help students prepare for NCLEX type questions and promote critical thinking.

Mendocino College finds the same correlation between using ATI and enjoying a high NCLEX success rate. Infact, the Nursing program enjoys an NCLEX pass rate of 100% by graduates in four of the last six years. At no time has the nursing graduate pass rate fallen below 81%. The California Nurse Practice Act, 2019, §1431 states that a nursing program "...shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates." MCC-ADN program pass rates remain above the state average for ADN programs over a five-year period (IIA8_01).

ATI employs an "internal working group focused on cultural competence that regularly reviews ... processes and guidelines, as well as external focus groups that review... content in accordance with best practices for learning and assessment development. All ATI assessment questions are reviewed for bias." (IIA8_02).

Analysis and Evaluation

The District meets the Standard. The only department to make use of a department wide exam uses a widely respected exam that is proven effective.

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Mendocino College awards credit based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies and reflect generally accepted norms. Mendocino College does not offer courses based on clock hours. Board Policy 4020 authorizes the President/Superintendent to establish procedures to assure compliance with credit hour norms (IIA9_01).

Units of credit are awarded based on the formula outlined on pages 2 and 3 Administrative procedure 4020.1 (IIA9_02). This formula aligns with the requirements established by the Chancellor's Office in the Program and Course Approval Handbook. The Curriculum Committee verifies that the relationship between hours and units is correct during the new course approval process. Our curriculum management software verifies that hours and units are calculated correctly (IIA9_03). Additionally, both the lead scheduler and the Director of Admissions and Records evaluate the scheduling of classes to verify that they are scheduled for the appropriate number of hours.

Units of credit are based on attainment of student outcomes as outlined in the Course Outline of Record (COR). Every course has a COR that includes objectives and student learning outcomes. The COR also includes methods of evaluation reviewed and approved by the Curriculum Committee. Instructors build their syllabi based on the SLOs and methods of evaluation approved in the COR. Every syllabus explains how course grades are calculated based on the successful completion of assignments that assess the skills and knowledge embedded in the learning outcomes. The AUT 142 syllabus illustrates how COR methods of evaluation and outcomes appear on syllabi (IIA9_04). Assignment instructions and grading rubrics more explicitly connect SLOs to grades as seen in the Instructions for Essay 1 from ENG 250 which identifies SLO #3 as one of the specific goals for that assignment (IIA9_05) and the connection between SLO #4 and grading criteria on the instructions for a SOC 200 paper (IIA9_06).

The assignment of grades follows the Board Policy as outlined in BP 503 that states, "grades shall be given to students in all credit classes at Mendocino College. Grades should accurately reflect students' progress during the course and their cumulative, overall performance upon completion of the course." (IIA9_07). Grades also conform to the definitions on page 54 of the college catalog in which C is defined as satisfactory, etc (IIA9_08).

Analysis and Evaluation

The District meets the Standard. Instructors award grades based on their students' achievement of learning outcomes as demonstrated on course assignments. The institution awards units of credit based on standard practices of calculating hours of in and out of class work.

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Mendocino College has clearly stated transfer-of-credit policies and works to make transfer of credit seamless, when appropriate. The Mendocino College catalog informs students that they may receive credit for prior coursework and other experience, such as military service (IIA10_01). The Admissions website houses the Transfer Work Evaluation Request form that identifies the Director of Admissions and Records as the evaluator (IIA10_02). The Director reviews coursework for alignment with Mendocino College course outcomes. If a determination is unclear, the Director seeks the input of discipline faculty to ensure the transfer of credit is appropriate (IIA10_03).

Mendocino College participates in the statewide C-ID designation program that simplifies transfer of credit. Mendocino College submits course outlines to be approved as aligned with statewide templates. For example, Mendocino College's Geology 203: Earth History was determined to be aligned with the C-ID "descriptor" GEOL 110, indicating that it covers the essential content and outcomes of that descriptor. Mendocino College can now confidently award credit for any course at another institution designated as aligned with GEOL 110 (IIA10_04). C-ID designations are published in our catalog so that students have easy access to that information. Mendocino College has 206 courses approved as part of the C-ID process (IIA10_05).

Where regular patterns of enrollment between institutions are identified, Mendocino College has established articulation agreements. These agreements are published on the Articulation webpage of the College website (IIA10_06; IIA10_07).

Mendocino College has also developed 21 transfer degrees. Transfer degrees are structured based on templates developed by CSU and community college faculty in response to SB 1440. With C-ID courses at the core, transfer degrees are guaranteed to be accepted by receiving CSU institutions, and students are granted junior status (IIA10_08). Transfer degrees eliminate much of the uncertainty of transfer of credit for Mendocino College students going on to the CSU system (IIA10_09).

Analysis and Evaluation

The District meets the Standard. Transfer of credit information is readily available to students on the College website and in the catalog. The Director of Admission and Records ensures that courses from the transfer institution meet learning outcomes that are comparable to the outcomes of the Mendocino College courses. Mendocino College faculty, with the leadership of the Curriculum Committee, have embraced the C-ID and Transfer degree systems to benefit Mendocino College students.

II.A.11 The institution includes in all its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Mendocino College has institutional learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspective. These are in addition to the program-specific learning outcomes that are part of each degree.

Mendocino College's Institutional Learning Outcomes can be found on page 10 of the Catalog and are:

1. Apply critical thinking and information competency skills to reach well-supported factual or judgmental conclusions that are effectively communicated in written and oral English.
2. Apply the scientific method, principles and concepts in order to test scientific hypotheses and theories.
3. Explain and apply mathematical concepts to solve problems through quantitative reasoning.
4. Express themselves subjectively as well as objectively when engaging with the creative arts and humanities in various cultural contexts.
5. Apply methods of social scientific inquiry to analyze key current and historical social, political, economic and individual issues in a variety of cultural contexts.
6. Continue their lifelong development by applying critical thinking, scientific inquiry and quantitative reasoning skills; and by their ability to express themselves subjectively as well as objectively when engaging with the creative arts and humanities (IIA11_01).

These Institutional Learning Outcomes are based on the College GE requirements, as noted on page 1 of Administrative Procedure 4025-1 (IIA11_02). Course level SLOs in General Education courses are mapped to Institutional Learning Outcomes as can be seen on the course outlines of record (IIA11_03). Our current CSLO assessment form also asks faculty to link their CSLOs to the ISLOs as they are being assessed. Analysis of ISLO assessments is currently a cumbersome process, but the implementation of the eLumen technology will allow more robust reporting (IIA11_04).

There are many methods by which students are informed of these GE/ISLO requirements. The College catalog includes these requirements under “Associate Degree Requirements” which states, “The awarding of an Associate Degree represents more than an accumulation of units. It symbolizes a thoughtful attempt on the part of Mendocino College to meet the Institutional Student Learning Outcomes (ISLOs) and to introduce students to patterns of learning experiences designed to develop specific capabilities and insights.” It subsequently details the specific unit requirements for each GE area and lists the approved classes for each area (IIA11_05; IIA11_06).

Additionally, when students meet with their counselor to develop their required educational plan, these plans include the GE requirements (IIA11_07). Furthermore, documentation about GE requirements is provided to the students by the Counseling office through a variety of handouts, including the “degree worksheets.” (IIA11_08).

In order to graduate, students must submit a petition to graduate. The Director of Admission and Records performs an academic evaluation for every student who submits a petition and then finalizes the petition document that includes a verification of GE requirements (IIA11_09).

Analysis and Evaluation

The District meets the Standard. Administrative procedure establishes Institutional SLOs connected to General Education requirements. This information is conveyed to students in a variety of ways, and completion is verified by Admission & Records upon graduation. Course level outcomes are mapped to ISLOs to facilitate assessment of student achievement of outcomes. This analysis should be more robust as the SLO Team leads the implementation of assessment through eLumen.

II.A.12 The institution requires of all its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Mendocino College requires of its AA and AS degrees a component of general education based on a carefully considered philosophy that is clearly stated in abbreviated form in the catalog on page 52.

Mendocino College embraces the philosophy and criteria for General Education as articulated in Title 5 section 55061. The College acknowledges that a general education is “designed to

introduce students to the variety of means through which people comprehend the modern world,” and that general education “reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by various disciplines.” (IIA12_01).

Board Policy 4025 explains the Mendocino College philosophy of General Education further: 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 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 (IIA12_02).

Mendocino requires the following units of General Education, as outlined on page 67 of the catalog.

- Natural Sciences: 3 units
- Social Sciences: 6 units
- Humanities: 3 units
- Language and Rationality: 6 units

In addition, Mendocino College requires demonstration of competency in Reading and Written Expression and Mathematics (IIA12_03).

Further, the college requires of its local degree recipients (AA-T and AS-T students are excused from this requirement) three units in Studies in Culture and three units in Wellness. These courses also reinforce the outcomes described in this standard.

The faculty-led Curriculum Committee reviews courses to be designated as GE courses or designated to fulfill the institutional requirements of Culture and Wellness. Faculty who wish to have their courses approved for one of these designations must submit the appropriate form that requires them to explain how the course content and outcomes are aligned with the attributes determined for each GE area and institutional requirement area by the Curriculum Committee (IIA12_04; IIA12_05). The Curriculum Committee discusses and votes on GE status as part of its regular agenda. This process is described in Section Five of the Curriculum Committee handbook (IIA12_06).

The outcomes of these GE areas include a student’s preparation for and acceptance of responsible participation in a civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and the social sciences. A review of course outlines approved for GE will show outcomes that relate directly to these goals. For example, POL 200, that fulfills the Social Science GE requirement, includes the SLOs:

- Identify American political ideas and institutions
- Apply this knowledge to contemporary issues about which there is active political debate.

These SLOS directly relate to responsible participation in a civil society (IIA12_07).

Analysis and Evaluation

The District meets the Standard. Board policy describes the philosophy of General Education that is required for all degree recipients. The determination of which classes fulfill GE areas is a faculty-driven process of the Curriculum Committee.

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All degree programs at Mendocino College include focused study in at least one area of inquiry or in an established interdisciplinary core. For AA and AS degrees, that core is at least 18 units of study in the “major” as required by Board Policy 4100 and Administrative Procedure 4100.1 and explained in the catalog (IIA13_01; IIA13_02; IIA13_03). The structure of degree programs at Mendocino College goes through multiple levels of review, beginning with the Educational Action Planning committee and culminating with the Curriculum Committee’s approval. The expertise of area faculty is heavily relied upon through this process. Our 21 transfer degrees are developed based on a transfer model curriculum determined by joint committees of community college and CSU faculty. These committees of experts select core outcomes for the program (IIA13_04).

The Curriculum Committee ensures that program level outcomes represent mastery of appropriate competencies in core classes. The Curriculum handbook instructs faculty to map program outcomes to individual learning outcomes in the courses in the program to demonstrate alignment of courses and program learning outcomes and to ensure that the “proposed courses fully address ... desired program–level learning outcomes.” All our programs have their program level outcomes reviewed by the Curriculum Committee before approval and include competencies that are required to be “level-appropriate” (IIA13_05).

Analysis and Evaluation

The District meets the Standard. All College programs have a focused area of study and include outcomes based on appropriate levels for the community college. Programs and their outcomes (including core course level outcomes) are reviewed by the Curriculum Committee and include faculty expert input.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Students in Mendocino College career and technical certificate and degree programs develop professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. The institution guarantees this through a process of review before program approval; regular curriculum committee review; requiring CTE faculty to consult regularly with advisory boards from local industry; and complying with external licensure requirements.

Mendocino College CTE degrees and certificates undergo rigorous review before their approval and annual review of their competencies. CTE programs are reviewed not only by the Mendocino College Educational Action Planning and Curriculum Committees but also by the North Far North regional consortium before submission to the Chancellor's office. This process requires extensive evidence about the labor market. For example, the recently developed Business Information Worker Program application to the North Far North Consortium included Labor Market information provided by the Centers for Excellence that validated the need for the program (IIA14_01).

All Mendocino College CTE programs have an Advisory Committee of local industry experts and employers during the program development process and continue to get the input of their advisory committees regularly after becoming an established program. The Physical Therapy Assistant program sought the input of an advisory committee of local Physical Therapists and Physical Therapy employers during its development process. These meetings were reported to Mendocino College and the North Far North Consortium during the approval process (IIA14_02).

Where appropriate, CTE programs also align with external licensure requirements. The PTA program will be accredited by CAPTE, the Commission on Accreditation in Physical Therapy Education. The Nursing program is accredited by the BRN, the Bureau of Registered Nursing. Both accrediting agencies rigorously review course curriculum to verify that the competencies taught meet industry standards. The National Council Licensure Examination (NCLEX) is the national exam for licensing nurses. The Mendocino College NCLEX pass rate demonstrates that the curriculum aligns with industry standards (IIA14_03).

In our Child Development program, the Child Development Certificate is aligned with the state requirements of Title 22, which outlines licensure for child-care providers. The core classes meet the Department of Social Services requirements for a School-Age Teacher in a child-care facility (IIA14_04). The Automotive program prepares students to take ASE (Automotive Service Excellence) certification. Instructors use ASE certification practice tests with their students and track their progress on learning ASE competencies. The department uses textbooks that correlate with ASE certifications (IIA14_05).

In 2019, the Chancellor's Office prepared a report based on the Career and Technical Education Employment Outcomes Surveys. One hundred sixty-two students who took CTE classes at Mendocino College in 2017-2018 were interviewed. Seventy-five per cent said that they secured a job that is very close or closely related to their program of study. Forty-nine per cent were very satisfied with the training they received and an additional 46% were satisfied. The overall change in hourly wages was \$6.50. These remarkable results indicate that Mendocino College CTE programs are meeting local student and employer needs (IIA14_06).

Analysis and Evaluation

The District meets the Standard. CTE program directors regularly consult with their advisory boards to ensure that their curriculum meets the needs of the labor market. The program approval process requires rigorous verification of labor market demand and is reviewed by the college, the North Far North Consortium and the Chancellor's Office.

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Mendocino College meets this standard. Elimination of programs requires Educational Action Plan approval. The proposal to eliminate a program usually comes from a Program Advisory Team that has been working with a program experiencing low enrollments or other type of issue. Once EAP decides to eliminate a program, the decision then flows to the Curriculum Committee for formal program inactivation. The Guidelines for Program Management outline the process for eliminating a program with the least disruption to students and while honoring those students who have catalog rights (IIA15_01). Program elimination is rare at Mendocino College. Last year the Elementary Teacher Education degree was eliminated. A PAT studied the program problems and determined that the rigid list of requirements made it too difficult for students to finish the degree in a reasonable amount of time. The program required a specific math class that was not part of any other degree and requirement. The class rarely received enough enrollment to "go" (IIA15_02; IIA15_03).

The Dean of Instruction analyzed the student education plans and transcripts of all students with that program as one of their declared majors and then communicated via letter with them. In this case, the college had another closely related degree, the Liberal Arts and Sciences degree with an emphasis in Education, that could meet the needs of most students (IIA15_04; IIA15_05).

The College also does its best to inform and work with students when degree requirements have to change. In the spring of 2015, the Biology department changed its core requirements. The Director of Admissions and Records and the Biology department contacted affected students to provide guidance in finishing the old core sequence before the new sequence was implemented (IIA15_06).

Analysis and Evaluation

The District meets the Standard. When programs are inactivated or substantively changed, the institution notifies the affected students and works with them to develop a plan for completion.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Mendocino College has a robust Program Review process. Each program submits a Program Review document annually and a more in-depth “Part Two” Program Review every six years (IIA16_01). Program Review Part Two requires faculty to review and report on a variety of metrics related to their programs, including success and completion rates and CSLO and PSLO assessment data (IIA16_02). Program Review Part Two is intended to provide a view into the overall health and well-being of the program and outline planned changes for the future. These reports are reviewed by the members of the Educational Action Planning (EAP) Committee. EAP evaluates the reports based on criteria in the Guidelines for Program Management. EAP can appoint a Program Advisory Team (PAT) if a review of the Program Review data indicates that a program is struggling. The goal of assigning a PAT is to analyze and attempt to remediate the problems in a program (IIA16_03).

In some cases, this process leads to significant programmatic change. In 2015, EAP assigned a PAT to the Business Office Technology (BOT) Program. The PAT met over a period of two years and recommended that the BOT program be replaced by the Chancellor’s office endorsed Business Information Worker model. The PAT report found that many of the classes offered through the BOT program were out of date and often canceled due to low enrollments. The Business Information Worker program offered an updated curriculum that would serve students better (IIA16_04; IIA16_05). The CTE review process also contributed to this review. In addition to Program Review, CTE programs are required to review their prerequisites every two years and meet regularly with their advisory boards (IIA16_06). In this case, the advisory board in Business reviewed the PAT findings and the proposed curriculum and endorsed the adoption of Business Information Worker program to replace the outdated BOT curriculum (IIA16_07).

Analysis and Evaluation

The District meets the Standard. A regular process exists to evaluate programs and is applied to all academic programs regardless of delivery method or level. Program review reports regularly lead to recommendations for change through the PAT process used by EAP. The only area that is not included in this systematic review process is community education. Mendocino College nominally has a ComEx or Community Extension program. However, it is minimal. In the Fall of 2019, the College offered two Community Extension courses, neither of which related to our normal course or program curriculum (IIA16_08).

Conclusions on Standard II.A. Instructional Programs

Mendocino College meets Standard IIA. The institution offers instructional programs that are conducted at levels of quality and rigor appropriate to higher education. The development and review of courses and programs are faculty-led processes. Evaluation of courses and programs are completed through regular systems that apply equally to all classes and programs regardless of method of delivery or level (developmental or transfer). Degree programs are developed thoughtfully and include General Education, Institutional Learning Outcomes, and Program Learning Outcomes that are regularly evaluated.

Mendocino College has an established process for assessing SLOs and uses SLOs in its institutional planning, as can be seen through the Program Review process. The SLO assessment process at all levels (course, program, and institutional) is still evolving. The manual process of tracking SLO assessment completion has distracted from the SLO Chair's ability to provide leadership. However, the SLO Team has set goals to continue to provide professional development and pilot eLumen implementation this academic year. This pilot program for the implementation of eLumen (a web-based SLO assessment system) shows promise to streamline the process and facilitate improved assessment data.

Mendocino College also offers a quality online program and holds its online instructors to high standards. The College maintains policies that require regular and effective contact and has in place Curriculum Committee and Distance Education policies that require instructors to receive thorough training and teach the same content with the same rigor as the Course Outline indicates.

CTE programs undergo review that is more regular, meeting with their advisory boards and reviewing their prerequisites and curriculum through the Program Review process every two years. Employment information indicates that Mendocino College CTE programs are effectively preparing students for the workplace.

The Curriculum Review and Program Review processes ensure regular review of courses and programs for currency, relevance, and effectiveness.

Evidence List

| | |
|---------|---|
| IIA1_01 | Guidelines for Program Management |
| IIA1_02 | Curriculum Handbook - Section 7 |
| IIA1_03 | DAM Certificate of Achievement |
| IIA1_04 | English - AA-T |
| IIA1_05 | EAP New Program Proposal Form |
| IIA1_06 | Program Review - PSLO Form |
| IIA1_07 | Degree and Certificate tableau screenshot |
| IIA2_01 | Board Policy 4032, Course Outlines |
| IIA2_02 | Curriculum checklist |

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| IIA2_03 | 5-yr Review Reminder Email |
| IIA2_04 | Curriculum 5-yr Review Instructions |
| IIA2_05 | DE addendum SLO method of instruction |
| IIA2_06 | Administrative Procedure 4105.1, Distance Education... |
| IIA2_07 | DE addendum front pages |
| IIA2_08 | Math elements showing DE and no DE |
| IIA2_09 | COM 203 DE addendum |
| IIA2_10 | Distance Education Handbook Pages 8-11 |
| IIA2_11 | Board Policy 4105, Distance Education |
| IIA2_12 | Administrative Procedure 4105.1, Distance Education... |
| IIA2_13 | Distance Education Handbook pages 12-16 |
| IIA2_14 | DE addendum regular and substantive contact section |
| IIA2_15 | Canvas feature analytics 2019 |
| IIA2_16 | Academic Senate Minutes November 29, 2018 |
| IIA2_17 | Email Describing Review of Classes with Attachment |
| IIA2_18 | Email Advertising Canvas Workshop |
| IIA2_19 | Course aligned with OEI rubric |
| IIA2_20 | Faculty Evaluation Summary Form |
| IIA2_21 | Article 8, MCFT CBA |
| IIA2_22 | BIO 220 SLO Assessment, with improvements indicated |
| IIA2_23 | Program Self-Assessment in Program Review Part 2 |
| IIA2_24 | Communications department 2018 program review sample |
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| IIA3_01 | Review cycle |
| IIA3_02 | Assessment due reminder email |
| IIA3_03 | Screen shot completed SLO assessments portal page |
| IIA3_04 | Master SLO Assessment Schedule |
| IIA3_05 | In-service Agenda - Spring 2019 |
| IIA3_06 | Faculty meeting agendas with SLO presentations |
| IIA3_07 | Email Advertising SLO Clinics (1) |
| IIA3_08 | Program Review - PSLO Form |
| IIA3_09 | Curriculum Handbook Excerpt |
| IIA3_10 | Agriculture 180 syllabus with SLOs and SLOs from COR |
| IIA3_11 | Letter Accompanying Part-Time Faculty Contracts |
| IIA3_12 | Email Reminder about SLOs 2 |
| IIA3_13 | Email Reminder about SLOs on Syllabi |
| | |
| IIA4_01 | Catalog course numbering |
| IIA4_02 | Curriculum Checklist course number |
| IIA4_03 | Pathway data slides |
| IIA4_04 | Math and English Pathways from Catalog |
| IIA4_05 | ESL pathway |
| IIA4_06 | Basic Skills Certificate description from catalog |
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| IIA5_01 | Board Policy 4020, Program, Curriculum and Course Development |

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| IIA5_02 | Administrative Procedure 4020.1, Program and Curriculum Development |
| IIA5_03 | Curriculum Handbook excerpt |
| IIA5_04 | Sample C-ID designation in catalog |
| IIA5_05 | Mendocino College Articulation website screenshots |
| IIA5_06 | Board Policy 4025, Philosophy and Criteria for Assoc. Degree and GE |
| IIA5_07 | Administrative Procedure 4025.1, Philosophy and Criteria for AD and GE |
| IIA5_08 | Board Policy 4100, Graduation Requirements for Degrees and Certificates |
| IIA5_09 | Administrative Procedure 4100.1, Graduation Require. for Degrees and Certs. |
| IIA5_10 | Academic rigor statement in catalog |
| IIA5_11 | Associate Degree requirements in catalog |
| IIA5_12 | List of degrees in catalog |
| IIA5_13 | Computer Science degree requirements in catalog |
| IIA6_01 | Multi-semester sequence portal screenshot |
| IIA2_02 | History in Schedule |
| IIA6_03 | History in Catalog |
| IIA6_04 | History Four Semester Sequence |
| IIA6_05 | ETE PAT report |
| IIA6_06 | EAP Minutes 10-17-18 |
| IIA6_07 | Curriculum Handbook page 14 |
| IIA6_08 | Sunset Policy email |
| IIA7_01 | Pomo Pathway Brochure |
| IIA7_02 | Select Spring Distance Education survey results |
| IIA7_03 | Weekends to Success |
| IIA7_04 | Ukiah Class Livestreamed to Lake Center |
| IIA7_05 | Flex Handbook page 2 |
| IIA7_06 | Teacher in-service and conference agendas |
| IIA7_07 | Faculty equity project advertising |
| IIA7_08 | Equity Minded Faculty Professional Development Opportunities flyer F19 |
| IIA7_09 | Spring 2019 AB705 Professional Development email |
| IIA7_10 | Diverse supports screenshots |
| IIA8_01 | NCLEX Five Year First Time Pass Rates Table |
| IIA8_02 | Email from Assessment Technologies Institute |
| IIA9_01 | Board Policy 4020, Program, Curriculum and Course Development |
| IIA9_02 | Administrative Procedures 4020.1, Program and Curriculum Development |
| IIA9_03 | eLumen screenshots hours and units |
| IIA9_04 | AUT 142 documents |
| IIA9_05 | ENG 250 Assignment with SLO Included |
| IIA9_06 | SOC 200 SLO 4 in paper instructions |
| IIA9_07 | Board Policy 503, Examinations and Grading |
| IIA9_08 | MC Catalog, page 54 |

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| IIA10_01 | Catalog Pages with Transfer of Credit Info |
| IIA10_02 | Transfer Work Evaluation Request |
| IIA10_03 | Screenshot of A and R Website with Transfer Evaluation Form |
| IIA10_04 | GEOL 110 aligned list and info |
| IIA10_05 | List of C-ID approved courses |
| IIA10_06 | Articulation webpage screenshot |
| IIA10_07 | Respiratory Care Articulation Agreement |
| IIA10_08 | CDV transfer degree junior status statement |
| IIA10_09 | Catalog List of Transfer Degrees |
| IIA11_01 | ISLOS in catalog |
| IIA11_02 | Administrative Procedure 4025-1, Philosophy and Criteria for AD and GE |
| IIA11_03 | COR with ISLOs mapped to CSLOs |
| IIA11_04 | ISLOs on CSLO assessment form |
| IIA11_05 | Degree-GE Philosophy in Catalog |
| IIA11_06 | GE Requirements in Catalog |
| IIA11_07 | Sample Ed plan with GE |
| IIA11_08 | Degree Worksheet |
| IIA11_09 | Petition for Graduation |
| IIA12_01 | GE Philosophy in Catalog |
| IIA12_02 | Board Policy 4025, Philosophy and Criteria for Assoc. Degree and GE |
| IIA12_03 | GE Requirements in Catalog |
| IIA12_04 | Curriculum Minutes with GE Action Item |
| IIA12_05 | Curriculum GE Forms |
| IIA12_06 | Section Five of Curriculum Handbook |
| IIA12_07 | COR with SLOs Directly Related to GE Goals |
| IIA13_01 | Board Policy 4100, Graduation Requirements for Degrees and Certificates |
| IIA13_02 | Administrative Procedure 4100.1, Graduation Require. for Degrees and Certs. |
| IIA13_03 | AS Degree Requirements in Catalog |
| IIA13_04 | Excerpt from Transfer Model Curriculum Development Guidelines |
| IIA13_05 | Curriculum Handbook excerpt |
| IIA14_01 | Business Information Worker - Labor Market Indicators |
| IIA14_02 | PTA Advisory Committee Meeting Minutes June 2017 |
| IIA14_03 | Five Year NCLEX Pass Rates State AND vs. MCC |
| IIA14_04 | Child Development Certificate Title 22 requirements |
| IIA14_05 | AUT 170 textbook ASE correlation |
| IIA14_06 | Mendocino College CTEOS 2019 (1) |
| IIA15_01 | Appendix G of Guidelines for Program Management |
| IIA15_02 | Elementary Teacher Education for Transfer degree PAT report |
| IIA15_03 | EAP Minutes 10-17-18 |
| IIA15_04 | Data on ETE declared majors |

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| IIA15_05 | Letter to ETE students |
| IIA15_06 | Student Notification of BIO Core Requirement Change |
| IIA16_01 | Six Year Review Cycle |
| IIA16_02 | Program Review Part II |
| IIA16_03 | Guidelines for Program Management - Sections 2 – 3 |
| IIA16_04 | BOT PAT report and meeting minutes |
| IIA16_05 | EAP minutes 02.11.16 |
| IIA16_06 | 2 year CTE review |
| IIA16_07 | Business Advisory Committee Minutes |
| IIA16_08 | Screenshot of Commex offerings |

II.B. Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Library:

Mendocino College supports student learning and achievement by providing Library and other learning support services to students and the College community. The Library collection is sufficient in quantity, currency, relevance, depth and variety to support educational programs regardless of location. As of July 1, 2018, the Library collection included:

- 43,202 print titles
- 18,229 eBook titles
- 3,052 AV materials
- 62 print periodical subscriptions
- 25 database subscriptions

The majority of physical materials are housed at the main campus, except for a small collection housed at the Coast Center. All centers additionally have reserve books relevant to classes being offered at those sites. Students at all our locations and online have access to the databases and e-Books as well as access to assistance from a reference librarian. Reference librarians are available by email and phone to assist students from any location, including our online students. Databases are accessible to students from their phone or home computer or from the computers available to them at our Library or centers. Books and AV materials are taken by courier to the centers when requested by students based at those sites (IIB1_01; IIB1_02).

The main campus Library also provides space and technology to assist students in their learning. The Library has nine dedicated study rooms for group or private, quiet study. The library has additional seating for 171 students, including 69 computer workstations. Library computers provide students access to the Library databases, the internet, Office applications, and printers. A full-time classified library staff member is available to assist students with technical problems. The Library also has a set of 30 laptops that are available for instructors to use with their classes or to facilitate Librarian-led library tutorials.

In the last three years, the Library staff have worked closely with the Equity Coordinator, First Year Institute, and EOPS programs to expand the College's lending library (IIB1_03). The

lending library now loans textbooks, calculators, and Chromebooks to Mendocino College students. During the last academic year, 690 students took advantage of this service. Librarians provide library orientations for classes, at the request of the faculty. Reference librarians are available approximately 40 hours a week to work one on one with students. Additionally, our librarians have developed an array of LibGuides that provide instruction on how to use library materials, conduct research, and evaluate and properly cite evidence. These materials are always available to all students and faculty through our Library website (IIB1_04). One section of Library 200: Information and Research Competency is offered every semester and, in the summer, for credit, for those students desiring more in-depth instruction in information science (IIB1_05).

Learning Center & Tutoring:

Mendocino College provides peer tutoring in a variety of locations to best serve students. The Learning Center on the main campus is the hub for Math and English tutoring. It is open from 8am -5pm and until 8pm one night a week to accommodate evening classes and students who have approved Disability Resource Center (DRC) testing accommodations. The Learning Center provides students with 27 computers with access to Microsoft Office, the internet, and printers. It also provides school supplies such as notebooks, graph paper, note cards, pens, pencils and highlighters. Four study rooms provide students with space for private or group study and a distraction-free testing environment. The study skills and tutor room have a large whiteboard, television monitor, 12 computers and seating for 20 students and is used for study skills workshops.

Peer tutors are selected from successful students recommended by instructors and are provided with formal and ongoing training in Tutoring Methods. Math and English faculty participate in tutor trainings and provide best practices theories and strategies for tutoring. Peer tutoring is available daily at diverse times to accommodate students with different schedules. The Learning Center also supervises and funds tutors at all of our Centers. For the past several years, the Learning Center has also organized a Supplemental Instruction program. Based on the approach developed by the University of Missouri-Kansas, Supplemental Instruction places trained students in specific classes to provide learning skills assistance to students (IIB1_06; IIB1_07; IIB1_08).

Mendocino College also has a vibrant MESA program (Math, Engineering, Science Achievement). The MESA program provides peer tutoring in higher-level math classes as well as Chemistry, Physics, and Biology. MESA tutors are also selected based on recommendations from faculty in the disciplines. MESA also conducts Academic Excellence Workshops (AEWs) that have a scholarship component based on attendance and final grade. This year MESA has expanded its tutoring reach by holding the first AEW at the Lake Center in Chemistry to align with the expanded course offerings at the Lake Center. Faculty are supportive of our AEW program and promote the plan based on the student successes they see from the additional support. This fall MESA, which is headquartered on the main campus, is also piloting the use of Cranium Café to provide tutoring to students at the Centers. Should this pilot be successful, Cranium Café will be adopted by the Learning Center as well (IIB1_09).

The Native American Student Resource Center also provides tutoring, study space and computer access along with peer mentoring for Native American students. The First Year Institute also provides tutoring and mentorship for students in the FYI cohort (IIB1_10; IIB1_11). Tutors receive training each semester. Tutors in the Learning Center are required to take a class in Tutoring Methods at the beginning of their employment. Additionally, trainings open to tutors from all tutor centers occur regularly. This fall, an expert in tutor strategies from Yuba College provided a workshop for all tutors (IIB1_12; IIB1_13).

Faculty assistance is available to students through the Math and English labs. Starting in the fall, students taking ENG 200: College Composition, will be required to enroll in the English lab that gives them access to one on one assistance from English department faculty in the College Writing Center. The English lab is available to all students. Some math students will be required to enroll in the Math lab that similarly provides them with access to one on one assistance from Math faculty. The Math lab is open to all students enrolled in a math class and is located in the Learning Center (IIB1_14).

Additionally, the college contracts with NetTutor to provide access to tutoring through an online format. NetTutor is available to all Mendocino College students but was specifically acquired to provide tutoring access to our online students who are unable to come to campus during normal tutoring hours or live remotely. NetTutor tutoring is offered in a wide array of subjects (IIB1_15).

Analysis and Evaluation

The District meets the Standard. The Mendocino College Library provides high quality resources and study space to support student learning. Most of the Library's collection is easily available to students at all locations. Librarian reference assistance is available to all students through email, phone and the college website. Part-time librarians provide orientations at the request of faculty and assist instructional faculty in educating their students about assessing and using sources. The college has been without a head librarian for three years and has seen an inconsistency in the number of these orientations given. The hiring process for a new head librarian has begun. This person will reinvigorate the library outreach and education components.

The Learning Center and other tutoring entities provide tutoring by trained peers or faculty. Tutoring is widely available in a variety of locations and formats to serve the needs of all Mendocino College students.

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The Mendocino College Library staff works with instructional faculty to determine the appropriate materials to maintain or purchase. This input is received in a variety of ways. The library staff regularly communicate with full time faculty to request their input. Regular emails

ask faculty to make recommendations for purchases (IIB2_01). Librarians also work more directly with faculty with specialized needs. For example, the College is starting a new Physical Therapy Assistant program. A designated librarian worked with the new program Director and Dean of Applied Academics to acquire the resources needed to support students in that program (IIB2_02).

The library sponsors “weeding” events inviting faculty to work with a librarian to remove outdated materials from the collection and recommend replacements that are more relevant. (IIB2_03).

Librarians also add to the collections based on usage data and their interactions with students, adding to the collection in areas that are consistently researched by students. A web form on the library website provides a way for students (or faculty or staff) to request the Library acquire books or materials, though they can do that in person with Library staff as well (IIB2_04). Library and faculty also collaborate on LibGuides where librarians develop instructional materials to support the students in particular fields, such as Nursing, and for particular classes, including MTH 210 and ENG 200. LibGuides is a recent acquisition of the college, and these collaborations are slowly growing (IIB2_05; IIB2_06).

The Library and English departments are also working to collaborate more successfully. The English lab, mentioned previously, has been housed in the Learning Center but starting this fall will relocate to be based inside the Library. This relocation is designed to encourage more contact between English students and faculty and librarians and Library resources. English faculty and Library staff have coordinated the design of the learning space and the re-branding of that space as the college Writing Center (IIB2_07).

The Learning Center Director collaborates with math faculty to provide the latest edition textbooks for Basic Skills and transfer level math courses. These resources are available to all students who enroll in the Math Lab, tutoring services or for general usage. Students with disability resource accommodations have access to Kurzweil, a learning technology and literacy software. This software is housed in the Learning Center but maintained and updated by the Disability Resource Center (DRC) Specialist.

Faculty are also integral to the selection and training of tutors. Math and English faculty participate in tutor trainings, sharing their knowledge and making expectations clear (IIB2_08). Tutors cannot be selected to work in either the Learning Center or MESA without the endorsement of discipline faculty (IIB2_09; IIB2_10).

Analysis and Evaluation

The District meets the Standard. Instructional faculty and librarians regularly collaborate on the development of the Library collection. Faculty input is regularly requested and honored. The collection has been recently weeded with the assistance of faculty and is regularly monitored for use and relevance by librarians and staff.

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library and learning support services are evaluated in a variety of ways. Library and learning support services were included in the recent student survey conducted by the firm Ruffalo Noel Levitz. Students were asked to rate College attributes on a scale of 1 to 7. Students responded favorably to the following prompts: Computer access is adequate; there are a sufficient number of study areas on campus; Library resources and services are adequate; and Library staff are helpful and approachable. These four elements were rated by students as both very important and highly satisfactory (IIB3_01).

Regarding tutoring, the written responses were strongly in support of expanding tutoring (IIB3_02). This confirmed the analyses of the tutoring centers as well. The Learning Center and Math and English labs are working to expand their hours and availability. Both the Math lab and English lab have added Friday hours this fall, and the Distance Education Director is working to make NetTutor more visible to all students through our Learning Management System, Canvas, which is used by all online instructors and many on-ground classes (IIB3_03; IIB3_04).

More regular means of evaluation take place as well. Librarians take daily use reports of space usage and reference requests. The Library uses a student survey to evaluate student satisfaction. (IIB3_05). The Learning Center has surveyed all tutees this fall and this past spring surveyed the tutees in Supplemental Instruction classes and studied the success rates of students in those classes as compared to students in classes without that support (IIB3_06; IIB3_07; IIB3_08).

The Library and Learning Center, along with many of the student services departments, have been in a process of reviewing and rewriting their Student Area Outcomes to be more focused on direct student experiences and desired outcomes for students. The new SAOs have made it evident that the previous student surveys and means of evaluation need to be augmented.

The new Library SAOs are:

- Students will be able to access library resources including online catalog, circulating library material, electronic resources, lending library materials, reserve books, computers, quiet and group study spaces, and professional reference assistance
- Students will be able to successfully locate appropriate sources of information and cite that information correctly and ethically.
- Students will be able to evaluate sources of information for bias, currency, authority, accuracy, and coverage.

The Learning Center SAOs are:

- Students at all locations will be able to access high quality peer tutoring in Math and English

- Students at all locations will be able to access adequate study space and information about services.

While the Library and Learning Center have conducted student surveys in the past, they did not focus on attainment of student learning but rather satisfaction with library services and environment. To more meaningfully evaluate the library and learning support services, the Library and Learning Center have developed new evaluation tools to be implemented this academic year. These tools will survey the instructors of students who use the library and learning center services to further evaluate success in student learning (IIB3_09; IIB3_10).

Analysis and Evaluation

The District meets the Standard. Mendocino College is progressing in this standard. Evaluations have been conducted in a variety of ways and have been used to improve services. The Library and Learning Center have a plan to implement new faculty and student surveys to more directly assess the success of their services in supporting student outcomes.

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The Mendocino College Library is currently participating in a Library Services Platform project funded by the state of California in collaboration with the Chancellor's Office and the Council of Chief Librarians. Of the 115 California Community Colleges, there are 110 implementing a common Library Services Platform, exLibris' Alma. This project will dramatically improve the student interface with the library search feature and databases. The product was thoroughly reviewed for quality and accessibility by the California Community College Tech Center (IIB4_01). The Library also purchases access to databases through the Council of Chief Librarians and a proxy server through OCLC but does not contract with any outside entity to provide services for students.

The Learning Center contracts with NetTutor which provides online tutoring. This was also acquired through a consortium, the Online Education Initiative (OEI), an initiative of the Chancellor's office. Before its acquisition, the OEI thoroughly vetted NetTutor for quality, reliability and accessibility. NetTutor is easily accessible for students through the College website and the Canvas Learning Management System, and Math and English tutoring are available 24/7 (IIB4_02).

Analysis and Evaluation

The District meets the Standard. The College contracts with only one outside entity for Learning Support Services, NetTutor, which was thoroughly vetted by the statewide consortium run by the Chancellor's Office.

Conclusions on Standard II.B. Library and Learning Support Services

Mendocino College is aligned with Standard IIB. The College provides ample library resources, study space, computer access, peer tutoring, and faculty-staffed Math and English lab support. Every effort is made to extend these services to online students and students based at the college Centers. The Library and Learning Center both consult with instructional faculty to make sure that the resources provided promote the achievement of student learning outcomes. Librarians consult with faculty about book orders and the creation of library resources. Faculty are consulted by both the Learning Center and the MESA program in both the selection of tutors and tutor training.

The Library and other learning support services engage in evaluation of the outcomes of their services. The Library and Learning Center are working to improve their evaluation processes. The College has just begun the search for a Head Librarian, after having been without a full-time librarian for three years. The Learning Center has recently hired a permanent full time Director after 2 years of an interim. With solid leadership in place in these vital areas, the services they provide and their ongoing regular evaluation will continue to improve.

Evidence List

| | |
|---------|--|
| IIB1_01 | Screenshot Reference Librarian Assistance |
| IIB1_02 | Screenshot deliver to centers |
| IIB1_03 | Email Regarding Reserve Books and Equity Funding |
| IIB1_04 | Screen shot of Libguides |
| IIB1_05 | Screen shot of LIB 200 Schedule |
| IIB1_06 | Centers - Tutoring Schedule |
| IIB1_07 | TLC Spring 2018 Tutor Schedule |
| IIB1_08 | TLC Spring 2019 Tutor Schedule |
| IIB1_09 | MESA tutor schedule F19 |
| IIB1_10 | Screenshot Native American Resource Center |
| IIB1_11 | Screenshot FYI resources |
| IIB1_12 | Tutor Training Agenda Fall 2019 |
| IIB1_13 | Tutor Training Syllabus |
| IIB1_14 | Math and English Lab Schedules |
| IIB1_15 | Screen shot of NetTutor |
| IIB2_01 | Sample Emails with Faculty |
| IIB2_02 | PTA program requests |
| IIB2_03 | Faculty weeding email |

IIB2_04 Library Material Request Form
IIB2_05 Libguide Developed for ENG 200
IIB2_06 Libguide Developed for MTH 210
IIB2_07 Writing Center flyer
IIB2_08 Tutor training agendas
IIB2_09 TLC tutor application
IIB2_10 MESA tutor consultation email

IIB3_01 Ruffalo Noel Levitz Student Survey results screen shot
IIB3_02 Ruffalo Noel Levitz screen shot student comments
IIB3_03 Math and English Friday Hours
IIB3_04 NetTutor in Canvas
IIB3_05 Spring 2018 Library Survey
IIB3_06 Mendocino College Learning Center-Tutee Survey 2019
IIB3_07 Supplemental Instruction Eval Spring 2019
IIB3_08 Supplemental Instructor Class Success Rates
IIB3_09 Library Faculty Survey Spring 2020
IIB3_10 The Learning Center Faculty Survey Spring 2020

IIB4_01 Screen shot from Technology Center
IIB4_02 Screen shot OEI NetTutor partnership

II.C. Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Mendocino College's Student Services Division offers a wide range of services to assist students in meeting their educational goals. Operating under the leadership of the Vice President of Student Services, this division includes the following programs and services:

| | |
|--|---|
| Admissions and Records | Financial Aid |
| Associated Students and Student Clubs | First Year Institute (FYI) |
| CalWORKs/TANF | International Student Program |
| College Assistance Migrant Program | Mental Health Support |
| Counseling and Transfer Center | Outreach |
| Disability Support Program for Students (DSPS) | Student Discipline |
| Extended Opportunity Program & Services (EOPS)/Cooperative Agencies Resources for Education (CARE) | Student Equity and Achievement Program activities (including Native American Student Resource Center and Pomo Pathways) |
| Food Pantry | Student Life |
| Federal Work Study (Student Employment) | Veterans Resource Center |

(IIC1_01; IIC1_02).

All student services programs are available to students either in person, through email correspondence, through the MC website, or via phone conversations (IIC1_03; IIC1_04). The quality of student support services is regularly evaluated to ensure that they support student learning and enhance accomplishment of the mission of the College. This is demonstrated through the following:

Program Review (PR) – Each student services program completes an annual program review every spring. These program reviews contain the following sections: an assessment of current year/past progress; the next year's objectives; and resource requests for the following year. Every four years, student services departments also complete a comprehensive review where additional information is required regarding student data and meeting Service Area Outcomes. The program review process forms the basis for college-wide budget development among other important institutional decision-making processes, such as staffing and facility needs (IIC1_05, IIC1_06). Student Services Council (SSC) – The Student Services Council is a participatory-governance committee that provides a forum where all student services departments collaborate, discuss, resolve issues, share pertinent information, review and revise student services policies, and coordinate efforts to better serve all students. They then communicate this information within the Student Services Division and across the College. This committee meets regularly and is chaired by the CSSO. Participants include leaders from each student services program (faculty, classified

and managers), a student representative from the associated student body, and the administrative assistant to the CSSO. In addition to addressing the scheduled agenda items, each meeting closes with “department information sharing” when leaders from each program may share updates, program successes, etc. (IIC1_07; IIC1_08).

Student Services Retreat – The CSSO organizes periodic division-wide staff retreats where all student services employees participate in various team building and communication-centered activities. This fosters camaraderie and cooperation among staff members that is critical for effective, cohesive services. The Student Services Retreat also serves as an opportunity for all student services departments to share programmatic updates with the intent of seeking feedback from participants to further evaluate the services (IIC1_09; IIC1_10).

Categorical and Grant Program Reviews – Student services programs that are categorically or grant funded are also required to submit a program review to the state or federal entity from which it receives funding. These reviews further ensure that programs are meeting identified goals and objectives relative to the services provided. These reports are reviewed with the CSSO before submission (IIC1_11).

Employee Evaluations – Each classified and certificated employee is evaluated by their supervisor based on the schedule set forth in the collective bargaining agreement. The evaluation ties the employee’s performance of duties to the level of service provided and the overall success of the College in accomplishing its mission. The evaluation tool reaffirms the strengths and weaknesses of the employee and plays a major role in the development of employee productivity and ability to perform their duties. It is also the tool through which an employee dismissal can occur if it is determined that standards necessary to meet student needs in an effective manner are not met (IIC1_12).

Other Committee Membership – Student services program employees serve on various participatory-governance and other general committees. Their participation serves to coordinate/integrate student services program activities and services with other College areas, and/or within the Student Services Division, program to program. During these meetings, the effectiveness of the various student services programs is frequently discussed, suggestions are made for improvement, and subsequent follow-up/reporting on these changes occurs. This information is captured in meeting minutes (IIC1_13; IIC1_14).

Student Satisfactory Inventory – Toward the end of every other academic year, the Director of Institutional Effectiveness, Research & Grants (in conjunction with the CSSO) distributes a survey to all students regarding their experience while attending Mendocino College. While this survey encompasses all divisions of the institution, questions regarding student support services are included, and programs can learn from the responses and make changes to services in order to serve students more successfully (IIC1_15).

Other Student and/or Staff Surveys – Student services programs also administer various student, staff and/or compliance surveys to evaluate the quality of services provided. Feedback from

these surveys is used to modify/adjust services to increase effectiveness and student satisfaction (IIC1_16; IIC1_17; IIC1_18).

Analysis and Evaluation

The District meets the Standard. The quality of student support services programs and the degree to which they support student learning are assessed utilizing a multitude of tools and methods. The College uses an annual review model for each department that requires programs and services to be evaluated. Faculty, staff and managers are evaluated according to a cycle developed by the District to ensure effectiveness in their positions. Additionally, reporting requirements for categorical and grant-funded programs in addition to student and campus surveys are utilized to assess effectiveness and promote continuous improvement.

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

All Student Services programs are required to participate in the College's program review process. Through this process, departments regularly assess their Service Area Outcomes (IIC2_01). As part of the assessment, departments identify the assessment method, describe results and plan for improvement, when necessary. Departments are also able to request assistance from other areas to meet their Service Area Outcomes (IIC2_02). This process allows departments to reflect on their progress towards meeting student support needs and to consider ways of improving their activities.

Another method by which Mendocino College has sought to assess learning support outcomes for its student population is through the Student Satisfaction Inventory conducted in collaboration with Ruffalo Noel Levitz (RNL). The Student Satisfaction Inventory, which polled students about all aspects of their education and services received at Mendocino College, was conducted at the end of the Spring 2018 semester (IIC2_03; IIC2_04). Upon receiving these results, which were mostly positive when compared with other institutions, we engaged a consultant from RNL to help address some of the areas that could be improved within our college (IIC2_05; IIC2_06). As part of the work done with RNL, Mendocino College faculty, staff and managers participated in an exercise to identify five strategy areas for improvement. The group of cross-constituent participants reviewed the information from the Student Satisfaction Inventory and Campus Climate Survey, also done with RNL around the same time. The group identified five focus areas: Guided Pathways, Employee On-Boarding, Campus Community, Committee Communications and Campus Employment (IIC2_07; IIC2_08). Through a collaborative process that included input from all constituent groups at the college, Mendocino College received 32 recommendations (IIC2_09; IIC2_10; IIC2_11). These

recommendations include areas that relate specifically to student support services and we have begun the process of addressing the recommendations.

Within the Student Satisfaction Inventory, students commented that our Financial Aid and Counseling Departments had room for improvement in terms of service delivery (IIC2_12). In order to address their concerns and further explore ways of meeting student needs, Mendocino College asked the Ruffalo Noel Levitz consultant to work directly with the Financial Aid and Counseling staff/faculty and share best practices (IIC2_13). The staff of both departments engaged in a fruitful discussion about methods they could implement to improve service delivery. Mendocino College will once again engage with Ruffalo Noel Levitz toward the conclusion of the Spring 2020 semester to measure improvements made in meeting student satisfaction.

Mendocino College has also linked work happening throughout the institution to the feedback received as part of the Student Satisfaction Inventory. For example, the college recently completed work on the Student Equity Plan for 2019-2022 (IIC2_14). As part of this process, we reviewed student success metrics and identified the student groups who are disproportionately impacted. Through this collaborative process, which was conducted within our participatory governance structure, Mendocino College developed activities that would directly address performance gaps among our disproportionately impacted student groups. Among the activities identified to address the student achievement gaps, and recommendations made through the work of the Student Satisfaction Inventory strategy teams, our college has launched a Career Hub, improved student-facing technology and invested in professional development. The College has also developed a comprehensive employee orientation process (IIC2_15; IIC2_16) and done extensive professional development around the Guided Pathways framework (IIC2_17). All work being conducted through the recommendations made by the Student Satisfaction Inventory strategy teams has been shared with the College community and is part of the work we are committed to address (IIC2_18).

Analysis and Evaluation

The District meets the Standard. Mendocino College's Student Services division relies on a comprehensive review of Service Area Outcomes as part of the Program Review process. Departments work collaboratively and through all constituent groups to develop, monitor and assess Service Area Outcomes to promote a continuous improvement environment. Additionally, the institution utilizes survey tools, such as the Student Satisfaction Inventory, to receive direct feedback from our students about how we can best serve them. All information received is considered and utilized to make improvements in the delivery of support services.

II.C.3 The institution assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Mendocino College offers services such as Admissions & Records, Financial Aid, Counseling, Disability Support Program & Services (DSPS), Extended Opportunity Programs and Services

(EOPS), CalWORKs, among others, to students (IIC3_01; IIC3_02). These services can be accessed in person at our campus in Ukiah, or at any of our center locations (Lake, North County, and Coast). These services can also be received through email correspondence, online using the Mendocino College website, by fax or through phone conversations. Students are provided with information on how to access services through a variety of means (IIC3_03; IIC3_04; IIC3_05) and forms are readily available for students on our website (IIC3_06). Many of our matriculation services, such as orientation (IIC3_07; IIC3_08; IIC3_09), are available online. Students can log in from the comfort of their home or visit any student services office to receive assistance on completing these processes.

Additionally, Mendocino College has begun piloting the Cranium Café system in the Financial Aid office (IIC3_10). This tool allows any student to meet with a financial aid professional during one of their available times to discuss financial aid matters. Students can log in through a computer, tablet or phone to have a live discussion with a financial aid staff member. Due to the large geographic region that we serve, the student services division has worked to improve means by which students can access services. Cranium Café allows students to get face-to-face conversations with staff through video chat. Staff members are also able to share documents with students and guide them through completing outstanding items.

As comprehensive services are required by our students in outlying areas of our District, job descriptions for staffing our centers reflect our approach of providing students with equitable and comprehensive services throughout the District (IIC3_11). Center Assistants can aid students with many aspects of student support services. If the staff is unable to do so, they will link students with the appropriate department or staff member to ensure the student is receiving the help they need. With the piloting of Cranium Café, Center Assistants can refer students to an available financial aid staff member on the main campus. Students can self-identify at any center location where the Center Assistant will answer their questions. If a question cannot be answered, the Center Assistant will make a computer available with a web camera to allow the student to meet virtually with a financial aid professional. While the financial aid office is the first to pilot Cranium Café, other departments are actively working towards implementation. At the conclusion of the 2019-2020 academic year, the Counseling Office and the MESA program will be brought on board with more to follow.

Analysis and Evaluation

The District meets the Standard. Mendocino College provides appropriate, comprehensive, and reliable services to all students through a variety of delivery methods. Students can receive support services in person, via phone, email, fax or online depending on their need and preference. The student services division is always exploring ways to improve access for students to receive support services, as exemplified in our implementation of Cranium Café and improving our student-facing technology.

II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and

standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

As noted in its mission, “Mendocino College embraces its role as an intellectual, economic and cultural anchor for the region”. As such, the college has a robust and enriching Art department and a variety of educational experiences for students that enhance their educational experience (IIC4_01, IIC4_02). Among the many enriching opportunities provided on campus, there is the Annual Juried Student Art Show, which allows students to exhibit work they produced both in and outside the classroom (IIC4_03), the Mendocino College Repertory Dance Company, which produces at least one concert each year, featuring choreographic works by students, faculty members and guest choreographers (IIC4_04) and the Annual Festival of New Plays, which features student-directed plays by local writers (IIC4_05).

The Associated Students of Mendocino College represents the student body and is directly involved with funding and coordinating enriching activities for students (IIC4_06; IIC4_07). ASMC partners with college staff to organize campus events such as the Week of Welcome (WOW) activities at the start of each semester (IIC4_08). These activities provide students with a welcoming environment that enriches their college experience.

Policies and processes have been developed at Mendocino College that follow the governance process of the institution to ensure proper administration of student governance (IIC4_09), co-curricular (IIC4_10) and student club activities (IIC4_11). Mendocino College students have started several student clubs and organizations that provide culturally enriching opportunities, such as the Latino Club and the American Indian Association (IIC4_12). Clubs organize events on campus and assist the College with the execution of large gatherings on campus such as the Annual Latino Student Retreat (IIC4_13) and the Native American Motivation Day celebrations (IIC4_14).

In the last year, Mendocino College has also hosted a screening of the film “More Than a Word”, which explores the cultural appropriation of Native American images and characters in professional sports (IIC4_15). This social and cultural experience provided students and the community with an opportunity to discuss the relevance and impact of the film’s message within our community, which has a comparatively large Native American population. In addition, within the last year the campus hosted Cascada de Flores, an ensemble that presents concerts as a duet to a sextet, bringing nostalgic songs and traditions of Mexico and its neighbors into simple and beautiful arrangements that allow space for both improvisation and pure expression. This performance headlined our International Day of Peace celebration that also included a daytime performance for K-12 students in our local school districts (IIC4_16).

Lastly, the College offers a number of intercollegiate athletic opportunities for students, including Men’s and Women’s Soccer, Volleyball, Softball, Baseball, and Men’s and Women’s Basketball (IIC4_17). Our athletic programs participate in the Bay Valley Conference (IIC4_18). As required for participating in intercollegiate athletics, Mendocino College student athletes abide by the student code of conduct and all requirements established by Mendocino

College and the Bay Valley Conference (IIC4_19). Students and staff can attend athletic events free of charge.

As an institution, Mendocino College follows the requirements for Title IX Gender Equity (IIC4_20; IIC4_21). Additionally, the institution has met all requirements to obtain the certificate of completion for the Equity in Athletics Disclosure Act (IIC4_22). Mendocino College has worked with the Bay Valley Conference to meet the requirements of their program review process. While the last program review occurred in 2011, Mendocino College was required to address the recommendations identified upon completion of that program review. The Bay Valley Conference commissioner commended Mendocino College for addressing the recommendations and commended the Athletic Director for his insights throughout the process (IIC4_23).

Analysis and Evaluation

The District meets the Standard. Mendocino College students are at the core of our social and cultural event offerings. Students are engaged in the process of funding and coordinating activities in collaboration with our employee constituent groups. The College's many departments in both academic and student services provide students and our community with many events and activities that enrich their educational experience. All activities support the College's mission and role as a cultural anchor in the community.

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Mendocino College provides counseling services to support student development and success. The counseling department consists of three full-time counselors providing general counseling support. There are also two full-time counselors in the EOPS program, one full-time counselor/coordinator in the DSPS program, one full-time counselor in CalWORKs, one full-time counselor in the College Assistance Migrant Program (CAMP), one full-time counselor supporting the First Year Institute, and one full-time Equity counselor. The College also employs approximately seven adjunct counselors to further ensure that our students receive timely, useful and accurate information about relevant academic requirements, graduation, and transfer policies.

Policies and procedures have been established at the institution that support the development and success of our students (IIC5_01; IIC5_02) and adherence to the Student Success and Support Program (SSSP) mandate (IIC5_03; IIC5_04).

Students are able to obtain information regarding the services available in our counseling department, such as bilingual support, transfer assistance, graduation requirements, and academic requirements, by visiting any college location, viewing the college catalog (IIC5_05), or visiting the Mendocino College website (IIC5_06).

Mendocino College's Counseling Department offers individual support for students in-person at any location, including the Lake, North County and Coast Centers. Hours of operation of the counseling office are 8am-5pm Monday through Friday. Extended hours have been provided during the semester until 6pm on Tuesdays and Wednesdays to accommodate the needs of our students. During high traffic periods, such as the weeks surrounding the start of each semester, counselors can be seen on a drop-in basis to accommodate as many students as possible. During most of the academic year, students can schedule appointments with available counselors by visiting any college location or by contacting the counseling office directly.

The College also provides mental health counseling support for students. In the past, Mendocino College has partnered with community organizations, such as the Mendocino County Youth Project, to connect students with community support in regard to their mental health needs (IIC5_07). Mental health related professional development opportunities have been made available to faculty and staff to help recognize the signs of emotional distress or mental illness in students (IIC5_08). The Counseling department employs an adjunct counselor to provide mental health counseling support to students throughout the academic year. Referrals are also made to community organizations to provide students with multiple options of support.

The Counseling Department participates in regular professional development opportunities (IIC5_09; IIC5_10) to ensure it is prepared to advise students. The Counseling Department is supervised by the Dean of Counseling & Student Programs, who also regularly participates in professional development opportunities (IIC5_11). All counselors are trained in graduation requirements and transfer policies (IIC5_12; IIC5_13). This information is also made available to students in the College catalog and on the College website (IIC5_14).

Analysis and Evaluation

The District meets the Standard. Mendocino College offers a wide range of counseling services for all students. General counselors provide support for all students, while program specific counselors provide support for students as part of a cohort or service need. Counselors aid students on a drop-in basis or by scheduled appointments, depending on the time of year.

Through the support of Counselors, students can receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. The Counseling Department receives training and relevant professional development to ensure it is equipped to support students.

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Mendocino College is part of the California Community College system. As such, our established Admission, Enrollment and Attendance policy (IIC6_01) supports the open-access mission of community colleges. Course sections offered by the College are open to all students of the District who meet course requirements. Additionally, Mendocino College has established policies for Admissions and Concurrent Enrollment of High School and Other Young Students (IIC6_02). This policy requires students under the age of 18 to meet the eligibility standards as established in Education Code, Sections 48800 and 76001. The College has an established policy for admission of international students (IIC6_03). As a College that can admit international students, we adhere to the requirements set forth by the SEVP program as mandated by United States Citizenship and Immigration Service.

Specialized programs, such as nursing, have additional criteria for admission (IIC6_04; IIC6_05; IIC6_06). Primarily, students interested in participating in the nursing program are required to meet all general education coursework, institutional requirements and nursing prerequisites before applying. Among the requirements for admission into the program, students are required to successfully complete the ATI TEAS Exam. The initial criteria for admission into the Nursing program are based on the California Community College Chancellors Office Formula for Acceptance. Scoring for each applicant is calculated based on a weighted formula that considers Science Grade Point Average (GPA), English GPA, and overall GPA. A negative calculation is scored if an applicant has repeated one of the science prerequisites (Anatomy, Physiology, Microbiology) due to a non-passing grade (D or F) in the previous 7 years. Applicants must score at 80% or above to be considered for acceptance. Once all eligibility requirements have been met, admission is granted using a random computerized selection process, or lottery.

Through the Counseling Department, students can receive direction on pathways for degree or certification completion. All Mendocino College counselors are also able to provide students with advisement on meeting transfer requirements. Through the one-on-one counseling sessions provided, students can receive support and guidance on entering a path and the requirements needed to meet their intended goal.

Analysis and Evaluation

The District meets the Standard. Mendocino College has clear policies and procedures that establish its admissions processes. Students can obtain admission support at any campus location and its counselors are trained to ensure that students have the information they need to choose an education path. Through a variety of means, students can obtain information on requirements for completing their certificate, degree and/or transfer to a four-year institution.

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

As an open-enrollment institution (IIC7_01), Mendocino College utilizes the California Community College Apply online tool for student applications. Students can apply for entry using this tool, and we apply the policies established by the institution for admission (IIC7_02;

IIC7_03; IIC7_04; IIC7_05). Mendocino College also offers paper applications for students that would prefer a non-automated option or cannot complete the online application due to other circumstances (incarceration, etc.). As part of our open-enrollment process, “every course, course section, or class, reported for state aid, wherever offered and maintained by the District, shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets such prerequisites as may be established pursuant” to relevant regulations. However, Mendocino College has an established enrollment priorities policy that may limit enrollment to students who meet properly validated prerequisites and co-requisites, or due to other practical considerations (IIC7_06; IIC7_07; IIC7_08). These enrollment priorities are consistent with ensuring equitable access to students while minimizing biases.

As outlined in our Student Success and Support Program (SSSP) policies (IIC7_09; IIC7_10), Mendocino College is committed to furthering equality of educational opportunities and academic success. Also, in accordance with Mendocino College’s SSSP policy, support services provided during the admissions process promote timely, accurate and thorough guidance of students. Orientation and pre-orientation services, along with academic counseling are made available to students in a variety of means and locations. Students can complete a college orientation in person or online, and counselors are available at all college locations, including the Lake, North County and Coast Centers. As students are supported through the selection of their intended academic goal, whether it be a certificate, degree or transfer, academic counselors use the established policies and articulation agreements to best inform students (IIC7_11).

With the passage of AB 705, Mendocino College no longer uses an assessment test that places students into Math and English courses (IIC7_12). The college underwent a lengthy and thorough process of developing a multi-measures approach for properly placing students in the appropriate college-level Math and English courses. The process was initiated within the faculty of each department (Math and English), through the curriculum process and Academic Senate and even incorporated feedback from other constituent groups (IIC7_13; IIC7_14; IIC7_15; IIC7_16). The resulting placement questionnaire is made available to students online or in person and guides students through a series of questions that results in a suggested placement for students based on their high school GPA and level of last completed high school course, among other measures (IIC7_17; IIC7_18). The placement questionnaire abides by the established state regulations and conforms to the requirements of the California Community College system.

Analysis and Evaluation

The District meets the Standards, policies, and procedures for the evaluation of assessment instruments used by the California Community Colleges. The established admissions process and placement questionnaire adheres to applicable federal, state and local regulations. Also, the California Community College Chancellor’s Office has approved all admissions and placement instruments used by Mendocino College.

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Student records are permanently, securely and confidentially maintained by Mendocino College. The college has established records retention and destruction policy and procedure that requires appropriate maintenance of student records (IIC8_01; IIC8_02). The Admissions & Records Office maintains all student academic records, from admissions application to transcripts, among others. The Financial Aid office maintains all student financial aid files, paper and electronic, including the documentation provided by students as part of the verification process for federal financial aid. The Dean of Counseling & Student Programs maintains all student discipline files. The Disability Support Programs & Services (DSPS) office maintains all student files relating to academic accommodations for students with disabilities. Other categorical programs that require additional information for delivery of services, such as CalWORKs, EOPS and the First Year Institute (FYI), also maintain files in a secure and confidential manner. All paper files are maintained within closed and locked offices or cabinets. Only employees with a relevant work need are granted access to files for students.

Mendocino College utilizes Ellucian's Colleague system to maintain student requests and facilitate the delivery of services to students. Before access is granted for employees, a request is made by the appropriate supervisor for access, which is then vetted through multiple areas for approval (IIC8_03). As part of this process, employees are granted access only to student information that is relevant to their work and is agreed upon by multiple departments before final access is granted. Upon receiving access to student records, employees receive training from their supervisor or colleagues on how to use Colleague for the proper execution of their job functions.

As an institution that adheres to the FERPA guidelines, staff receive consistent FERPA-related training in order to properly maintain student records (IIC8_04; IIC8_05). The training employees receive ensures that employees remain updated and aware about how to maintain student files and handle sensitive information with confidentiality. In the previous year, the Student Services Retreat has held professional development opportunities for faculty and staff relating to FERPA and applicable guidelines for maintaining student records. Additionally, employees are provided with training on how to request that students identify themselves before releasing sensitive and confidential information relating to their records.

The Information Technology (IT) Department maintains a robust electronic security system that supports the maintenance of electronic student records. The IT Department maintains records on-site and all information is backed up in a secure system. Mendocino College also works with Customers Bank (BankMobile) for the delivery of student financial aid, and it adheres to federal guidelines for secure maintenance of student records (IIC8_06).

Analysis and Evaluation

The District meets the Standard. Mendocino College maintains and secures student records in a confidential manner and in accordance with all applicable federal, state and local policies. The Admissions & Records, Financial Aid and Information Technology Offices, in addition to all other relevant departments, safely secure electronic and paper student records.

Conclusions on Standard II.C. Student Support Services

As an institution, we have a commitment to utilize the Program Review process to allow individual departments and programs to evaluate the quality of support services they are providing to our students. The College uses a robust mechanism to seek input about the quality of services through a variety of means, including the Student Satisfaction Inventory and departmental/program surveys. This feedback is used to inform the improvement of our services with the goal of continually striving to meet all student needs.

Given that Mendocino College has a main campus and three centers, in addition to the students who enroll remotely in classes, we deliver many options to students on accessing services. Students are able to receive those services in person, online, or over the telephone. Regardless of service delivery means, all students receive quality support that enables them to be successful and further advances our College mission.

The College has developed policies and procedures that guide our work to provide students with timely and accurate degree, certificate and transfer information. Utilizing the participatory governance in which we function, academic programs are developed to advance the academic pursuits of our students. Within the Student Services Division, that information is shared by our outreach, admissions and counseling staff/faculty. Professional development opportunities are promoted within the institution to ensure that employees are knowledgeable about the information students need to reach their academic goals.

Mendocino College offers a variety of co-curricular and athletic opportunities to students that enhance their student experience. Policies and procedures have been developed that guide the creation and administration of student clubs. Our Athletics Department adheres to all the regulations and requirements set forth by the State and Athletic Conference.

Upon review of the requirements, it is concluded that Mendocino College meets Standard IIC.

Evidence List

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| IIC1_01 | Student Services Webpage |
| IIC1_02 | Student Services-Support Programs Webpage |
| IIC1_03 | Website Financial Aid-Cranium Café |
| IIC1_04 | Website-Student Services-Counseling |
| IIC1_05 | Admissions and Records Program Review |
| IIC1_06 | DSPS Program Review |
| IIC1_07 | Student Services Council Agenda |
| IIC1_08 | Student Services Council Meeting Notes |
| IIC1_09 | Student Services Retreat Agenda |
| IIC1_10 | Student Services Retreat Power Point Presentations |
| IIC1_11 | Title V - Developing Hispanic-Serving Institutions Annual Performance Report |
| IIC1_12 | Mendocino College Evaluation Reports |

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| IIC1_13 | Institutional Research-Committee Description and Goals |
| IIC1_14 | Enrollment Management Committee minutes 5.17.19 |
| IIC1_15 | Student Satisfaction Inventory |
| IIC1_16 | CA Approving Agency for Veterans Ed (CSAAVE) Compliance Survey Letter |
| IIC1_17 | Mendocino College Student Bookstore Survey 2019 |
| IIC1_18 | Mendocino College 2017-2018 Graduate Survey |
| | |
| IIC2_01 | Program Review-DSPS-SAO |
| IIC2_02 | Program Review-Admissions and Records-SAO |
| IIC2_03 | Student Survey |
| IIC2_04 | Student Survey - Western |
| IIC2_05 | Ruffalo Noel Levitz February 2019 Visit Summary |
| IIC2_06 | Ruffalo Noel Levitz Progress Report |
| IIC2_07 | Strategy Areas |
| IIC2_08 | Strategy Groups Agenda |
| IIC2_09 | Ruffalo Noel Levitz March 2019 Visit Summary |
| IIC2_10 | Ruffalo Noel Levitz March Visit Agenda |
| IIC2_11 | Strategy Team Recommendations |
| IIC2_12 | Student Satisfaction Inventory Strategic Planning Overview |
| IIC2_13 | Ruffalo Noel Levitz March 2019 Visit Summary |
| IIC2_14 | Student Equity Plan |
| IIC2_15 | New Employee Orientation Invitation email |
| IIC2_16 | New Employee Orientation power point |
| IIC2_17 | Guided Pathways presentation |
| IIC2_18 | Fall 19 In-service power point |
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| IIC3_01 | Website-Student Services |
| IIC3_02 | Website Student Services-Support Programs |
| IIC3_03 | Website - Student Services Counseling Center |
| IIC3_04 | WebAdvisor |
| IIC3_05 | Website - Student Services Support EOPS |
| IIC3_06 | Website - Financial Aid Forms |
| IIC3_07 | Student Online Orientation webpage |
| IIC3_08 | Student Online Orientation Welcome page |
| IIC3_09 | Online Orientation – Overview |
| IIC3_10 | Website Financial Aid-Cranium Café |
| IIC3_11 | Job Description - Center Assistant |
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| IIC4_01 | Website - The Arts page |
| IIC4_02 | Theatre Department Performances |
| IIC4_03 | Annual Juried Student Art Show |
| IIC4_04 | Mendocino College Repertory Dance Company |
| IIC4_05 | Annual Festival of New Plays |
| IIC4_06 | Associated Students Constitution |

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| IIC4_07 | Website - Student Government page |
| IIC4_08 | Week of Welcome (WOW) Activities |
| IIC4_09 | Board Policy 5400, Associated Students Organization |
| IIC4_10 | Board Policy 5750, Co-Curricular Activities |
| IIC4_11 | How to Start a New Club Information |
| IIC4_12 | Website - Campus Life-Clubs and Organizations |
| IIC4_13 | Annual Latino Student Retreat |
| IIC4_14 | Annual Native American Motivation Day |
| IIC4_15 | More Than a Word Film Screening |
| IIC4_16 | International Day of Peace Concert and Performance |
| IIC4_17 | Intercollegiate Athletics Website |
| IIC4_18 | California Community College Athletic Association (CCCAA) Website |
| IIC4_19 | Mendocino College Student-Athlete Acknowledgment of Requirements |
| IIC4_20 | Board Policy 5700, Athletics |
| IIC4_21 | Statement of Compliance of Title IX Gender Equity |
| IIC4_22 | Mendocino College Equity in Athletics Disclosure Act Completion Certificate |
| IIC4_23 | Letter to Bay Valley Conference Commissioner re MC Athletics Program Review |
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| IIC5_01 | Board Policy 5110, Counseling |
| IIC5_02 | Administrative Procedure 5110.1, Counseling |
| IIC5_03 | Board Policy 5050, Student Success and Support Program |
| IIC5_04 | Administrative Procedures 5050.1, Student Success and Support Program |
| IIC5_05 | 2019-2020 Mendocino-Lake Community College District General Catalog |
| IIC5_06 | Website - Counseling Center page |
| IIC5_07 | Contract for Services MCC FY17/18 revised |
| IIC5_08 | Board Packet April 11, 2018 |
| IIC5_09 | President's Board Report-Guided Pathways Training |
| IIC5_10 | President's Board Report-Strengthening Student Success |
| IIC5_11 | President's Board Report-ACCCA's Admin 101 |
| IIC5_12 | 2018-2019 AA degree and Transfer General Ed Patterns |
| IIC5_13 | 2018-2019 Mendocino College Vocational Degree Worksheet |
| IIC5_14 | Website Academics page |
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| IIC6_01 | Board Policy 5010, Admission, Enrollment, and Attendance |
| IIC6_02 | Administrative Procedure 5011.1, Admission and Concurrent Enrollment |
| IIC6_03 | Administrative Procedure 5012.1, International Students |
| IIC6_04 | Website Nursing |
| IIC6_05 | Nursing Program Admissions |
| IIC6_06 | Nursing Program Page |
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| IIC7_01 | Board Policy 5052, Open Enrollment |
| IIC7_02 | Board Policy 5010, Admission, Enrollment, and Attendance |
| IIC7_03 | Administrative Procedure 5011.1, Admission and Concurrent Enrollment |
| IIC7_04 | Administrative Procedure 5011.2, Admission and Concurrent Enrollment |
| IIC7_05 | Administrative Procedure 5012.1, International Students |

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| IIC7_06 | Board Policy 5055, Enrollment Priorities |
| IIC7_07 | Administrative Procedure 5055-1, Enrollment Priorities |
| IIC7_08 | Administrative Procedure 4025-1, Philosophy and Criteria for Assoc. Degree GE |
| IIC7_09 | Board Policy 5050, Student Success and Support Program |
| IIC7_10 | Administrative Procedure 5050.1, Student Success and Support Program |
| IIC7_11 | Board Policy 4025, Philosophy and Criteria for Associate Degree and GE |
| IIC7_12 | AB705 Pathways to Successful Completion |
| IIC7_13 | Student Services Council March 2019 Agenda |
| IIC7_14 | Student Services Council Meeting Notes March 2019 |
| IIC7_15 | Student Services Council April 2019 Agenda |
| IIC7_16 | Student Services Council Meeting Notes April 2019 |
| IIC7_17 | Math and English Placement |
| IIC7_18 | Math and English Placement Tool |
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| IIC8_01 | Board Policy 3310, Records Retention and Destruction |
| IIC8_02 | Administrative Procedure 3310.01, Records Retention and Destruction |
| IIC8_03 | Ellucian Security Access |
| IIC8_04 | Student Services Retreat Agenda March 2018 |
| IIC8_05 | Student Services Retreat Agenda October 2018 |
| IIC8_06 | Consumers Bank Services Agreement |



MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

ISER - Standard 3

Resources

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The governing board of Mendocino-Lake Community College District (MLCCD) and Mendocino-Lake Community College District's Department of Human Resources have enacted policies and procedures to ensure that only appropriately qualified administrators, faculty, and staff are employed (IIIA1_01; IIIA1_02; IIIA1_03; IIIA1_04). MLCCD's Department of Human Resources follows procedures and processes for the recruitment, selection, and hiring of appropriately qualified personnel in compliance with the provisions of the California Education Code Sections 87400-87488 (IIIA1_05). All faculty and administrator hiring is predicated on strict compliance with the minimum qualifications for faculty and administrators as mandated by the California Community Colleges Chancellor's Office (IIIA1_06). Publicly available and clearly stated, Mendocino-Lake Community College District has multiple board policies and administrative procedures to ensure strict compliance with minimum qualifications for academic employees, classified employees, confidential employees, educational administrators, and classified supervisors and managers (IIIA1_07; IIA1_08; IIIA1_09). Human Resources collectively guides the hiring process in the District for faculty, educational administrators, and classified positions.

Job descriptions for various positions relate directly to the institution's mission and goals. When serving on search committees, college employees adhere to all applicable District, state, and federal hiring guidelines. Each job announcement for full-time faculty lists the required documents and criteria to be considered for the position, minimum qualifications, and desirable qualifications, all of which include an understanding of the College's diverse student population and a commitment to learning MLCCD's goals and mission (IIIA1_10). Job announcements for educational administrators state the minimum qualifications and desirable qualifications, all of which also include an understanding of the College's diverse student population and a learning

commitment to MLCCD's goals and mission (IIIA_11). Faculty and educational administrator job announcements and hiring committees include participation from the faculty who are appointed to the search committee by the Academic Senate in accordance with Administrative Procedure 701.1 (IIIA1_12). Job announcements for classified staff, classified supervisors/managers, and confidential employees also include the minimum qualifications, required education and experience, needs of the institution in serving its student population, and how the position supports the institutional program and goals (IIIA1_13; IIIA1_14).

Open positions are advertised on the California Community Colleges Registry, other job sites, national professional organizations, Internet sites, and on the MLCCD website (IIIA1_15; IIIA1_16). Job announcements are available electronically on the District website. Recruitment for all faculty and administrator positions is done on a local, state, and national level. Depending on the nature and level of the job, recruitment of classified personnel is done on a local, regional, state, and/or national level.

Analysis and Evaluation

The District meets the Standard. The College employs administrators, faculty, and staff who are qualified by appropriate education, training, and experience to support programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Both leadership and program or subject matter experts participate in the development of job descriptions to ensure that positions support the institutional mission and goals and create job descriptions that accurately reflect the duties, responsibilities, and authority of specific positions.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Mendocino-Lake Community College District requires that faculty members have the requisite expertise in their subject areas and are skilled in teaching and serving the diverse student population as well as the mission, vision, and values of the District (IIIA2_01; IIIA2_02; IIIA2_03). The minimum and desirable qualifications for full-time faculty are cited on job announcements and include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential contribution to the mission of the institution (IIIA2_04; IIIA2_05). The Department of Human Resources reviews transcripts of applicants for alignment with minimum educational qualifications, to verify discipline expertise. There is also a process for an equivalency request when a faculty applicant does not clearly meet the minimum qualifications as defined in the job

announcement. The process for degrees earned outside of the United States is outlined in the District's Administrative Procedures (IIIA2_06; IIIA2_07).

Minimum experiential qualifications are demonstrated by providing lists of their past and current teaching assignments in their resume/curriculum vitae, and if the applicant is invited for a first level interview, their teaching skills are evaluated through a teaching demonstration. The teaching demonstration in the faculty interview process is evaluated for content expertise, teaching ability, engagement with the audience, and use of appropriate technology. Faculty announcements also include development and review of curriculum and evaluation of student learning (IIIA2_08).

Analysis and Evaluation

The District meets the Standard. The College mission, instructional programs, and teaching are carried out by a sufficient number of full-time and adjunct faculty, all of whom meet state-mandated minimum qualifications and hold degrees appropriate to their field of instruction (IIIA2_09; IIIA2_10; IIIA2_11). Faculty job descriptions include desirable qualifications, specific discipline knowledge, and teaching expertise and experience. In fact, many full-time faculty exceed the minimum educational requirement for their respective positions by having obtained an Ed.D. or Ph.D. (IIIA2_12).

There is also a clear statement of faculty responsibilities in the development and review of curriculum and evaluation of student learning in the job announcements, and under the MLCCD Faculty Association bargaining unit contract Article 7, which has hours of service that include curriculum development, curriculum activities and participation in the student learning outcome process (IIIA2_13).

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Mendocino-Lake Community College District (MLCCD) follows governing board-adopted policies for employment of all College staff to ensure qualifications meet standards to sustain institutional effectiveness and academic quality (IIIA3_01). For academic administrators, the minimum qualifications are defined by California Code of Regulations, Title 5, Section 53420 (IIIA3_02). Additional qualifications are identified on the job announcement for academic administrators (IIIA3_03). Job announcements for classified staff, classified supervisors/managers, and confidential employees also include the minimum qualifications, required education and experience, needs of the institution in serving its student population and how the position supports the institutional program and goals (IIIA3_04, IIIA3_05).

The minimum and desirable qualifications for full-time faculty are cited on job announcements and include appropriate degree(s), professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential contribution to the mission of the institution (IIIA3_06). Each job announcement indicates the minimum educational requirement for the position pursuant to the Minimum Qualifications for Faculty and Administrators in

California Community Colleges (IIIA3_07). The Human Resources Department reviews transcripts of applicants to ensure that the minimum educational qualification is met, which verifies discipline expertise.

Analysis and Evaluation

The District meets the Standard. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Screening and interview processes are applied to assess the degree to which applicants possess the necessary qualifications to perform the duties of the position being filled. Minimum and desirable qualifications consider the institution's needs related to effectiveness and program quality.

IIIA.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Mendocino-Lake Community College District requires that faculty and administrators have the required degrees from an accredited United States institution (IIIA4_01; IIIA4_02). Each job announcement indicates the minimum educational requirement for the position pursuant to the Minimum Qualifications for Faculty and Administrators in California Community Colleges (IIIA4_03). The Human Resources Department reviews transcripts of applicants to ensure that the minimum educational qualification is met and that the candidates have the required degrees. There is also a process for an equivalency request when a faculty applicant does not clearly meet the minimum qualifications as defined in the job announcement, which is embedded as a hyperlink in the faculty job announcement (IIIA4_04; IIIA4_05). Individuals who have completed college or university coursework at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees, and other relevant documents. A foreign evaluation is required any time foreign course work is used to meet minimum qualifications.

Analysis and Evaluation

The District meets the Standard. Administrators and other employees responsible for educational programs and services meet state-mandated minimum qualifications and hold required degrees from institutions accredited by United States accrediting agencies or where equivalencies are met.

IIIA.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Mendocino-Lake Community College District has separate evaluation processes for adjunct faculty, full-time faculty, classified staff, confidential employees, and leadership, which are systematic and timely. Each process has specific criteria for evaluation, measures performance of assigned duties and documents participation in institutional responsibilities. Results of personnel evaluations and follow-up actions are documented and placed in the employee's personnel file. If a performance improvement plan is recommended for an employee, a timeline for follow-up is documented in the plan. The collective bargaining agreements (CBA) between MLCCD and the various bargaining units representing full-time faculty, adjunct faculty, and classified staff have specific language on evaluation processes and timelines for their respective members. The leadership handbook has the evaluation process and timelines for leadership, which include educational administrators, classified administrators, and confidential employees.

All tenured and tenure-track faculty are evaluated regularly and systematically as stated under Article 8, Exhibit 2 of the collective bargaining agreement between MLCCD and MCFT (Mendocino College Foundation of Teachers) (IIIA5_01). The forms are also available on the Staff and Faculty Portal under Evaluation Information (IIIA5_02).

In accordance with Article 8 and Education Code 87663(a), probationary/tenure-track faculty are comprehensively evaluated annually for the first four years of employment by a tenure review committee comprised of faculty and administrators. Evaluation reports include a tenure review committee evaluation report, criteria for evaluation of tenure, and a faculty improvement plan (IIIA5_03).

Under Article 8, the evaluation of tenured faculty members also applies to full-time faculty members who are not tenure track (such as categorically funded programs) and temporary full-time faculty. Under Article 8 and in accordance with Education Code 87663, full-time faculty will be regularly evaluated once every three years. The evaluation includes a peer review, student evaluations, evaluation by the school dean or approved administrator, classroom/workplace observation, and a self-evaluation packet. Full-time faculty serving as counselors, librarians, and College nurses are subject to the same evaluation; however, in addition, they use additional specialized forms located in Exhibits 3, 4 and 5 of the faculty CBA. Full-time faculty are tracked via a data retrieval system used to identify which evaluations are due. An Excel worksheet is also used to log the follow-up and receipt of evaluations.

The evaluation for adjunct faculty is administered in a consistent and timely fashion. In accordance with Article 13 of the CBA between MLCCD and the MPFA and Education Code 87663, new adjunct faculty will be evaluated during the first semester of their assignments (IIIA5_04). Once the initial evaluation takes place, adjunct faculty will be regularly evaluated a minimum of once each six semesters. The evaluation includes student evaluation, classroom/workplace observation, a self-evaluation, an administrative and/or peer evaluation and a post-observation conference. A data report is used to identify the evaluations due prior to the beginning of each semester. An Excel worksheet is sent to supervisors to advise of upcoming evaluations that are due. The same Excel worksheet is used to log the follow-up and receipt of evaluations. Exhibit 2 of the MPFA CBA provides the timelines and evaluations forms. The

forms are also available on the OneDrive platform, under “HR” “Forms” “Evaluations” (IIIA5_05).

The evaluation process for regular and probationary classified staff is outlined under Article 9 of the CBA between MLCCD and the SEIU (IIIA5_06). Classified staff are evaluated every other year. The evaluation tool includes the following components: knowledge, accuracy, thoroughness, responsibility, planning and organization, amount of work accomplished, meeting deadlines, employee/student/public contacts, safety practices, attendance, and observance of work schedule (IIIA5_07). The Management/Supervisory/Confidential Employee Handbook outlines the evaluation procedures for the leadership group (educational administrators, classified administrators, and confidential employees) (IIIA5_08). Classified and educational administrators are evaluated the first year of employment, the third year of employment, and every third year thereafter.

Board Policy 2435 and Administrative Procedure 2435.1 are used by the Board of Trustees to evaluate the superintendent/president (IIIA5_09; IIIA5_10). The evaluation of the superintendent/president occurs on an annual basis.

Analysis and Evaluation

The District meets the Standard. The institution has systematic processes for evaluating all employee groups regularly. All the evaluation processes have written criteria for evaluating performance of assigned duties, participation in institutional responsibilities and other activities as appropriate to their expertise. Evaluation processes assess effectiveness of personnel and encourage improvement. It is expected that evaluations are completed in accordance with written procedures and established timelines. All results of personnel evaluations and follow-up actions are documented and placed in the employee’s personnel file.

~~*III.A.6—The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*~~

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

~~*III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)*~~

Evidence of Meeting the Standard

The basis for hiring faculty is student, programmatic, and community needs. Mendocino-Lake Community College District maintains an appropriate number of full-time and adjunct faculty to

ensure the quality of its educational programs and services to achieve the institutional mission. The College has consistently met its full-time obligation number (FON), as evident in the 2018 FON report from the Chancellor's Office for the 2017-18 academic year. Mendocino-Lake Community College District's required FON was 45.7, and the District exceeded that initial base with 54 (IIIA7_01). For 2019-2020, the College has already surpassed its initial FON of 43.7 with the Full-Time Faculty Actual of 53 (IIIA7_02).

In addition to maintaining the FON, MLCCD is committed to hiring the faculty needed to meet the instructional and student services needs above and beyond the FON. Faculty positions are submitted through the annual program review process by respective disciplines and departments and prioritized by the staffing committee (IIIA7_03). Then, positions are prioritized through the Planning and Budget Committee, with the prioritized list forwarded to the superintendent/president for the final decision (IIIA7_04). The process and criteria used for determining the full-time faculty to be hired include full-time equivalent students (FTES), full time equivalent faculty (FTEF) attributed to full-time faculty, FTEF attributed to adjunct faculty, overload, enrollments, growth, and fill rates. After Planning and Budget Committee discussion, the results are submitted to the Superintendent/President.

Analysis and Evaluation

The District meets the Standard. The College has consistently met or exceeded its FON to ensure the College hires a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of education programs and services to achieve institutional mission and purposes.

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Mendocino-Lake Community College District has employment policies and practices for adjunct faculty which provide orientation, oversight, evaluation, and professional development. Adjunct faculty receive an employee orientation (IIIA8-01). The topics in the adjunct faculty orientation include information regarding their employee group, Mendocino Part-Time Faculty Association (MPFA), their payroll and work time, evaluation, and their employee community (IIIA8_02). Adjunct faculty also have access to the faculty handbook on OneDrive, which includes information on governance and organization, health and safety, class management, evaluations, and payroll (IIIA8_03).

Oversight is provided to adjunct faculty by department full-time faculty and deans (directors if there is one in place), with support from discipline faculty. Full-time faculty and deans assist and guide adjunct faculty in the development of course syllabi, assessment of student learning outcomes, and general College policies and procedures.

Adjunct faculty are evaluated on a regular basis. The evaluation of adjunct faculty is administered in a consistent and timely fashion. In accordance with Article 13 of the collective bargaining agreement (CBA) between Mendocino-Lake Community College District and the MPFA and Education Code 87663, new adjunct faculty will be evaluated during the first semester of their assignment and a minimum of once each six semesters thereafter (IIIA8_04). The evaluation includes student evaluations, classroom/workplace observation, a self-evaluation, an administrative and/or peer evaluation, and a post-observation conference. Adjunct evaluations are logged into a database at the time of receipt. An Excel worksheet is sent to supervisors to advise of evaluations due that semester. The same Excel worksheet is used to log the follow-up and receipt of evaluations. Exhibits 2, 3 and 4 of the MPFA CBA provide the timelines and evaluations forms. The forms are also available on OneDrive in “HR” “Forms” “Evaluation” (IIIA8_05).

In terms of professional development, adjunct faculty are encouraged to attend Flex activities and receive compensation for their participation. Adjunct faculty are part of the Flex activities, which typically offer different professional development opportunities specifically for adjunct faculty (IIIA8_06). Also, adjunct faculty are often representatives on Academic Senate and participatory governance committees.

Analysis and Evaluation

The District meets the Standard. The College has employment policies and practices for adjunct faculty, which provide orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of adjunct faculty into the life of the institution through participation in Flex activities, department and school meetings, Academic Senate and governance committees, and other trainings and activities.

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Mendocino-Lake Community College District has sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution (IIIA9_01, IIIA9_02, IIIA9_03, IIIA9_04, IIIA9_05).

The Superintendent/President and Executive Cabinet annually review the College’s organizational structure for needed updates. Departments and programs also place any additional personnel requests in their annual program reviews. These requests are forwarded to the Planning and Budget Committee for consideration (IIIA9_06)

Analysis and Evaluation

The District meets the Standard. As a result of an effective planning, prioritization, and resource allocation process, the College has sufficient number of staff with appropriate qualifications to support the education, technological, physical, and administrative operations of the institution.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The Mendocino-Lake Community College District maintains an appropriate and sufficient number of administrators to support effective leadership, organization, and continuity of programs and services at each of the College's campus locations. As of the fall of 2019, MLCCD has a total of 23 administrators, which includes director level positions, deans, vice presidents for all three divisions of the institution, as well as the Superintendent/President (IIIA10_01; IIIA10_02; IIIA10_03; IIIA10_04)

The Superintendent/President is charged with planning, overseeing, and evaluating the administrative structure of the organization to ensure effective operation of the College (IIIA10_05). The sufficiency of administrator positions is maintained through careful analysis and review by the Superintendent/President and the Executive Cabinet, utilizing a variety of institutional data projections and indicators as well as review of current and future institutional priorities, goals and objectives (IIIA10_06)

Administrative staffing needs are identified within the College's integrated planning and Program Review processes where division, unit or department staffing needs are identified in accordance with institutional, division, or program goals.

Mendocino College administrators are qualified with the appropriate preparation, education, and expertise necessary to support the institution's mission and purposes. Position announcements for the administrator positions specifically outline the requisite and desired knowledge, abilities, education, and experience necessary to perform the role and function of the position effectively.

The District maintains a sufficient number of administrators – totaling 23 in 2019 – with appropriate preparation and expertise to provide continuity and effective leadership and services that support the institution's mission and purposes.

Even though leadership went through some transition and vacancies in the last few years, most leadership positions are now occupied for 2019-2020.

The College hired the permanent Vice President of Academic Affairs in April 2018 and the permanent Vice President of Student Services in July 2017. Additionally, the College hired a permanent Director of Human Resources in April 2019 (after a seven-month period under the direction of an Interim Director of Human Resources) and a permanent Director of Informational Technology in October 2019.

Currently, the Interim Superintendent/President is acting in the capacity of both the Interim Superintendent/President and Vice President of Administrative Services. She has acted in the

role of Vice President of Administrative Services for five years and as Assistant Superintendent for three years.

Analysis and Evaluation

The District meets the Standard. The College has policies and practices in place to determine the appropriate number, qualifications, and organization of administrators to ensure effectiveness and continuity of leadership. The College utilizes institutional data indicators and projections, as well as staffing analysis within the Program Review and Planning & Budget processes, to determine minimum staffing requirements related to administrative support.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The District establishes and reviews board policies and administrative procedures via the participatory governance process. These policies and procedures are readily available on the Mendocino-Lake Community College District website (IIIA11_01). The District establishes, publishes and adheres to written personnel policies and procedures available for information and review. These policies and procedures are established and/or reviewed through the participatory governance process as part of the role and products of the Superintendent/President's Policy Advisory Committee (IIIA11_02). They are forwarded to the Superintendent/President for review and forwarded to the Board of Trustees for first reading, second reading, and approval (IIIA11_03). For Administrative Procedures, once PPAC reviews and/or recommends a new administrative procedure and/or changes to existing procedure, administrative procedures are forwarded to the Board of Trustees as an information item.

Such policies and procedures are fair, equitable, and consistently administered. Board Policy 2410 references the necessity for policy to be consistent with law and ensures that procedures are consistent with policy. Violations of fair and equitable administration of any policies and procedures may be handled through the grievance procedures contained within the collective bargaining agreements, through the participatory governance process, and for students through the grievance procedures outlined in the College catalog (IIIA11_04; IIIA11_05; IIIA11_06; IIIA11_07).

Analysis and Evaluation

The District meets the Standard.

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel and regularly assesses its record in employment equity and diversity consistent with its mission (IIIA12_01; IIIA12_02). The College maintains programs, practices, and services that support its diverse personnel. The District's mission statement focuses on diversity: *Mendocino College partners with a dynamic community of diverse students to help them achieve their educational goals. Informed by research, reflection and dialogue, the College offers programs in Basic Skills, Transfer Preparation and Career and Technical Education as well as Workforce Improvement. The College demonstrates its commitment to student success through high-quality and innovative instruction, providing individual attention to student needs in an inclusive and accessible learning environment. Mendocino College embraces its role as an intellectual, economic and cultural anchor for the region.* Diversity and inclusion are also one of the District's seven core values (IIIA12_03).

The EEO committee was established as an advisory body on issues of equity and diversity. The committee, composed of a broad constituent group, meets regularly to plan and support diversity at the College by hosting events and workshops and providing training opportunities throughout the academic year. The College completed its most recent Equal Employment Opportunity (EEO) plan in May 2019 (IIIA12_04), and the College will commit resources to support efforts and training to identify and remove barriers to the participation of women, minorities, or any other identified group in the work environment.

As stated in the District's Equal Employment Opportunity (EEO) Plan, all members of a screening/interviewing committee receive EEO training (IIIA12_05). Effective in the fall of 2018, the Human Resources department is collecting demographic data for applicants in order to identify gaps and inform the current EEO plan.

Mendocino College provides several trainings on ethics, harassment, discrimination, the Family Educational Rights and Privacy Act (FERPA), and Title IX. The trainings can be accessed through Keenan Safe Colleges Online Training and are assigned as required by the Human Resources Department (IIIA12_06). Mandatory trainings include Sexual Harassment and New Hire Orientation. There are several optional trainings available.

Additionally, the College seeks out Professional Development opportunities to further the College's mission as it relates to a diversified workforce. This includes webinars, conferences, and in-house trainings (IIIA12_07).

Mendocino College also provides work-life support services to all personnel through the Employee Assistance Program (IIIA12_08). Services provided include workshops, professional counseling, and referrals. Workshop topics include sensitizing staff to issues of diversity and equity.

Analysis and Evaluation

The District meets the Standard. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The

institution has started a process to regularly assess its employment equity and diversity consistent with its mission.

The EEO Committee will begin the process of assessing its membership and updating its description to reflect the equity work.

III.A.13 The institution upholds a written code of professional ethics for all its personnel, including consequences for violation.

Evidence of Meeting the Standard

The District has developed board policies that ensure ethical practices for all employees (III.A.13_01). These policies are readily available to all personnel. Board policies, collective bargaining agreements, and education code also address consequences for violations of local policies (III.A.13_02; III.A.13_03; III.A.13_04; III.A.13_05). Mendocino College strives for collegial and professional work environments. Board Policy 302 and Administrative Procedure 302.1 set the tone for the institution and its employees. In addition, confidentiality agreements signed by hiring committee members reinforce the District's expectation of ethical behavior (III.A.13_06)

Student rights and responsibilities, including complaint procedures, are available on the website and in the College catalog, Board Policy 534 and Administrative Procedure 534.1 (III.A.13_07; III.A.13_08). When a student feels that he or she has been subject to unfair and improper action by any member of the College community, the student can seek to resolve the complaint by following Administrative Procedure 534.1 Student Rights and Grievances, which draws attention to ethical behavior.

Analysis and Evaluation

The District meets the Standard. During the fall of 2018, the Human Resources department engaged in self-analysis. This review led to identification of policies in need of updating, necessity for staff training on changes that occur, and the need to remind employees of codes they are expected to follow, including board policies pertaining to ethical responsibilities. The Human Resources Department is currently reviewing and making proposed changes to the Human Resources board policies and administrative procedures through the participatory governance process and collective bargaining, as applicable.

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The institution provides a variety of professional development opportunities to its personnel in support of institutional effectiveness. Such opportunities include travel to conferences, seminars, and workshops, in-service and Flex day presentations and workshops, on campus workshops,

tuition reimbursement for classified and management/supervisory/confidential staff, professional development (sabbatical) leave for full-time faculty, and individually-designed Flex hours for professional development purposes for both full-time and part-time faculty. Departments and disciplines can request travel funds for professional development needs for their budget through the Program Review process. District training needs are also brought forward to the Professional Development Committee which identifies training needs and priorities.

Full-time faculty and part-time faculty who complete individually designed Flex hours submit an annual report indicating what was accomplished (IIIA14_01). Faculty who participate in Professional Development (Sabbatical) Leave are required to submit a written report regarding the benefits derived from completion of the study or project plan and make a presentation to the Board of Trustees (IIIA14_02). Faculty and staff are surveyed and provide feedback regarding in-service programs and future topics (IIIA14_03).

Human Resources offer small group webinar trainings in areas such as Mandated Reporting, Keenan Safety Trainings, and Title IX Best Practices. Additionally, compliance with AB 1343 (Sexual Harassment Training) is being actively applied, including in person and online training opportunities for all employees (IIIA14_04).

Analysis and Evaluation

The District meets the Standard. While there have been significant opportunities for professional development offered through committees, such as Equity, Foundation Skills and the Guided Pathways Leadership Team, the Professional Development Committee needs revitalization. Program Review processes are in place, but the Professional Development Committee is being reconvened to review its membership and processes for review of requests. Still, during the time that this committee has been on pause, the College has continued to provide opportunities through the priorities set in committees. District resources are allocated to meet identified needs.

The Professional Development Committee is designed to meet each semester to discuss and plan future professional development opportunities. It considers information contained in the annual summary report, survey results, timely topics, suggestions from constituents, etc., in planning future professional development opportunities.

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The Mendocino College Human Resources Department classifies and maintains personnel records as required by Title 5 of the California Code of Regulations and other state and federal regulations. The College ensures personnel records are private, accurate, complete, and permanent (IIIA15_01).

Personnel files of College employees are securely maintained and locked cabinets in the Human Resources office. Human Resources makes personnel files available for inspection according to

specific guidelines set forth in regulations and procedures governing such inspection by the named employee, his or her designated representative, an appropriate supervisor or administrator, and Human Resource staff. These practices ensure that Human Resources permits only appropriate individuals to review personnel files. These include the employee and his or her designated union or employee group representative; the direct supervisor and other administrators to whom the employee reports; prior to transfer or promotion, potential supervisors to whom the employee may report; auditors who periodically and confidentially review the transcripts of faculty to ensure that the College employees only appropriately qualified faculty to teach; Human Resource staff and any others who are required by law or court order.

Human Resources makes reasonable provisions to accommodate requests by personnel to review personnel files while ensuring security and confidentiality of records. In order for employee or other authorized personnel to view a personnel file, the requester must first contact HR staff to set up an appointment. The HR Department ensures that the requester is an authorized person to review the file. The designated HR staff member acquires the file, is present while records are being reviewed, and re-files requested records to ensure that the files are always kept orderly and accounted for.

An employee's medical and worker's compensation files are kept separate from their personnel file and are not available to personnel outside of the Human Resources Department. Additionally, Administrator personnel files are kept separate from other employee personnel files.

Analysis and Evaluation

The District meets the Standard. The College has provisions for keeping all personnel records secure and confidential through a variety of security measures and procedures. All personnel files are in locked file cabinets in the Human Resources department. Access to personnel records is provided by the Human Resources Department at the request of an individual employee following strict protocols to ensure continued security and confidentiality of the records in accordance with the law.

Conclusions on Standard III.A. Human Resources

Mendocino College engages in hiring practices which are supported by Board Policies and Administrative Procedures. The recruitment process is well defined, including the decision to recruit; the structure of hiring committees and how they differ for different constituent groups; the establishment and review of minimum qualifications; the interview and selection of a candidate; and the orientation of a new hire.

Oversight and evaluation are also well described in job descriptions, collective bargaining agreements and employee handbooks. The Department of Human Resources keeps track of all evaluations, including permanent employees and part-time faculty, and communicates to departments when they are due.

While the College has seen a significant turnover of administrators over the past several years, due mostly to retirements, sufficient staff exists to carry out the responsibilities of the College. With the hiring done over the past several years, Mendocino College looks forward to some years of stability in its executive and middle management.

Professional development is provided consistently to all constituent groups. The HR Department tracks and plans for professional development, but other committees contribute significantly to the quantity and type of professional development offered, in particular to faculty. With the recent hire of a permanent HR Director, the College expects to make the program review process for requesting professional development more systematic while still allowing for committees to support their educational plans with learning opportunities for faculty and staff.

Evidence List

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| IIIA1_01 | Board Policy 7120, Recruitment and Hiring |
| IIIA1_02 | Administrative Procedure 701.1, Sel. Procedure Hiring of FT and PT Faculty |
| IIIA1_03 | Administrative Procedure 701.2, Selection Procedure - Classified Employees |
| IIIA1_04 | Administrative Procedure 701.3, Selection Procedure - Educational Admin. |
| IIIA1_05 | California Education Code Sections 87400-87488 |
| IIIA1_06 | Minimum Qualifications for Faculty and Administrators in CCC |
| IIIA1_07 | Board Policy 705, Minimum Qualifications-Equivalency - Educational Admin. |
| IIIA1_08 | Board Policy 7211, Minimum Qualifications – Faculty |
| IIIA1_09 | Administrative Procedure 7211.1, Minimum Qualifications for Faculty |
| IIIA1_10 | Faculty Job Announcement-Spanish Instructor Full Time 2019 |
| IIIA1_11 | Educational Administrator Job Announcement-Director - Lake Center 2018-19 |
| IIIA1_12 | Administrative Procedure 701.1, Sel. Procedure Hiring of FT and PT Faculty |
| IIIA1_13 | Classified Staff Job Announcement (F.A. Technician) |
| IIIA1_14 | Supervisor and Managers Job Announcement (IT Director) |
| IIIA1_15 | Human Resources webpage (employment) |
| IIIA1_16 | Outside Recruitment Methods |
| IIIA2_01 | Board Policy 7120, Recruitment and Hiring |
| IIIA2_02 | Administrative Procedure 701.1, Sel. Procedure Hiring of FT and PT Faculty |
| IIIA2_03 | Board Policy 7211, Minimum Qualifications – Faculty |
| IIIA2_04 | Faculty Job Announcement-EOPS Counselor 2018 |
| IIIA2_05 | Minimum Qualifications for Faculty and Administrators in CCC |
| IIIA2_06 | Board Policy 7211, Minimum Qualifications – Faculty |
| IIIA2_07 | Administrative Procedure 7211.1, Minimum Qualifications – Faculty |
| IIIA2_08 | Faculty Job Announcement-Spanish Instructor Full Time 2019 (also IIIA1_10) |
| IIIA2_09 | Board Policy 7120, Recruitment and Hiring |
| IIIA2_10 | Board Policy 7211, Minimum Qualifications – Faculty |
| IIIA2_11 | Minimum Qualifications for Faculty and Administrators in CCC |
| IIIA2_12 | 2019-2020 Mendocino College Catalog, Faculty and Administration |
| IIIA2_13 | MLCCD Faculty Association Collective Bargaining Agreement - Article 7 |

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| IIIA3_01 | Board Policy 7120, Recruitment and Hiring |
| IIIA3_02 | California Code of Regulations, Title 5, 53420 |
| IIIA3_03 | Educational Admin Job Announcement-MESA-STEM Success Director – 2019 |
| IIIA3_04 | Classified Staff Job Announcement (Energy Management Controls Specialist) |
| IIIA3_05 | Supervisor and Managers Job Announcement (IT Director) |
| IIIA3_06 | Faculty Job Announcement-Director of Clinical Education – DCE |
| IIIA3_07 | Minimum Qualifications for Faculty and Administrators in CCC |
| IIIA4_01 | Board Policy 7120, Recruitment and Hiring |
| IIIA4_02 | Administrative Procedure 701.1, Sel. Procedure - Hiring of FT and PT Faculty |
| IIIA4_03 | Minimum Qualifications for Faculty and Administrators in CCC |
| IIIA4_04 | Faculty Job Announcement-Spanish Instructor |
| IIIA4_05 | Equivalency Application |
| IIIA5_01 | MCFT CBA 7.1.18 - 6.30.21, Article 8; exhibits 2,3,4,5 |
| IIIA5_02 | Full-time Faculty Evaluation Documents |
| IIIA5_03 | MCFT CBA 7.1.18 - 6.30.21, Article 8; exhibits 2,3,4,5 |
| IIIA5_04 | Article 13 MPFA CBA with exhibits |
| IIIA5_05 | Evaluation Forms on OneDrive |
| IIIA5_06 | Article 9 SEIU Collective Bargaining Agreement |
| IIIA5_07 | Classified Employee Evaluation Form |
| IIIA5_08 | Management, Supervisory and Confidential Handbook rev. 7.12.17 |
| IIIA5_09 | Board Policy 2435, Evaluation of Superintendent-President |
| IIIA5_10 | Administrative Procedure 2435.1, Evaluation of Superintendent-President |
| IIIA6 | Not Applicable |
| IIIA7_01 | Chancellor’s Office FON Report |
| IIIA7_02 | Fall 2019 Full time FON |
| IIIA7_03 | Staffing lists with scores |
| IIIA7_04 | Planning and Budget Committee Minutes November 06, 2018 |
| IIIA8_01 | Adj Faculty Orientation Fall 2019 |
| IIIA8_02 | New Hire Orientation for Adjunct Faculty |
| IIIA8_03 | Part Time Faculty Handbook Revised July 2017 |
| IIIA8_04 | Mendocino Part-Time Faculty Association (MPFA) CBA |
| IIIA8_05 | Adjunct Faculty Evaluation Documents under OneDrive |
| IIIA8_06 | Adjunct Flex Opportunities Fall 2019 |
| IIIA9_01 | Organizational Chart, President's Office |
| IIIA9_02 | Organizational Chart, Academic Affairs |
| IIIA9_03 | Organizational Chart, Student Services |

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| IIIA9_04 | Organizational Chart, Administrative Services |
| IIIA9_05 | 2019-2020 Catalog, Roster of Faculty and Administrators degrees and positions |
| IIIA9_06 | Announcement from the Supt-Pres of funded items from the 18-19 prioritization process including funded staff positions (PBC minutes 11.06.18) |
| IIIA10_01 | Organizational Chart, Superintendent-President's Office |
| IIIA10_02 | Organizational Chart, Academic Affairs |
| IIIA10_03 | Organizational Chart, Student Services |
| IIIA10_04 | Organizational Chart, Administrative Services |
| IIIA10_05 | Board Policy 2430, Delegation of Authority to the Superintendent-President |
| IIIA10_06 | Research Data Repository |
| IIIA11_01 | MLCCD Board Policy and Administrative Procedure webpage |
| IIIA11_02 | Superintendent-President's Policy Advisory Council |
| IIIA11_03 | Board Policy 2410, Policy and Administrative Procedures |
| IIIA11_04 | MCFT CBA 7.1.19 - 6.30.22 |
| IIIA11_05 | SEIU Collective Bargaining Agreement July 1, 2018 - June 30, 2021 |
| IIIA11_06 | Mendocino Part-Time Faculty Association CBA 2017-18 |
| IIIA11_07 | College Catalog 2019-2020 |
| IIIA12_01 | Board Policy 7100, Commitment to Diversity |
| IIIA12_02 | Board Policy 3420, Equal Employment Opportunity |
| IIIA12_03 | Mission, Vision, and Values webpage |
| IIIA12_04 | 2019 Equal Employment Opportunity and Staff Diversity Plan |
| IIIA12_05 | Chancellor's Office EEO Training |
| IIIA12_06 | Keenan Safe Colleges Portal |
| IIIA12_07 | Center for Urban Education Webinar Series |
| IIIA12_08 | Employee Assistance Program Invoice and Brochure |
| IIIA13_01 | Board Policy 302, District Code of Ethics |
| IIIA13_02 | Administrative Procedure 302.1, District Code of Ethics Procedures |
| IIIA13_03 | MCFT CBA 7.1.19 - 6.30.22 |
| IIIA13_04 | SEIU Collective Bargaining Agreement July 1, 2018 - June 30, 2021 |
| IIIA13_05 | Mendocino Part-Time Faculty Association CBA 2017-18 |
| IIIA13_06 | Selection Committee Certification Form |
| IIIA13_07 | Board Policy 534, Student Grievance and Due Process Policy |
| IIIA13_08 | Administrative Procedure 534.1, Student Grievance and Due Process Procedures |
| IIIA14_01 | 2019 Flex Report to Chancellors Office |
| IIIA14_02 | MCFT CBA 7.1.19 - 6.30.22 |
| IIIA14_03 | In-Service Survey Link and Survey |

IIIA14_04 Sexual Harassment Training Tracking and Documents

IIIA15_01 Board Policy 716, Distribution of Personal Information

III.B Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The College ensures and maintains the safety and adequacy of its physical resources by regularly evaluating the condition, accessibility and safety of these locations through established and comprehensive planning processes and practices. Mendocino College's Director of Facilities leads a team of approximately 30 classified custodial, maintenance, grounds and security staff who collectively engage in the daily labor necessary to carry out this work.

The Director is responsible for the safe planning and operations of all construction, maintenance and grounds work, as well as overseeing Campus Security, Emergency Operations and Environmental Health & Safety Compliance. The Director is the chair of the Facilities & Safety Committee (IIIB1_01), including members of all constituent groups, that meets monthly to discuss and improve campus safety. Through the College's shared-governance structure, the Director brings forth Facility & Safety Committee recommendations to the executive advisory Planning & Budgeting Committee (IIIB1_02).

Regularly scheduled, OSHA-approved, "Initial Hazard Checklist" safety inspections of each campus building, and Center are conducted by the Director of Facilities (IIIB1_03). A robust Facilities work-order system is in place where students, faculty and staff can alert Facilities staff to facility concerns and/or potential safety issues (IIIB1_04). This extended involvement provides the Director and District with a regular and broad perspective on campus facility needs.

The safety of campus facilities is assessed and ensured through a variety of established processes and practices. From a structural and construction-technique standpoint, Mendocino College has the good fortune to have been mostly built in two phases: the mid-1980s and the early 2010s. All buildings were designed and built in accordance with California's Division of State Architect requirements, which mandate strict safety and accessibility requirements. More locally, Mendocino College has established Board policies and Administrative procedures to ensure the safety, accessibility and well-being of students and staff (IIIB1_05; IIIB1_06).

The Facilities & Safety Committee, with representatives from faculty, classified, management and student constituencies, meets monthly to discuss and review issues related to safety and facilities. In 2017, at the request of the Facilities & Safety Committee, the Director undertook an extensive ADA Transition Study which evaluated the College's portfolio of the built environment, identifying areas which need renovation for ADA compliance. This plan is an ongoing and living document (IIIB1_07).

In addition to both full-time Campus Security guards being certified, the Director of Facilities was certified as an ALICE instructor, which is a federally recognized training program for mass-shooting incidents (www.alicetraining.com). District-wide trainings were held in 2016, 2017 and 2018 for students, faculty and staff, which employed the ALICE techniques (IIIB1_08). In each classroom and office, evacuation maps and “Run, Hide, Fight” posters are displayed.

The College’s insurance carrier, Keenan & Associates, provides regular safety trainings in a variety of formats. Facilities staff attend monthly safety trainings where safety videos or hands-on training (such as forklift operation, preventing heat illness, Hazard Communication, etc.) are provided (IIIB1_09). In addition, Keenan & Associates provides annual certification tests on our laboratory fume hoods and ergonomic evaluations of offices. Each year, Keenan conducts a comprehensive SWACC safety audit at all College locations (IIIB1_10). Any deficiencies identified are corrected by College facilities staff.

In 2018, the Facilities & Safety Committee revised and updated the districtwide Emergency Procedures Plan, which is modeled on the Federal Emergency Management Agency’s Incident Command System (ICS) structure. Campus employees are encouraged to and regularly do attend trainings in ICS as well as National Incident Management System (IIIB1_11).

The College also undergoes the following assessments and inspections to monitor and evaluate campus safety:

- Keenan Safety and Risk Management Inspection
- Fire System Inspection and Service
- ADA Compliance Assessment (IIIB1_12)
- State Elevator Inspection
- Tree Inspection (IIIB1_13)
- Hazardous Materials Inventory (IIIB1_14)
- Certified Playground Safety Inspection
- Permit to Operate Liquefied Petroleum Gas Tank

Analysis and Evaluation

The District meets the Standard. Mendocino-Lake Community College District has robust procedures in place to ensure physical resources are safe and adequately maintained in order to support academic programs. The District meets state standards in both construction and day to day facilities management. Through its organizational structure and shared-governance committees, the College campus is dedicated to continuous improvement of physical resources and safety procedures.

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The Mendocino-Lake Community College District was formed in September 1972 by vote of the citizens of the Anderson Valley, Laytonville, Potter Valley, Round Valley, Ukiah, and Willits Unified School Districts. Planning for the development of the initial offerings of the College occurred in the spring of 1973, with the first classes offered in July 1973. Expansion of the District to include the Lake County Districts of Upper Lake, Kelseyville, and Lakeport occurred by vote of the citizens on November 5, 1974. The new District boundaries, established in July 1975, encompass 3,200 square miles of service area. In 1981 the name of the District became Mendocino-Lake Community College District to better reflect the geographical area being served. Mendocino College's main campus is located on a 127-acre site approximately three miles north of downtown Ukiah, two hours north of San Francisco, and one and a half hours east of the Pacific Ocean. In 1985, the Lowery Library Building was completed, and the College was moved from temporary quarters at the County Fairgrounds into its first permanent facility. Subsequent construction of MacMillan Hall, Center for Visual and Performing Arts, Child Development Center, Vocation Technology and the Science Building following over the next two decades.

In order to better serve current and future students, on November 7, 2006 under Proposition 39, voters passed Measure W, authorizing \$67.5 million in general obligation facility bond funds for the College. Measure W encompassed 30 construction and renovation projects that included the Ukiah campus, Lake Center and the Willits/North County Center. These projects were directly influenced by the Educational Master Plan, identified and codified through the Facilities & Safety Committee as the Facilities Master Plan.

The new \$28 million Library/Learning Center at the main campus in Ukiah opened its doors to students in time for fall classes in August of 2012. The building includes a spacious library with an extraordinary view, a learning center, the Math Engineering Science Achievement (MESA) program, a disabled resource center and a new language lab, all equipped with the latest technology. The grand opening in spring of 2013 of the \$15 million Mendocino College Lake Center located on 31 acres at 2565 Parallel Drive was followed up by the North County Center opening in the fall of 2013 located at 372 East Commercial Street in Willits. These centers provide new and exceptional facilities and enhanced educational opportunities for the residents of our region.

In 2017, Mendocino College acquired the Coast Center, located at 1211 Del Mar Drive in Fort Bragg from College of the Redwoods. The Coast Center also includes the Fine Woodworking program, which is located at 440 Alger Street in Fort Bragg. The addition of the Coast Center and Fine Woodworking has significantly expanded educational opportunities for the residents of our region.

Through periodic updates on the Educational Master Plan, which in turn informs the Facilities Master Plan, in conjunction with annual Program Review (IIIB2_01) and the ongoing shared

governance structure, the College continually evaluates the relevance and effectiveness of its resources and takes action based on these evaluations.

Facilities also regularly completes larger scale preventative maintenance projects as funding allows. The State's Proposition 39 program, an energy efficiency initiative that provided grant funding for physical upgrades, was used to achieve some impressive projects on campus, including:

- outdoor lighting retrofits
- occupancy controls in classrooms
- replacing & upgrading chiller and boiler at the Science building
- replacing the chiller at the Lowery Building (proposed) (IIB2_02)

Each year through the FUSION program, the District submits the Scheduled Maintenance and Special Repairs Program (SMSRP) to the Chancellor's Office. The SMSRP lists repair/upgrade/replacement needs for each year and projects those needs years ahead to support future funding (IIB2_03).

Some examples of recent SMSRP projects include:

- replacing & upgrading hot water heaters at the PE and Science Buildings,
- replacing roof at the Sonoma State building.
- replacing roof at classroom building 2510
- repairing & resealing entrance roadway

The College is also cognizant of aging campus buildings, some of which have surpassed their intended lifespan. Through the FUSION program, the College has undertaken an extensive Facility Condition Index (FCI) study of all District properties/buildings. The FCI examines specific building components (windows, doors, electrical wiring, etc.), and offers current replacement/repair costs which provide a comprehensive view of our portfolio. This FCI helps inform the College on which areas are in most need of attention.

The College performs regular maintenance on all equipment and vehicles. A full time Maintenance Technician maintains vehicles and equipment, keeps detailed records of services completed, and tracks future service dates. Completion of these maintenance tasks on buildings, vehicles, and equipment ensures that these resources will be available and accessible to students, faculty, and staff when they are needed.

As assets age, Mendocino College acknowledges that items need to be upgraded or replaced, subject to available funding. Combinations of grant funds, Instructional Support Funds and Maintenance funds replace furniture, computers, vehicles and instructional supplies when necessary.

Grant funds, in particular the FYI and Veterans Resource Center funding, have helped remodel and modernize classroom space to fit the evolving needs of today's students. At the Coast Center, the library was remodeled/repurposed into Student Commons area, with new carpets,

paint, furniture and computers. Another classroom at the Coast Center, previously used as a lecture room, was recently remodeled to house a computer lab with new furniture and computers.

Analysis and Evaluation

The District meets the Standard. The District has an established plan for the future of its facilities and makes progress on this plan every year. By utilizing a variety of assessment strategies in the shared governance structure as well as objective observations, the Facilities are effectively utilized.

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The District has established, robust procedures to evaluate the feasibility and effectiveness of its resources. Through periodic updates in the Educational Master Plan, which in turn informs the Facilities Master Plan, in conjunction with annual Program Review and the ongoing shared governance structure, the College continually evaluates the relevance and effectiveness of its resources and makes plans based on these evaluations.

The Facilities & Safety Committee meets monthly to review issues related to District facilities (IIIB3_01). Members of the Committee represent faculty, classified and administrative members of the District. Each constituency brings forth the perspective of its group to collaboratively plan for the optimization of District resources.

Daily assessment of physical resources is conducted primarily by the Director of Facilities and M&O staff. Regular meetings with analysis and input from administrators, including the Instruction Office, Student Services, Disability Services, and Associated Students of Mendocino College (ASMC), also contribute to continuous review.

The large-scale planning of facility usage, improvements, and new projects is driven by the Facilities Master Plan, which includes the Energy and Water Master Plan. This plan was created, and is reviewed regularly, by administration, the Facilities Committee, and the Director of Facilities. This plan outlines the vision of the College's future use of facilities and provides direction for where funding should be spent when available.

Particularly relevant to the Facilities Master Plan is the District's Sustainability Policy 6505 and related Administrative Procedure 6505.1 (IIIB3_02; IIIB3_03). This AP states:

“All new facilities planning and construction, including major renovations (greater than 25% of a building's square footage), shall be certified to the highest applicable version of standards within the Leadership in Energy and Environmental Design (LEED) framework. In addition, design criteria and materials selection shall be guided by the applicable version of standards within the Living Future Institute's Living Building Challenge.”

AP 6505.1 goes further, laying out ambitious goals for the District to achieve the following:

1. The District shall achieve a 25% reduction in water use (from baseline year 2018) by 2025.
2. The District shall achieve a 25% reduction in landfill waste (from baseline year 2018) by 2025.
3. The District shall be Net-Zero Energy by 2030 or sooner.

The Sustainability goals of the District are included in all planning decisions and are integral part of the Facilities Master Plan.

Equipment utilization is evaluated by the Facilities Department using the vehicle/equipment inventory, maintenance logs, repair histories and Program Review. These evaluations are used to prioritize replacement of vehicles and/or equipment when funding is available. The Facilities Department is also responsible for evaluating campus facilities, which is done biannually using a building inspection checklist. Any issues noted on inspection checklists are promptly addressed by the Facilities Department.

Finally, through the FUSION system, the Director of Facilities also completes an annual Space Inventory, which provides concrete information on how much space is being used by the College every year and to what purposes. From this process, the District held several open meetings for the campus community in 2017 under the title “Allocation of Space,” to discuss the utilization of campus space. From these discussions, several space-placement changes were made, including moving the Dean of Instruction offices to the library building, consolidating the three Vice Presidents in one shared office block and creating a dedicated First Year Institute (FYI) space (IIB3_04).

Analysis and Evaluation

The District meets the Standard. The District evaluates its physical resources in the context of their ability to support institutional programs through a robust process of shared governance, Program Review, Educational Master Plan and the Facilities Master Plan.

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The College plans for long-range capital improvements to support and augment its institutional goals. The primary guide for long-range capital planning is the Facilities Master Plan, which provides broad guidance on the future development of physical resources to support instruction and other campus operations (IIB4_01). The Facilities Master Plan is approved through the College’s shared governance structure. The FMP lays out mechanisms for assessing and properly budgeting for capital projects. To assure the lifelong feasibility of capital purchases, total cost of ownership is used to support acquisition and planning decisions for a wide range of District and campus assets that require significant maintenance or operating costs.

“The total cost of ownership (TCO) is a dollar per square foot value (\$/#) associated with a facility. It is a calculation of all facilities-specific costs (not including furnishings or non-facility

specific equipment) divided by the estimated lifespan of the building (30-50 years) and the total gross area. Facilities-specific costs include all construction, preservation, maintenance, and operations costs. TCO, therefore, includes the representation of the sum total of the present value of all direct, indirect, recurring, and non-recurring costs incurred or estimated to be incurred in the design, development, production, operation, and maintenance of a facility/structure/asset over its anticipated lifespan (inclusive of site/utilities, new construction deferred maintenance, preventive/routine maintenance, renovation, compliance, capital renewal and occupancy costs). Land values are specifically excluded.”

These costs can be broken down into three categories:

- One-time development costs
- Annual recurring costs
- Periodic recapitalization costs

In addition to the three main categories, the effects of sustainability policies and practices become a core issue in any new development project. The desire to include sustainable materials and change or revise policies may place additional demands upon the project and change potential programmatic requirements and the total cost of ownership.

After a capital project is approved, the District awards a contract to an architectural design firm. The firm takes four categories into consideration: performance, spatial requirements, educational requirements, and regulatory requirements. Building a new facility begins with developing program data, a design schedule, and a preliminary cost estimate. Upon approval by the College, the next step is the three phases of construction design: schematic, design development, and construction documents.

The schematic phase uses the programming data to begin laying out the building, focusing on proper adjacencies in a preliminary floor plan and the skeleton of the building. In the design development phase, approximately one-half of the overall design is completed. Floor plans are further advanced, and elevations, sections, and the building systems are developed. The final construction documents phase is used to provide details, complete the finishes, signage, etc., pulling the entire facility together and preparing the documents for bidding.

At the end of each phase, participants have a chance to review and make comments, and a cost estimate is generated and reconciled focusing on the total cost of ownership. Final plans are presented to the Academic Senate, Facility & Safety Committee, Classified Senate, President’s Cabinet, and Board of Trustees.

M&O is highly involved in the programming and design of facilities. Several of the key crew members (maintenance technicians, groundskeepers) review drawings and provide comments. During the last bond, the Citizen’s Bond Oversight Committee (CBOC) provided oversight for bond spending (IIB4_02; IIB4_03). The committee met four times a year and received regular reports on all bond-related projects; ensured that the bond projects reflected the community’s

input and needs; advised on and helped implement public engagement strategies; and acted as a key communicator to constituencies, communities, businesses, and civic organizations.

Analysis and Evaluation

The District meets the Standard. The CBOC's report is just one of the measurements demonstrating that the College supports and has implemented its institutional goals and plans for the total cost of ownership of its new facilities and equipment.

Conclusions on Standard III.B. Physical Resources

Physical Resources at Mendocino College are maintained and improved according to rigorous standards and regular internal and external reviews. Safety and providing a conducive instructional environment are priorities in maintenance and facilities planning. The Facilities department, in coordination with the Facilities Committee, prioritizes maintenance projects. Small repairs are managed through a work-order system.

The program review process is utilized to prioritize larger requests submitted from departments across campus. The Facilities Committee relies on evidence of impacts on student access, success and safety to evaluate requests.

The Facilities Plan guides long term projects and the overall direction of the College's physical resources and capital projects.

Evidence List

| | |
|----------|--|
| IIIB1_01 | Facilities and Safety Committee Description |
| IIIB1_02 | PBC Minutes 06.06.17 |
| IIIB1_03 | Initial Hazard Checklist, North County Center 03.19.18 |
| IIIB1_04 | Work Order Example |
| IIIB1_05 | Board Policy 322 |
| IIIB1_06 | Administrative Procedure 322.1 |
| IIIB1_07 | ADA Transition Study |
| IIIB1_08 | Alice 300 Presentation 10.25.16 |
| IIIB1_09 | Toste Forklift Training |
| IIIB1_10 | SWACC Inspection 05.02.17 |
| IIIB1_11 | NIMS Certification 09.19.17 |
| IIIB1_12 | ADA Transition Plan |
| IIIB1_13 | Oak Tree Report 2017 |
| IIIB1_14 | HazMat Inventory Matrix Report CERS |
| IIIB2_01 | Final Facility Requests 10.26.18 |
| IIIB2_02 | Prop 39 Form B Lowery Chiller 04.02.18 |
| IIIB2_03 | FUSION SMSRP 2019-2020 |

| | |
|----------|---|
| IIIB3_01 | Facilities and Safety Committee Description |
| IIIB3_02 | Board Policy 6505, Sustainability |
| IIIB3_03 | Administrative Procedure 6505.1 |
| IIIB3_04 | Summary of Faculty Input on Space Discussion 05.19.17 |
| IIIB4_01 | Facilities Master Plan |
| IIIB4_02 | CBOC Agenda 08.02.11 |
| IIIB4_03 | BIPC Status Report with Notes 07.25.07 |

III.C. Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Mendocino College uses technology resources effectively to support the district's management and operational functions, academic programs, teaching and learning and support services. District needs are regularly evaluated utilizing the Program Review process and through the participation of Information Technology employees in various participatory governance committees, particularly in the Technology Committee.

Every College department and program participates in the Annual Program Review process. Departments utilize a section of the Program Review form to make technology requests to meet their program goals and support student support-efforts (IIC1_01; IIC1_02). The Program Review form requires departments to list the specific technology need and how their particular need supports their Student Learning Outcomes/Service Area Outcomes and how it relates to the College's Mission, Vision and Strategic Goals. Once all Information Technology requests have been submitted utilizing the Program Review form, the Office of Institutional Effectiveness, Research and Grants collects them and makes them available to the Technology Committee (IIC1_03).

The Technology Committee is a participatory governance committee entrusted with the responsibility of evaluating campus needs and ensuring technology resources meet the needs of students and employees (IIC1_04). The Director of Information Technology serves as Chief Technology Officer (CTO), chairs the Technology Committee, and manages the Information Technology (IT) Department. The committee composition includes members from all employee constituent groups and makes direct recommendations to the District about how to allocate resources to meet technology needs. Once the committee obtains the Program Review requests, it utilizes a rubric to score and rank the requests based on District needs (IIC1_05). The scores and ranks are reviewed by the Technology Committee, and a recommendation is made regarding the allocation of District resources to meet Departmental needs (IIC1_06). To ensure that progress is made regarding meeting District needs, the Technology Committee regularly reviews work priorities and provides members with information regarding resource allocation (IIC1_07; IIC1_08).

In order to support overall technology needs within the District, the Information Technology Department is comprised of an IT Director; 3 FTE Programmer Analysts, Senior; 3 FTE Computer Support Technician positions and 2 FTE Telecommunication Technicians (IIC1_09; IIC1_10; IIC1_11; IIC1_12). The second Telecommunications Technician position was a new position approved in December 2018 through the College's planning process (IIC1_13). This new position resulted from an IT request during Program Review. It was ranked with staffing requests from other departments by the Staffing Committee, it then went with other ranked

staffing requests to the Planning and Budgeting Committee for approval, and then the final decision was made by the Superintendent/President to begin recruiting for a hire. In addition to IT staff, a full-time Instructional Technology Specialist provides technical support in the Library to the Distance Education system and video conference needs (IIC1_14). The District also employs a Theatre Technician/College Media Technician who provides support for theater and classroom Audio/Video needs and assists with technology support during college events (IIC1_15). The District also employs a faculty member who serves as the Distance Education Coordinator (IIC1_16). The Distance Education Coordinator provides extensive support and training to faculty and staff on Canvas, the online learning management system used for both on-campus and distance education courses.

In order to provide direct assistance to District employees, email and telephone support is available during business hours (Monday through Friday 8am-5pm) by contacting the Information Technology Department (IIC1_17). In the Fall 2019 semester, the IT Department launched a help desk ticketing system to better track service requests and provide timely support to the College community (IIC1_18). In addition to submitting service requests via email and phone, the ticketing system allows constituents to enter their ticket requests directly through a web interface, where they may also track their service requests (IIC1_19; IIC1_20). Students and Faculty utilizing the Canvas platform are able to receive phone and email support 24 hours a day, seven days a week from Canvas support staff (IIC1_21).

The IT Department, which is in the Lowery Student Center, provides office space for staff as well as a small training and meeting space. The server room and telecommunication rooms have supplemental cooling to ensure the equipment is properly maintained. IT also has an Uninterruptible Power Supply (UPS) and natural gas generator that is essential for keeping services up and running if power is disrupted. In 2015, the district converted to a VoIP telecommunications system. Also in 2015, with the addition of the Coast Center, the district worked with the Corporation for Education Network Initiatives in California (CENIC), a non-profit organization that provides high capacity optical fiber lines to education institutions, to upgrade our internet connectivity to 1 GB to all College centers (IIC1_22). In the fall of 2018, the District applied to CENIC for an upgrade to its primary internet connection from 1 GB to 10 GB, and the engineering for those circuits is in progress.

Facilities that support instructional programs include computer classroom labs and learning center facilities at all locations. All classrooms are equipped with a computer, projector, document camera, DVD player, sound system and network connectivity. All District locations, the main campus and three Centers, have Polycom equipment to facilitate distance education and administrative meetings. In the Fall 2018 semester, the Financial Aid department began utilizing the Cranium Café platform that allows them to remotely meet with students utilizing webcams (IIC1_23). In order to facilitate a broader adoption of the Cranium Café platform, webcams are being added for faculty and staff offices within Student Services to better meet student needs. The District also utilizes the Zoom platform, which is provided to community colleges by the California Community College Technology Center to meet remotely, utilizing webcams.

In 2009, the College adopted Ellucian Colleague as the main Enterprise Resource Planning (ERP) system for student records (IIC1_24). This system provides the District with the ability to meet student needs and facilitates the delivery for support services. Additionally, the system conforms to the highest safety and security measures in the industry to properly store student records. In 2018, the College converted to ESCAPE for fiscal and payroll systems. ESCAPE, which is a fiscal management system, allows for more automation and self-service options for employees.

Analysis and Evaluation

The District meets the Standard. Mendocino College has greatly utilized the Annual Program Review process, the committee structure and direct user feedback to maintain adequate technology services, professional support, facilities, hardware and software for all its programs. District technology needs undergo a thorough and thoughtful review process that carefully evaluates District needs and aligns them with meeting departmental Student Learning Outcomes/Service Area Outcomes and their alignment with the College's Mission, Vision and Strategic Goals.

III.C.2 The institution continuously plans for updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Mendocino College evaluates technology needs on an annual basis using the established Annual Program Review process (See Standard IIC1).

In 2010, the College developed a Technology Action Plan aimed at addressing priorities for the period from 2010-2015 (IIC2_01). Many of the projects listed in the plan were accomplished with the funding generated by the Measure W general obligation bonds. During the execution of the 2010-2015 Technology Action Plan, regular updates were provided to the Planning and Budgeting Committee to ensure alignment with District needs and goals (IIC2_02). When the Technology Action Plan expired in 2015, the District still utilized it to help inform some broad technology decisions. However, the District moved toward utilizing the Annual Program Review, committee process and direct constituent feedback to inform most of the technology decisions made. In the Spring 2019 semester, the Director of Information Technology began working with the Technology Committee on a new three-year technology plan covering the period of 2020-2023 (IIC2_03). Given the constant changes and improvements in technology, it was determined that a plan that provided guidance over a shorter period of time (three years instead of five) would provide the District with more flexibility to meet the ever-evolving needs of students, faculty and staff. In its spring meetings, the Technology Committee discussed the creation of the plan, including developing an outline and reviewing a first draft (IIC2_04; IIC2_05).

However, at the May 2019 meeting of the Technology Committee, the Director of Information Technology announced their retirement (IIC2_06). The District initiated a search for a new Director of Information Technology, and the new Director started work on October 1, 2019

(IIC2_07). The new Director has continued the development of the 2020-2023 Technology Plan, and the Technology Committee will review the second draft at its November 8, 2019 meeting (IIC2_08). The draft plan will be posted to the MyMendo portal, which is available to all District employees, with an email to all staff and the constituent group leaders inviting them to review the draft plan and provide additional input and recommendations. A revised plan, incorporating that input, will be reviewed by the Technology Committee at its December 13, 2019 meeting.

While the District operated without a current Technology Action Plan from 2015-2019, major technology initiatives were undertaken utilizing the Program Review and committee structure to ensure that updating and replacing technology, to maintain its technological infrastructure, quality and capacity, were adequate to support its mission, operations, programs, and services. In the Fall 2017 semester, the College began work on an Ellucian Strategic Alignment Plan for Colleague by seeking an alignment report from Ellucian (IIC2_09). This work was initiated to ensure that in the 10 years since Colleague was implemented staff would know how to work with Ellucian resources for training and evaluation of process automation. At the same time, the District worked with the Ferrilli Group to provide Colleague assessment and receive recommendations about how to proceed with the technology alignment (IIC2_10). Upon review of the reports submitted by both Ellucian and the Ferrilli Group, the District entered into a multi-phased technology alignment process that has updated and replaced technology (IIC2_11). The alignment plan aims at updating many student-facing tools/products that will improve their academic experience (IIC2_12). Several new technology tools and features were launched in the Fall 2019 semester, including the Student Planning tool that facilitates the student's ability to track their academic progress and review their educational plans (IIC2_13). Throughout the duration of the engagement in this phased approach, Mendocino College has worked with Ellucian staff to track all the updates and the implementation of the new features, which have greatly improved our service delivery outcomes (IIC2_14).

In the fall of 2018, the College contracted with AMS.NET, a California company providing technology services, to conduct a Network and Data Center Assessment (IIC2_15; IIC2_16). The findings of that assessment are incorporated into the draft of the Technology Action Plan 2020-2023 to make sure that the District continuously plans and updates the network, including Wi-Fi, and data center to support its mission, operations, programs and services.

In the spring of 2019, the aging tape backup system was replaced with cloud backup services with Quest, an IT solutions vendor, on the Amazon Web Services (AWS) cloud (IIC2_17). Additionally, in the Fall of 2019, staff implemented the AutoGrad - Automated Degree & Certificate Evaluator from the Ferrilli Group (IIC2_18). The system identifies students who have completed the requirements for a certificate or degree but not yet applied to graduate. Counseling staff also receive lists of students close to graduation so they can ensure these students select the appropriate courses to complete their certificate or degree in a timely manner. The students identified can also receive email notifications to assist them in completing their educational goals. This will help increase the student completion rate.

The maintenance and replacement of hardware is reviewed by the IT Department regularly. It maintains inventories of technology equipment, including software utilized by the District, and recommends which items need to be refreshed annually as part of the replacement cycle (IIC2_19; IIC2_20; IIC2_21). For new technology requests, the District's prioritization process is described in Standard IIC1.

Analysis and Evaluation

The District meets the Standard. The College continuously plans for and upgrades its technological infrastructure to ensure the support of its operational functions. The College has utilized the Annual Program Review, committee structure and constituent feedback processes to inform planning for the District's technology. Additionally, the District previously adopted a Technology Action Plan that informed technology planning from 2010-2015. An updated Technology Action Plan looking to inform District technology related planning from 2020-2023 is currently in development.

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Mendocino College assures that all locations have reliable access, safety and security to technology resources. To maintain a commitment to cyber security, Mendocino College utilizes a Barracuda email firewall (IIC3_01; IIC3_02). Staff monitor reports of phishing emails using this tool. IT frequently sends out email reminders about social engineering scams and email phishing to keep the campus informed of the latest threats (IIC3_03). The College also utilizes the Windows Defender feature on all computers as an anti-virus measure.

In order to assure reliable access to technology resources, the College worked with the Corporation for Education Network Initiatives in California (CENIC), a non-profit organization that provides high capacity optical fiber lines to education institutions, to upgrade our internet connectivity to 1 GB throughout the District (IIC3_04).

Accessing technology resources relies on a reliable and secured password security program, Devolutions, which manages and secures passwords (IIC3_05; IIC3_06). Conversion to single sign on for password authentication has simplified access in a secured manner. Roaming profiles, shared drives, and use of document imaging allow staff to work in multiple locations and still have access to key information in a secured environment.

Data security training and support have been performed as part of the recent engagement with Ellucian (IIC3_07). Data Governance has been a vital component of ensuring that the Mendocino College system of record, Colleague, properly stores student/employee data, and access is only granted to parties on a need-to-know basis (IIC3_08).

Physical technology resources are made available throughout the District. Facilities that support instructional programs include computer classroom labs and learning center facilities at all

locations. All classrooms at all locations are equipped with a computer, projector, document camera, DVD player, sound system and network connectivity. All locations (Main Campus and three Centers) host at least one computer lab. The most recent computer lab added was in the Fall of 2018 when a new computer classroom was established at the Coast Center (IIC3_09).

In 2017, ePlace Solutions conducted a Cyber Security Internal Control Survey Report of Mendocino College that provided observations, strengths and recommendations regarding our cyber security (IIC3_10; IIC3_11). To remediate the recommendations made in the report, the Technology Committee, under the leadership of the Director of Information Technology, has incorporated the findings into many areas of the Technology Action Plan 2020-2023 Draft (IIC3_12). Mendocino College has the commitment to continue pursuing efforts that maintain technology resources with reliable access, safety and security.

Analysis and Evaluation

The District meets the Standard. Mendocino College assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. Significant efforts have been made to upgrade and maintain technology resources.

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College provides appropriate instruction and support for the effective use of technology and technology systems and operations by faculty, staff, students and administrators.

Mendocino College fully utilizes the California Virtual Campus – Online Education Initiative’s (CVC-OEI) @one online course offerings to help faculty increase their knowledge and skills in teaching online (IIC4_01; IIC4_02). Faculty also participate in their online conferences such as the CCC Digital Learning Day and Can*Innovate (IIC4_03; IIC4_04). The CCC Technology Center holds monthly webinars on a variety of topics related to new programs such as the Online Education Initiative, CCCApply, etc., which employees regularly participate in. As part of the Institutional Effectiveness Partnership Initiative (IEPI), Mendocino College constituents have access to LinkedIn Learning's online courses catalog (IIC4_05).

The College’s Learning Management System (LMS), CANVAS, has a wide variety of online training materials and 24-hour, 7-day-per-week support (IIC4_06). Users, which include all constituent groups, are able to gain access to CANVAS user guides, report problems and reach the hotline to obtain direct support. Mendocino College has also offered regular trainings about how to utilize the system in order to most effectively deliver academic content to students (IIC4_07). In an effort to ensure that faculty utilizing CANVAS are properly trained, all online faculty are required to be trained in Canvas before teaching in it (IIC4_08).

In 2018, the College began implementation of the Strategic Alignment Plan for Colleague by Ellucian, the main Enterprise Resource Planning (ERP) system for student records (IIC4_09; IIC4_10). Since the implementation of Colleague in 2009, changes in releases and enhanced tools required a robust training and support structure to be developed to assist with its utilization by our faculty and staff. As part of our engagement with Ellucian, multiple instruction and support mechanisms have been put in place to support users, such as providing access to Ellucian's On-Demand Training courses and direct consulting with multiple departments (IIC4_11; IIC4_12; IIC4_13). The College is currently implementing Phase I of the plan. It is expected that Phase II will begin 2020. After Phase II is implemented the College will do another assessment to be sure that the College is current in training and utilization of Colleague.

Within the Student Services Division, technology instruction and support are regularly included in meetings and retreats. At the regular Student Services Retreats, agendas have sections reserved for providing updates and training on new technology tools being implemented (IIC4_14; IIC4_15). Mendocino College has used these gatherings to introduce best practices in utilizing these tools and ways in which their use of the technology will be supported throughout the year. Faculty and staff provide feedback about their use of the technology and support needs. Individual departments have also developed support tools for faculty, staff and students on how to access technology systems and program-specific information. The Extended Opportunity Programs and Services (EOPS) developed a training manual for students on how to access the department's documents through the CANVAS system by developing an online document and video for reference purposes (IIC4_16).

Also, in 2018, Mendocino College provided instruction and support opportunities for constituents in the use of the newly implemented ESCAPE system (IIC4_17). ESCAPE is a comprehensive and integrated business system that allows the College's fiscal operations to be accessed through a user-friendly employee portal. Since our fiscal operations are processed through the Mendocino County Office of Education, which made a transition to ESCAPE, the College provided users with appropriate training opportunities to learn the new system. Trainings are held every year and continued support is provided through the Fiscal Services Office (IIC4_18; IIC4_19).

College IT staff also utilizes the training from the CCC Technology Center for information on various subjects, including systems security. Additionally, the Director of Information Technology and department staff attend the California Community College Chief Information Systems Officers Association (CISOA) Annual Conference to network with colleagues throughout the state and learn about new technologies and best practices (IIC4_20).

Lastly, at the College-wide in-service training every semester a technology update is provided to attendees reminding them about proper technology use. For example, in Fall 2019 attendees were reminded about reporting suspicious emails, patch and security updates, as well as the implementation of the new MyMendo Portal, the addition of new Colleague features and the shift to the Office 365 platform (IIC4_21). Follow up training opportunities were provided to all constituents regarding the new technologies being implemented (IIC4_22; IIC4_23). The College is currently working on providing an extensive training on compliance with Section 508

of the Rehabilitation Act (29 U.S.C. 794d) as part of the Spring 2020 in-service training. This training opportunity will be provided to faculty and staff to help ensure their online materials, including PDF documents, are accessible to all students.

Analysis and Evaluation

The District meets the Standard. The College works to provide appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems. These opportunities occur regularly and incorporate technology and technology systems used throughout the institution.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Mendocino College has policies and procedures to guide faculty, students, and staff in the appropriate use of technology resources. Board Policy 311, Computer Use for Staff and Students, and Administrative Procedures 311.1, Computer Use Procedures for Staff and Students, govern the use of technology resources at the College (IIIC5_01; IIIC5_02). These policies and procedures outline responsible and ethical use of technology while respecting the rights and privacy of others. These documents are shared with new employees during the onboarding process. Employees sign a statement indicating that they have read and understand the policy and procedures (IIIC5_03). Staff are currently reviewing the existing policy and procedure to compare them with model policies from the Community College League of California. Minimal changes will be needed for the policy, but the procedure will likely require more extensive changes to bring it in line with current technology use.

Additionally, Board Policy 4105, Distance Education, and Administrative Procedures 407.1, Distance Education Procedures Regular Effective Contact, govern Distance Education courses at Mendocino College (IIIC5_04; IIIC5_05). Board Policy 515, Privacy of Students, acknowledges Mendocino College's responsibility to safeguard student information (IIIC5_06). Furthermore, Board Policy 5040, Student Records, Directory Information and Privacy, along with Administrative Procedures 5040.1, Student Records, Directory Information, and Privacy, describe how student data are protected and secured (IIIC5_07; IIIC5_08). These policies address appropriate technology use and access and apply to all district faculty, students, and staff, both on and off campus.

All Board Policies and Administrative Procedures are made available to the public through the Mendocino College website (IIIC5_09).

Analysis and Evaluation

The District meets the Standard. Mendocino College's policies and procedures align with the appropriate use of technology in a higher education institution. Faculty, staff and students receive the necessary training and notice of the governing policies and procedures to promote a safe and secure use of technology.

Conclusions on Standard III.C. Technology Resources

Technology Resources at Mendocino College are appropriate and adequate to support the institution's programs. This requires efficient and effective use of IT staff as they support not only the IT infrastructure for the main campus, but also the three centers located a large geographic area.

Planning support for current and future needs is led by the Technology Committee, which is chaired by Director of IT and includes members from every constituent group. The Technology Committee reviews requests from Program Review and considers overall planning for College technology needs.

IT also responds appropriately to IT needs of the campus as new initiatives from the Chancellor's Office require changes to the College's systems such as the Online Education Initiative (OEI).

Evidence List

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|---------|--|
| IIC1_01 | Program Review -MATHEMATICS 2018-2019 |
| IIC1_02 | Program Review - ESL 2018-2019 |
| IIC1_03 | 2018_2019_IT_REQUESTS |
| IIC1_04 | Technology Committee Agenda |
| IIC1_05 | TECH COMM REVIEW IT_REQUESTS_2018RankWorksheet with rationalev1 |
| IIC1_06 | Technology Committee Agenda and Information |
| IIC1_07 | Tech Committee Agenda |
| IIC1_08 | Technology Committee Agenda |
| IIC1_09 | Director - Information Technology - 2019 Job Description |
| IIC1_10 | Programmer Analyst Sr. Job Description |
| IIC1_11 | Computer Support Technician 2013 Job Description |
| IIC1_12 | Telecommunications Technician - 2019 Job Description |
| IIC1_13 | Telecommunications Tech Request |
| IIC1_14 | Instructional Technology Specialist Job Description |
| IIC1_15 | Theatre Technician - College Media Technician 2016 Job Description |
| IIC1_16 | Instructor-Distance Education Coordinator |
| IIC1_17 | IT Webpag3 |
| IIC1_18 | Help Desk Ticket System |
| IIC1_19 | Create a New Ticket |
| IIC1_20 | Ticket Account Registration |
| IIC1_21 | CANVAS Help Information |
| IIC1_22 | CCCTC-CENIC Mendocino District Dashboard |
| IIC1_23 | Website Financial Aid-Cranium Café |
| IIC1_24 | Catalog, page 159 |
| IIC2_01 | Technology Action Plan 2010-2015 |

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|----------|--|
| IIIC2_02 | Tech Projects to PBC |
| IIIC2_03 | Technology Committee Agenda |
| IIIC2_04 | Technology Plan Outline |
| IIIC2_05 | MLCCD Technology Action Plan 2020-2023 Draft 2019-11-04 |
| IIIC2_06 | Technology Committee Agenda 5-10-19 |
| IIIC2_07 | Board Packet September 26 2019 - Special Meeting |
| IIIC2_08 | Technology Committee Agenda 11-8-19 |
| IIIC2_09 | Mendocino College Alignment Plan Report FINAL 11.29.17 |
| IIIC2_10 | Ferrilli Discovery Report - Mendocino College |
| IIIC2_11 | Mendocino CC Investment Summary Phase I and II (FINAL) 2.1.18 |
| IIIC2_12 | Colleague Self Service Migration Map |
| IIIC2_13 | Setting Up Student Planning 2.21 |
| IIIC2_14 | Mendocino Summary Plan and Status as of 103119 |
| IIIC2_15 | Proposed Network Diagram - Mendocino College |
| IIIC2_16 | Project Cost Summary - Mendocino College - Network Upgrade – 87887 |
| IIIC2_17 | Quest agreement TR19-00123 |
| IIIC2_18 | Ferrilli Auto Grad |
| IIIC2_19 | Hardware 19-20-refresh |
| IIIC2_20 | 2019 Staff Inventory |
| IIIC2_21 | 2019 Ukiah Student Inventory |
| | |
| IIIC3_01 | Barracuda Web Application Firewall DS US |
| IIIC3_02 | TPO19-00103-Barracuda-Email-Firewall |
| IIIC3_03 | Phishing Reminder |
| IIIC3_04 | CCCTC-CENIC Mendocino District Dashboard |
| IIIC3_05 | Devolutions-RDM-Brochure |
| IIIC3_06 | Devolutions-TPO19-00075-Copy |
| IIIC3_07 | Data Governance Agenda Mendocino College |
| IIIC3_08 | MC DG Agenda Setting Session Day 1 |
| IIIC3_09 | Computer Labs |
| IIIC3_10 | Mendocino College Cyber Security Internal Control Survey Report |
| IIIC3_11 | Cyber Security Internal Control Survey Agenda v2 |
| IIIC3_12 | MLCCD Technology Action Plan 2020-2023 Draft 2019-11-04 |
| | |
| IIIC4_01 | Board Packet March 13 2019 |
| IIIC4_02 | Course Design Academy |
| IIIC4_03 | Digital Learning Day |
| IIIC4_04 | Can.Innovate |
| IIIC4_05 | LinkedIn Learning |
| IIIC4_06 | CANVAS Help Information |
| IIIC4_07 | Invitation to Canvas training August 2019 |
| IIIC4_08 | Email regarding required Canvas training for online instructors |
| IIIC4_09 | Mendocino College Alignment Plan Report FINAL 11.29.17 |
| IIIC4_10 | Mendocino CC Investment Summary Phase I and II (FINAL) 2.1.18 |

IIIC4_11 Email - Ellucian's On-Demand Subscription Library -- Mendocino College
IIIC4_12 Mendocino Summary Plan and Status as of 103119
IIIC4_13 Data Governance Schedule - Meeting Request Attachment
IIIC4_14 Student Services Retreat Agenda 10.17.18
IIIC4_15 Student Services Retreat Agenda 6.5.19
IIIC4_16 Screen Shots of Canvas pages 8-12-19
IIIC4_17 Escape Basics
IIIC4_18 Escape Training 2018
IIIC4_19 ESCAPE training
IIIC4_20 CISOA Conference Agenda
IIIC4_21 FA19 In-service power point
IIIC4_22 New portal launch announcement_ Welcome to MY MENDO!
IIIC4_23 IMPORTANT_ Office365 email upgrade - your input is needed!

IIIC5_01 Board Policy 311, Computer Use for Staff and Students
IIIC5_02 Administrative Procedure 311.1, Computer use Procedures for Staff and Students
IIIC5_03 New Hire Computer Paperwork
IIIC5_04 Board Policy 4105, Distance Education
IIIC5_05 Administrative Procedure 4105.1, Distance Education...
IIIC5_06 Board Policy 515, Privacy of Students
IIIC5_07 Board Policy 5040, Student Records, Directory Information, and Privacy
IIIC5_08 Administrative Procedure 5040.1, Student Records...
IIIC5_09 Board Policies and Administrative Procedures Webpage

III.D. Financial Resources

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The College's finances are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The College's operational expenditures are funded through the unrestricted general fund, which maintained an ending fund balance of 26% at June 30, 2019. Although the College is required to maintain only a five percent reserve balance by the Chancellor's Office, the Board of Trustees has recommended that the college maintain a 15% unrestricted general reserve. This is reviewed and monitored throughout the fiscal year by the Planning and Budget Committee (PBC). PBC is a shared-governance body that is chaired by the Superintendent/President and includes the chief financial officer, chief instructional officer, chief student services officer, representatives from the Academic and Classified Senates and others (IIID1_01; IIID1_02). While the College strives to maintain a fund balance that exceeds the minimum reserve requirement, the college continues to manage resources that support the overall financial stability of the institution (IIID1_03).

Revenues in the general fund are comprised of unrestricted and restricted funds and represent approximately \$25.5 million and \$10.2 million respectively, in the 2019/20 fiscal year budget. The unrestricted revenue is comprised mainly of state apportionment, Education Protection Act, and property taxes, enrollment fees, interest, and lottery. Restricted funds are comprised of grants and categorical programs that come to the college from local, state, and federal agencies with specific expenditure restrictions. Federal Grants represent about \$1.6 million of the 2019/20 budget and consist of grant programs such as High School Equivalency Program (HEP), College Assistance Migrant Programs (CAMP), Hispanic Serving Institutions (HSI), and Career and Technical Education Act (CTEA). State Grants represent about \$8.4 million of the 2019/20 adopted budget and consist of grant programs such as Adult Education Block Grant, Financial Aid Technology, College Promise Grants, Disabled Students Programs and Services, Strong Workforce Program, CalWORKs, Student Equity and Achievement, and Instructional Equipment and Deferred Maintenance Block Grant (IIID1_04).

Analysis and Evaluation

The District meets the Standard. Annual external audits are required and completed every fiscal year with few or no financial, federal, state, or internal control findings. The audits meet all reporting requirements, and the results of the audits are distributed to the required State and Federal agencies by the designated due dates (IIID1.05).

The Adopted Budget for 2019/20 reflected a budgeted ending fund balance of 26%, exceeding the board approved minimum 15% reserve balance. The Planning and Budget Committee reviews the reserve throughout the fiscal year to monitor the activity and the use of funds.

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The College's planning process begins with all programs completing Program Review documents annually. Program Review instructions are distributed along with the Mission, Vision, Values, and Goals, Education Master Plan and Strategic Action Plan. The reviews set program goals and identify needed resources. The information collected in Program Reviews (IID2_01) is then forwarded to appropriate planning committees, which use it along with other data and input to make institutional plans with measurable goals and objectives. PBC is the main planning body for the District, and its membership provides input from all college constituent groups and is an advisory committee to the Superintendent/President (IID2_02). PBC makes recommendations on all major budget assumptions, such as apportionment based on FTES projections, revenue assumptions, supplies and services budgets, and staffing for the coming year.

PBC bases its recommendations on factors related to support of the Strategic Action plan, effect on the 50% law, compliance with the faculty obligation number, program review, alignment with the college mission and evidence of need. PBC then recommends funding priorities to the Superintendent/President. Based primarily on the input from PBC, the Superintendent/President makes recommendations to the Board of Trustees (IID2_03).

At the fall and spring in-service, the Vice President of Administrative Services provides the entire campus community with an overall summary of the budget and current state-wide fiscal trends and/or legislation that may impact the District (IID2_04).

Analysis and Evaluation

The District meets the Standard. The College has been using the current integrated planning process since 2006/07. It has been refined and revised in the ensuing years as appropriate. The successful integration of planning and budget has been accomplished by having one committee responsible of both functions, Planning and Budgeting Committee (PBC). The other shared governance and planning committees report findings and make recommendations to PBC, where allocation recommendations are made to support planning efforts.

The planning process is regularly communicated through various committees and the campus-wide employee email system. Financial reports are presented monthly at each meeting of the

Board of Trustees, and updated information is disseminated to the campus through reports by the Superintendent/President and at all in-services.

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The institution has established processes for financial planning and budget development which are developed and implemented with cross-constituent participation. Board Policy 6200 and Board Policy 320 (IIID3_01; IIID3_02) outline the processes for preparing of the budget and institutional plans. The board policies state that the budget is the financial reflection of the educational plans of the District and evolves primarily from the needs of the instructional program and operational departments. The process for developing the budget is outlined in the Integrated Timeline (IIID3_03). This timeline integrates local Program Review procedures with the statewide budget process. The Annual Program Review is the foundation for the development of the College's annual budget. In this process, faculty, staff and administrative program leaders submit annual program reviews that describe program needs. Program resource requests in the Annual Program Review are annually reviewed and ranked by the appropriate committees, such as the Facilities Committee, Staffing Committee, and Technology Committee. The committees are composed of representatives from the Academic Senate, the Classified Senate, the administration, and the Student Senate as prescribed by Board Policy 213 and Administrative Procedure 213.1 (IIID3_04; IIID3_05). The ranking of requests by the committees is based on criteria established and refined by the committees and includes scoring the requests based on the impact on student learning, student retention and other mission-critical criteria. This ranking supports the recommendations made to PBC. PBC is a shared-governance body that is chaired by the Superintendent/President and includes the chief instructional officer, chief financial officer, chief student services officer and representatives from the Academic, Classified, and Student Senates. The results of this integrated planning, particularly staffing recommendations, are communicated to the campus through reports from the Superintendent/President to both the Board of Trustees and PBC.

Analysis and Evaluation

The District meets the Standard. The budget development cycle is documented in the Integrated Timeline. Budget updates are presented to the College community during in-service at the beginning of each semester and throughout the year in PBC. Budget assumptions are discussed in detail at PBC. Each of the three budgets, the Tentative, Adopted, and Revised, reviewed by PBC (IIID3_06; IIID3_07) and is approved by the Board at a public meeting (IIID3_08). A public hearing is conducted prior to the Board adopting the budget. Constituencies have opportunities to participate at the department level and committee level, and during the public meeting. At the request of the Academic Senate and Classified Senate, the Vice President of Administrative Services has attended meetings of each Senate to discuss the budget and fiscal condition of the college.

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The District's planning and budget resource allocation begins each year with the Planning and Budget Committee (PBC) reviewing the Governor's Budget in January for the following fiscal year. Over the course of the spring semester, PBC discusses the major revenue and expenditure assumptions on which the tentative budget is being developed. Major revenue assumptions include the FTES, on which general apportionment will be based. Prior to coming to PBC, FTES information is also previously discussed at the Enrollment Management Committee. Other major revenue assumptions reviewed by PBC are lottery proceeds, interest earnings, mandated costs, block grant funding, and donations from the Foundation. Major expenditure assumptions include funding for all salaries of positions currently filled and those approved for recruitment. The associated benefits are also discussed at PBC, including STRS/PERS rate increases and funding level of District provided health benefits. The District has made a practice of conservatively estimating future revenues and expenditures. The District reviews budget estimates throughout the year and makes adjustments when necessary. Each month the Board of Trustees receive a Fiscal Report on year-to-date revenue and expenditures (IIID4_01).

Analysis and Evaluation

The District meets the Standard. Under the direction of the Vice President of Administrative Services, the District revenue and expenditure assumptions are made in a realistic and prudent manner to provide fiscal stability. The District considers all information received from the Chancellor's Office, the Community College League of California, Association of Chief Business Officials, and School Services of California when making estimating revenues and expenditures. The District has weathered challenging external economic times through its steady and fiscally conservative approach to budgeting (IIID4_02).

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The District contracts out for an annual independent audit. The College currently contracts with Cossolias Wilson Dominguez Leavitt, Certified Public Accountants (CWDL). This independent audit is comprehensive and includes a review and reporting of results as defined in the State Contracted District Audit Manual (CDAM). The annual audit also includes a review of compliance related to internal process and procedures (IIID5_01).

The Board of Trustees approves quarterly and annual fiscal reports (IIID5_02). In addition, the Board of Trustees is provided monthly reports on year-to-date revenue and expenditures

(IIID5_03). In addition to the regular annual audit, District records are periodically reviewed by other agencies such as federal audits of student financial aid and California Department of Education reviews of the Child Development Center records and operations.

The college is fiscally dependent on the Mendocino County Office of Education (MCOE). MCOE provides oversight to the college in the areas of accounts payable and payroll. In this way, MCOE is another level of review to assure that proper internal controls are in place.

Analysis and Evaluation

The District meets the Standard. The college maintains very strong internal controls as evidenced by a long-standing lack of findings in this area in annual external audits. MCOE provides an additional layer of oversight to the finances of the college.

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The District consistently complies with all outside reporting requirements such as those mandated by the California Community Colleges Chancellor's Office, California Education code and United States Department of Education, and those required by various federal, state, and local granting agencies. The Board of Trustees approves comprehensive budgets for all funds of the District at least three times during a fiscal year. The board approves a Tentative Budget prior to July 1, adopts an Adopted Budget each fall after the State has enacted its annual budget, and approves a revised Budget each spring to reflect changes and new information received after the Adopted Budget was approved. These three budgets represent the minimum number of times the Board approves a budget. Additional budget revisions may be taken to the Board as needed if, for example, fiscal conditions change during the year and require adjustments to transfers between funds.

Fiscal reports are provided to the Board of Trustees on a monthly, quarterly, and annual basis. A fiscal report summarizing monthly and year-to-date revenue and expenditures is presented and discussed at each regular Board of Trustees meeting (IIID6_01). State law requires that districts report financial information to the Chancellor's Office on a quarterly basis, including year-to-date fiscal information, cash balance, enrollment, cost of any collective bargaining agreements during the quarter and if the district is experiencing financial difficulties in the current year or is anticipating financial difficulties in the next fiscal year (IIID6_02).

The institutional budget is an accurate reflection of institutional spending, and it has credibility with constituents. Constituent groups participate in PBC meetings and are encouraged to ask any questions that are necessary to provide clarification on assumptions on which budgets are based. Board Policy 6400 (IIID6_03) ensures that there is an annual independent fiscal audit of all funds, books, and accounts of the District by a certified public accountant in accordance with the regulations of Title 5. The District contracts out for an annual independent audit. The audit includes compliance with state and federal guidelines as well as an opinion on the District's

financial statements. The auditors also test the adequacy of internal controls. The District has had no recent findings in the area of financial statements and internal controls (IIID6_04).

The Mendocino College Foundation, Inc., is a component unit of the College and is also subject to annual external audits (IIID6_05). Also, the Foundation follows District internal control processes, policies and procedures in addition to its policies and procedures.

Analysis and Evaluation

The District meets the Standard. Fiscal Services maintains the expected credibility and accuracy in all financial matters under their authority by reviewing and following the CDAM and Budget and Accounting Manual. Fiscal Services and other departments such as Admissions and Records, Human Resources, and Financial Aid work closely with the external financial auditors, following acceptable accounting practices by following established and approved policies and procedures. The Vice President of Administrative Services and Director of Fiscal Services regularly communicate with PBC and the Board of Trustees on the status of revenues and expenditures in order to keep the campus community informed of the fiscal status and stability of the college. The College has held campus-wide forums on the budget when necessary and executive administrators have attended meetings with constituent groups to discuss the budget when requested. The College ensures the credibility of budgets and financial projections through clear and transparent documentation of assumptions upon which the budgets and projections are based.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

As required by law, the District contracts with an independent external audit firm for an annual audit. The audit includes compliance with state and federal guidelines, adequacy of internal controls, as well as an opinion on the District's financial statements (IIID7_01). Audit results are communicated to the appropriate area managers and to the Board of Trustees at the December Board meeting (IIID7_02). The District has an unmodified Financial Statement, Federal Award, and State Award opinion for the last six years with very few or no findings.

Analysis and Evaluation

The District meets the Standard. The independent audit is conducted in accordance with General Accepted Auditing Standards, Governmental Accounting Standards Board, Contracted District Audit Manual issued by the California Community Colleges Chancellor's Office, Budget and Accounting Manual, and such other publications relating to community college accounting procedures in effect during the period under audit. All findings are taken very seriously by the District and are reviewed with the department(s) that are responsible for those areas. An action plan is immediately implemented in order to fix the problem, and the finding is resolved before the next annual audit. The District has had very few audit findings and has addressed all findings in a manner the auditors have found sufficient. The College has never had a finding repeated in a subsequent year. The audited financial statements are accepted by the Board at its December meeting and submitted to the Chancellor's Office and other oversight agencies prior to the

December 31 deadline each year. Audits are posted on the College website and are available in PDF and hard copy from Fiscal Services upon request.

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Fiscal Services regularly reviews and monitors the internal control system throughout the fiscal year, to evaluate the effectiveness of the internal controls and improve or create additional controls, if necessary, to ensure the District maintains a solid financial structure. The District also maintains an appropriate separation of duties to provide oversight and control of the financial processes.

The District uses ESCAPE software, which has built in system controls for the Fiscal, Payroll, and HR functions of the institution. In addition, the institution is fiscally dependent on Mendocino County Office of Education (MCOE), which adds an additional level of controls. MCOE is a third-party organization that reviews and monitors accounts payable and payroll batches to ensure that there are no errors or misstatements before vendors and employees are paid.

As stated above, the annual audit is performed by Cossolias, Wilson, Dominguez, Leavitt, Certified Public Accountants (CWDL). CWDL reviews policies and procedures and checks the processes to identify weaknesses and strengths within the internal controls (IIID8_01). The Fiscal Services Department uses this information to maintain the integrity of the internal controls necessary in reporting and accounting for financial data and non-financial data. The audit evaluation of internal controls consists of areas such as access to cash and other assets, reporting authority levels, approval levels and segregation of duties. The audit evaluates the District's system of internal control over its financial reporting, compliance with laws, regulations, contracts, and grants applicable to federal and state programs in order to provide an opinion on the financial statements. The audit tests and evaluates the internal controls to assess their effectiveness and identify when internal controls related to compliance requirements of programs are potentially ineffective in preventing or detecting noncompliance. The Chancellor's Office publishes a document called Contracted District Audit Manual (CDAM) that provides auditing requirements for the audit (IIID8_02). The audit is required by State law and internal policy (IIID8_03; IIID8_04).

Analysis and Evaluation

The District meets the Standard. The auditors visit the District two times a year, for interim and year end field work. The interim visit is performed around June and primarily is focused on processes, testing, and evaluating the internal control structure. Any suggestions to improve the process are immediately implemented. This process assists the District in continuing to ensure that the internal control practices are current.

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District has maintained a strong reserve balance for the last couple of years which is adequate to meet financial emergencies and unforeseen occurrences. The unrestricted ending fund balance for the 2016/17 fiscal year was \$5,749,761 (25.67%) and for the 2017/18 fiscal year was \$6,559,593 (28.13%). The unaudited ending fund balance for 2018/19 was \$6,755,399 (26.05%). The ending fund balance in the last few years represents revenues exceeding expenditures. The ending unrestricted reserve is well above the state mandated 5% reserve and the District's Board adopted minimum reserve level of 15%. The District is also performing above the statewide average reserve balance of 21%. The Ending Reserve is reviewed regularly by PBC to provide transparency on the topics of cash flow and reserves (IIID9_01; IIID9_02).

With sufficient reserve balances, the College has been able to manage cash flow demands without having to participate in any cash borrowing programs. The District reports the cash balances to the Trustees in the Quarterly 311 Report required by the Chancellor's Office. Cash balances of the District were improved significantly when the State of California ended its practice of deferring apportionment payments to colleges. The District's cash balances are significant and appear to be sufficient to cover unforeseen occurrences.

Analysis and Evaluation

The District meets the Standard by maintaining and reviewing cash needs and reserve balances to ensure financial stability. With the funding formula changing and a hold harmless from the Chancellor's Office that funding levels will not be less than the 2017/18 fiscal year for the next 3 years, the District has the ability to manage the cash flow, financial emergencies, and any unplanned necessary expenditure effectively.

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The District maintains a chart of accounts in accordance with the Budget and Accounting Manual (BAM) published by the Chancellor's Office. This ensures a uniform accounting system for accurately reporting financial aid, grants, and externally funded programs in discrete categorical accounts. All funds are identified through the use of funding sources specific to individual restricted funds as required by law or unrestricted College resources and practices. The Director of Fiscal Services and the Vice President of Administrative Services review all financial reports prior to being sent by the District to outside agencies.

Federal regulations require that Financial Aid program expenditures be monitored closely and reported accurately. The College uses the Datatel system for awarding and disbursing funds and to reconcile expenditures monthly with the Fiscal Services Office, which retains account information for the Financial Aid programs (IIID10_01). The Financial Aid Office follows the Recordkeeping, Accounting, Disclosure, and Record Retention requirements as outlined in the Financial Aid Handbook. The Director of Fiscal Services and the Director of Human Resources, as well as other members of the accounting and human resources staff, assist program managers with the development and monitoring of categorical and grant budgets.

The Mendocino College Foundation, Inc. (Foundation) was established as a legally separate nonprofit 501c3 corporation to support the District and its students. It provides scholarships for the benefit of District students and contributes directly to the District. The Foundation is considered a component unit for financial reporting purposes and is presented separately from the District's financial data. The Foundation oversight includes investments held by an investment company, Main Street Research LLC. The investments that are held in brokerage accounts are reported at fair market value based on quoted market prices. The Foundation has investment policies and procedures in place to guide the investment company. The Foundation Finance Committee reviews the investment statements monthly to ensure that the investment company is adhering to policies and procedures. In Fiscal year 2018/19 the Foundation had \$8.9 million invested in the market. In addition to the Foundation Finance Committee reviewing the monthly investment statements, the Foundation is required to perform a yearly audit. The Foundation uses the District's audit firm, CWDL to perform the audit. CWDL performs procedures to ensure that the investments are following the policies and procedures of the Foundation regarding the investments (IIID10_02; IIID10_03). The Foundation investments also include property held for sale, which are reported at fair value based on properties appraisals.

The District adheres to BP 6320 and AP 6320.01 when investing funds. The District invests funds in the State Treasurer's Pooled Money Investment Account (PMIA) through Local Agency Investment Fund (LAIF) (IIID10_04). The PMIA has regulatory oversight from the Pooled Money Investment Board and an in-house investment committee. The Local Agency Investment Advisory Board has oversight of LAIF. The District had \$1,191,000 invested in LAIF with an interest rate of 2.55% as of 3/31/2019. All other cash is invested in the Mendocino County Treasurer's investment pool. The interest rate received from the County Treasury increased significantly from 0.548% in the first quarter of 2015/16 Fiscal Year to 1.529% in the third quarter of the 2018/19 fiscal year (IIID10_05).

Analysis and Evaluation

The District meets the Standard. Audits and reviews by external agencies show that the system of fiscal oversight and financial management is appropriate and effective.

Liabilities

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range

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

Evidence of Meeting the Standard

The District has managed its financial resources to meet both short- and long-term financial plans. The District continually assesses its financial position and cash management strategies to ensure both short-term and long-term financial solvency. In order to guide budget development, each year at the February board meeting the Board of Trustees reviews and adopts Board Budget Parameters. The board adopted three budget parameters for the 2019/2020 budget (IID11_01). The first budget parameter includes a targeted ending fund balance in the Unrestricted General Fund of 15%, while indicating that at no time shall the ending fund balance go below 5%. The second parameter calls for a balanced budget and indicates that one-time revenues and reserves shall not be used to fund ongoing expenditures but may be considered for current year expenditures that do not create obligations in future years. The third budget parameter states that the Health Benefit contribution rate shall be set at a level that results in contributions to the Health Fund that equal or exceed the estimated health costs for the year. The 2019/20 adopted budget met all budget parameters (IID11_02).

The Board approves budgets in June, September, and April of each year. Multi-year projections are developed after each budget is approved by the Board. Multi-year projections are based on the most recent budget and reviewed by PBC before being presented to the Board.

(IID11_03; IID11_04). Projections are developed for the Unrestricted General Fund. The projections include out-year expenditures such as step and longevity increases, STRS/PERS increases to contribution rates, staffing decisions, and other material changes that can be predicted. Assumptions are clearly identified at the bottom of the projections, which also includes items that are not included in the projections, such as future collective bargaining settlements, changes in health care costs, or future staffing decisions. Projections look out 5 years beyond the current budget year. These assumptions are purposefully conservative and are intended to illustrate projections based on the noted assumptions. They are not intended to be budgets for those out years.

The District maintains a Debt Service Fund to set aside funds to make debt service payments on a loan used to install a solar field. This project resulted in energy savings, and an amount equal to the projected savings has been transferred into the Debt Service fund to make payments (IID11_05).

The College has contracted the services of an actuary to calculate the liability for Other Post-Employment Benefits (OPEB) in accordance with GASB 75. The 2018 actuary report showed the "Total OPEB liability" at \$5.86 million. Additional information regarding OPEB can be found in standard III.D.12.

The voters approved a Proposition 39 General Obligation Bond in 2006 in the amount of \$67.5 million. The District issued two series of bonds, Series A in 2007 for \$30 million and Series B 2011 for \$37.5 Million. All funds were expended as of June 30, 2015, primarily on re-roofing

multiple buildings, remodels and renovations, upgrading the computer system, construction of a new Library/Learning Resource Center, constructing a new Maintenance/Warehouse, and the purchase of land and the construction of new centers in Willits and Lakeport. On September 15, 2016, the District refinanced the General Obligation Bonds in the aggregate principal amount of \$48.6 million. The District advance refunded a portion of the District's outstanding Series A and Series B Bonds and paid the costs of issuing the bonds. This is not a debt of the College; it is a general obligation debt paid via a tax collected based on the assessed valuations of properties in the District's service area.

Analysis and Evaluation

The District meets the Standard. The Adopted Budget for 2019/20 met all board budget parameters (IIID11_06). The Planning and Budget Committee reviews a five-year review and expenditure projection, which takes into account potential out-year changes to revenue, expenditures, and PERS/STRS rates (IIID11_07). These projections and scenarios are shared with PBC and with the Board of Trustees. The debt on the solar field is funded with an ongoing budget allocation. The General Obligation Bonds are paid for by collections from property tax assessments. The District prudently refinanced these bonds in 2016 to lower the rate paid by the taxpayers.

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District maintains a Special Reserve fund to address payments and future obligations. The funds are kept in a discrete Fund (61). Amounts are set aside for Other Post-Employment Benefits (OPEB), health benefits Incurred But not Recorded (IBNR), health benefits, and compensated absences, which includes accrued vacation and faculty load banking. The District is self-insured for health benefits and maintains a discrete Fund (62) for health benefit contributions and expenditures. Health costs for both active employees and retirees are paid from the Health Benefits fund. As required by GASB 75, the District contracts with an actuarial firm to analyze its liabilities for retiree health benefits. The evaluation date for the most recent study was June 30, 2018. It showed a calculated "Total OPEB Liability" (TOL) of \$5,856,986 and an OPEB expense for the fiscal year ending June 30, 2018 of \$543,724. This study determined the District's "pay-as-you-go" cost of providing retiree health benefits in the year beginning July 1, 2018 was \$467,154. The "pay-as-you-go" cost is the cost of benefits for current retirees (IIID12_01). In 2007, the District joined the Retiree Health Benefit Program Joint Powers Authority sponsored by the Community College League of California. To date, the District has not deposited funds into the irrevocable trust.

Analysis and Evaluation

The District meets the Standard. The District maintains prudent reserves in the Special Reserve and Health Benefit funds to cover compensated absences, OPEB, and Other employee-related obligations. The District has chosen the “pay as you go” method for funding GASB 75 OPEB liabilities. The contribution rate to the Health Benefits fund has been sufficient to fund health benefit costs for both the active employees and the retirees. As July 1, 2018 the Special Reserve fund and Health Benefit beginning fund balance were \$2,370,838 and \$1,518,890, respectively. Either one of these reserves could be used to pay OPEB liabilities, if necessary. PBC has reviewed the recommended transfers of excess reserves annually from the Health Benefit fund to the Special Reserve fund to continue funding the OPEB liability. As of June 30, 2019, the District has set aside \$1,500,218 which is 25% of the “Total OPEB liability” of \$6,079,068 (IIID12_02).

III.D.13 *On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

Evidence of Meeting the Standard

The District creates and maintains a schedule of changes in long-term debt which is updated annually and included in the independent financial audit report. This schedule reflects the most current year-end audit information regarding long-term debt, which includes principal and interest over the duration of the debt. The budget for this liability debt is included in the Debt Service Fund.

The Board of Trustees reviews yearly the budgeted debt during the approval of the Tentative, Adopted, and Revised budget and as part of the audit report. The College has one remaining debt service obligation, that of the solar field, which will be completed by 2021 (IIID13_01).

Analysis and Evaluation

The District meets the Standard. The long-term debt is reviewed on an annual basis and a schedule is provided to the external auditors yearly. The College is in good standing and has an ongoing budget allocation in place to fund its small amount of locally controlled debt obligations.

III.D.14 *All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

Evidence of Meeting the Standard

The District currently has one long-term loan used to install a solar field. The Loan payments are made in the Debt Service Fund with the energy savings due to the solar field. The loan will be fully repaid by 2021 (IIID14_01).

The voters approved a Proposition 39 General Obligation Bond in 2006 in the amount of \$67.5 million. The District issued two series of bonds, Series A in 2007 for \$30 million and Series B 2011 for \$37.5 Million. All funds were expended as of June 30, 2015, primarily on re-roofing multiple buildings, remodels and renovations, upgrading the computer system, construction of a new Library/Learning Resource Center, constructing a new Maintenance/Warehouse, and the purchase of land and the construction of new centers in Willits and Lakeport. During the construction and purchasing phase of the bond the District was required to perform two agreed on procedures audits, Schedule of Proceeds and Use of General Obligation Bonds and Performance Audit (IID14_02; IID14_03). These two audits were performed in order to ensure that the voters' wishes are met. On September 15, 2016, the District refinanced the General Obligation Bonds in the aggregate principal amount of \$48.6 million. The District advance refunded a portion of the District's outstanding Series A and Series B Bonds and paid the costs of issuing the bonds. The debt is paid via a tax on the assessed valuations of properties in the District's service area (IID14_04).

The Mendocino College Foundation, Inc. (Foundation) was established as a legally separate nonprofit 501c3 corporation to support the District and its students. It provides scholarships for the benefit of District students and contributes directly to the District. The Foundation is considered a component unit for financial reporting purposes and is presented separately from the District's financial data. The Foundation is organized by an independent board that meets openly and regularly to discuss activities. As is the case with the College, the Foundation is audited annually by an independent audit firm. The Board of Trustees holds an annual meeting where both independent audits are presented. All grant budgets are set up with assistance from Fiscal Services. A manager is assigned to manage the efforts and activities of each specific grant. The grant manager is accountable for compliance with the specific rules and guidelines as required by the funding source. Expenditures are reviewed and verified by Fiscal Services prior to being reported to the funding source. Expenditures of grants follow the same policy and procedural review as all expenditures that are processed through Fiscal Services.

Grants and categorical programs are held to the internal controls as are all other District funds. There may be exceptions, as defined by the individual grants, but in general board policies and administrative procedures (IID14_05) outline specific guidelines that are adhered to and maintained in providing the financial management of funds.

Analysis and Evaluation

The District meets the Standard. The College applies the same fiscal control policies and procedures, such as those related to purchasing and contracts, in providing the financial support for all grants and categorical programs. Financial reports are reviewed and verified by Fiscal Services prior to being submitted to the external funding entity. The independent auditors review compliance by the College in administering the financial and operational support for funded programs per the Contracted District Audit Manual.

III.D.15 *The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

Evidence of Meeting the Standard

The District participates in the Federal District Student Loan Program. Students are required to complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility for grants before loan eligibility can be determined. As part of the default management program, the Financial Aid office only considers students eligible for federal student loans who are maintaining Financial Aid Satisfactory Academic Progress Standards.

All students who request a federal student loan must complete the online Federal Direct Student Loan entrance counseling and Master Promissory Note (MPN). We provide information specific to Mendocino College's loan disbursement schedule and our follow-up once a student has left the District.

The Financial Aid Office provides loan information for students on the District's website for easy access. Information regarding responsible borrowing, loan management, and repayment can be obtained through the District's loan webpage (IIID15_01).

The Financial Aid Office awarded 129 students \$977,616 in loans during the 2017/18 academic year. The Fiscal Year 2016 Official Cohort Default Rate is 23%; Fiscal Year 2015 Official Cohort Default Rate is 27.3%; Fiscal Year 2014 Official Cohort Default Rate is 29.5%. (IIID15_02). The Director of Financial Aid closely monitors this rate to ensure that the cohort Default Rate stays below 30% as the U.S Department of Education can place sanctions on an institution if/when the official cohort default rate reaches 30% or more. As part of the District's default prevention efforts, Financial Aid contracts with a third-party loan default management service to help lower the default rate in order to be in federal compliance. The loan program, along with all other aspects of financial aid administration, is reviewed on an annual basis by District auditors to ensure compliance with federal regulations. Recent audits have revealed no Federal findings (IIID15_03).

Analysis and Evaluation

The District meets the Standard. Processes and procedures are in place to monitor and manage student loan default rates. As a result, the District's default rate has historically remained below the federal threshold. The loan program and other programs administered through the Financial Aid Office have been found to be compliant with federal requirements through annual audits and review procedures.

Contractual Agreements

III.D.16 *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

Evidence of Meeting the Standard

The District maintains agreements with a variety of external entities when such agreements are determined to be consistent with the District's Mission, Vision, Values and Goals. All contractual agreements of the District are governed by institutional policies, contain appropriate provisions to maintain the integrity of the institution, and are approved or ratified by the Board of Trustees (IIID16_01; IIID16_02; IIID16_03).

Analysis and Evaluation

The District meets the Standard. Agreements are reviewed by the appropriate Vice President to determine that they contain appropriate provisions and that they follow the board policies and administrative procedures to maintain the integrity of the District. Examples include; risk management concerns such as limiting the District's liability exposure where appropriate and ensuring that benefits which accrue to the District under the terms of the agreement are commensurate with the resources committed by the District. When appropriate agreements are submitted for legal review.

Conclusions on Standard III.D. Financial Resources

Mendocino College has a history of fiscal health and stability. This is achieved through staying focused on clear parameters provided by the Board of Trustees, and strong budget planning and forecasting based on logical expenditure and revenue assumptions.

Fiscal processes are consistent and systematically applied to ensure credibility of the information provided by the fiscal department, and compliance with reporting and other external requirements. PBC and Program Review processes ensure that resource allocation decisions are based on the mission and goals of the College. Allocations from grants and categorical funds are closely monitored to confirm expenditures are within the scope of the specific funding requirements and the goals of the program.

Overall, financial resources are allocated and overseen internally and externally systematically and with integrity. The college has had very few and minor audit findings and has been compliant with all federal and state requirements and thresholds.

Evidence List

IIID1_01 Board Policy 6200, Budget Preparation
IIID1_02 Board Policy 213, Participation in Local Decision-Making

| | |
|-----------|--|
| IIID1_03 | 2018-2019 CCC 311 Annual Financial and Budget Report, October 2019 |
| IIID1_04 | 2019-2020 Adopted Budget |
| IIID1_05 | June 30, 2018 Audit |
| IIID2_01 | 2019-2020 Equipment, Technology, Facility Requests |
| IIID2_02 | PBC Committee Description and Membership |
| IIID2_03 | Superintendent/President Funding Recommendations to BOT |
| IIID2_04 | Superintendent/President In-service PowerPoint Presentations |
| IIID3_01 | Board Policy 6200, Budget Preparation |
| IIID3_02 | Board Policy 320, Institutional Planning |
| IIID3_03 | Integrated Timeline |
| IIID3_04 | Board Policy 213, Participation in Local Decision-Making |
| IIID3_05 | Administrative Procedure 213.1, Procedures for Participation... |
| IIID3_06 | Budget Assumptions Reviewed at PBC for Adopted Budget |
| IIID3_07 | PBC Minutes Approving Tentative, Adopted and Revised Budgets |
| IIID3_08 | Board Minutes Approving Tentative, Adopted and Revised Budgets |
| IIID4_01 | Monthly Fiscal Report for Board of Trustees |
| IIID4_02 | Budget Projections Reviewed at PBC 10.07.19 and BOT 10.09.19 |
| IIID5_01 | June 30, 2018 Audit |
| IIID5_02 | Board Minutes 311Q 03.31.19 |
| IIID5_03 | Monthly Fiscal Report for Board of Trustees |
| IIID6_01 | 311 and 311Q to Board |
| IIID6_02 | 311Q 09.30.19 (from November Board packet) |
| IIID6_03 | Board Policy 6400, Audits |
| IIID6_04 | June 30, 2018 Audit |
| IIID6_05 | June 30, 2018 Foundation Audit |
| IIID7_01 | June 30, 2018 Audit |
| IIID7_02 | Board Minutes 12.12.18 Accepting June 30, 2018 Audit |
| IIID8_01 | June 30, 2018 Audit |
| IIID8_02 | CDAM |
| IIID8_03 | Board Policy 6400, Audits |
| IIID8_04 | Administrative Procedure 6400.1, Audits |
| IIID9_01 | 2019-2020 Adopted Budget to PBC 09.09.19 |
| IIID9_02 | 311Q for 12 months, 17/18 |
| IIID10_01 | Financial Aid Monthly Reconciliation |
| IIID10_02 | June 30, 2018 Foundation Audit |
| IIID10_03 | Foundation Investment Policy |

| | |
|-----------|---|
| IIID10_04 | LAIF |
| IIID10_05 | County Treasury Interest Rates |
| IIID11_01 | 2019-2020 Board Budget Parameters |
| IIID11_02 | 2019-2020 Adopted Budget |
| IIID11_03 | Budget Projections to PBC 10.07.19 |
| IIID11_04 | Budget Projections to Board 10.09.19 |
| IIID11_05 | 2019-2020 Adopted Budget, Attachment B |
| IIID11_06 | 2019-2020 Adopted Budget |
| IIID11_07 | Budget Projections to PBC 10.07.19 |
| IIID12_01 | 2018-2019 Adopted Budget, Special Reserves |
| IIID12_02 | OPEB Actuarial Report |
| IIID13_01 | Solar Loan |
| IIID14_01 | Solar Loan |
| IIID14_02 | Measure W Financial Audit, long-term debt |
| IIID14_03 | Measure W Final Performance Audit 2.28.15 |
| IIID14_04 | Bond Debt |
| IIID14_05 | Board Policy 6330, Purchasing |
| IIID15_01 | Loan webpage |
| IIID15_02 | Official Cohort Default Rates for Schools |
| IIID15_03 | June 30, 2018 Audit |
| IIID16_01 | Board Ratification of Contracts and Agreements |
| IIID16_02 | Board Policy 6340, Bids and Contracts |
| IIID16_03 | Administrative Procedure 6340.1, Bids and Contracts |



MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
ISER - Standard 4

Leadership and Governance

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

At Mendocino College, institutionalized participatory governance provides for a well-established structure for all constituent groups to have a voice in decision making and improvement (IVA1_01). Additionally, institutional leaders encourage innovation leading to institutional excellence. They support all members of the institution in taking the initiative for improving practices, programs and services.

The College's equity work with the Center for Urban Education (CUE) provides a good example of institutional support for innovation. CUE had normally focused on faculty equity work, though after examining disaggregated course and section specific success rates, Mendocino College leadership recognized the importance of the Classified staff and their significant role in the student experience. The College asked CUE to work with the Classified Senate to develop a Classified Equity project – to our knowledge, the first project for CUE to involve Classified (though that trend is now growing). The work of the Classified group was reported to and supported by the Equity Committee (IVA1_02). Over the course of about three years, Classified formalized projects and explored their scope within committees for each of four focus areas. The fifth slide of this case study presentation outlines these project areas. (IVA1_03). Over the course of the 3-year contract with CUE, Classified met during in-service multiple times to update their membership on progress to date in the Equity Project, and in some cases to refine older focus areas or add new ones.

The Classified Senate was further supported in two follow up gatherings focused on participatory governance at Mendocino College and within the California Community College system. Through contacts made at annual gatherings of the Classified Leadership Institute, the Senate invited then 4CS president Shondra West and previous president Maureen Chenoweth to share their perspectives on the governance topic. (IVA1_04; IVA1_05). These two presentations created a combined effect of exposing Classified staff to state leaders, as well as impressing both of the speakers so much that Mendocino College's Classified Senate was awarded a 4CS Model Senate award later in the year for its dedication to equity work and the collaboration with CUE (IVA1_06).

During the course of the CUE work Mendocino College's reputation for leadership and innovative equity work became more widely known within the California Community Colleges Classified Senate (4CS). Another positive result of this was the invitation of both the Classified Senate President and Vice-President to the California Community Colleges Leadership Academy, held in Asilomar, CA in 2018. This partially grant-sponsored retreat provided Classified professionals training and support in developing innovative projects on their campuses, driven purposely by collaborations with both management and faculty partners in executing projects. The Classified Senate President focused on streamlining aspects of the student enrollment process through his position as Senior Programmer/Analyst in the IT Department. The Classified Senate Vice President focused on the Classified CUE work both in its current focus, and historically as a story of how the work evolved to include Classified. This culminated in the presentation referenced above (IVA1_07), designed to not only emphasize inspirational accomplishments to peers at the 4CS gathering, but also to provide a "how-to" for other colleges wishing to gain more support for their equity work statewide. This presentation was delivered to the 4CS annual Classified Leadership Institute in June 2019 as the final deliverable for the Leadership Academy projects (IVA1_08; IVA1_09).

The projects most impactful upon student equity of the Classified Equity have been the Textbook Purchasing Assistance and Campus, Student Services, and Library Signage projects. The presentation provided in evidence IVA1_03 is a case study that focused on the success of the textbook assistance program. This project not only secured funding from the Equity committee for books, calculators and laptops, but also worked with staff (mostly Classified) from the First Year Institute, EOPS and the library to provide a system in the library and at the Centers for students to access these materials (IVA1_10). Currently, the inventory of books and equipment available for loan and in-library use is tracked in the College card catalog system.

The Classified Equity Project also recognized that campus signage, or lack thereof, can create barriers for students who may already feel uncomfortable entering a college campus. Classified identified needed signage improvements and made recommendations to the Equity and Facilities Committees. This has resulted in a campus "wayfinding plan" that has been funded and whose implementation is being discussed in the Facilities committee. In addition, new types of signage have made their way into the campus environment, including wall signs for the Career Hub, Veterans Resource Center, Physical Therapy Assistant Program, Child Development Center, and the Student Hub in the Learning Center; as well as informational signage for the enrollment process, and directional signage for Student Services. Further investment in developing a

component of a mobile application to assist in communicating room and service locations is in its early stages. Significant increase in the use of in-house campus digital displays districtwide has become a central part of program and event promotion and general student orientation. (IVA1_11).

The overall effect of the support the administration has provided for Classified staff has resulted in multiple benefits. In addition to the equity work described, the college has provided travel support for several Classified to attend both annual and regional gatherings over the last few years, enriching their experiences of Senate leadership. Additionally, this support has netted a 4CS Board position this year as former Senate president Novelli is now the 4CS North 1 Representative. The investment in professional development and innovation in Classified shows how everyone, and especially students, benefit by recognizing the value of everyone within the institution.

Another important innovation encouraged and supported by college leadership has been the successful development and implementation of Pomo Pathway, an educational program provided at the Coyote Valley Indian Reservation (IVA1_12). This program was initiated by the Chairman of the Coyote Valley Band of the Pomo Tribe who was also a Mendocino College student at the time. Having just completed transfer-level Math and English, he recognized the significant academic momentum the accomplishment afforded and knew these classes were major hurdles for his Native community. After meeting with Mendocino College leaders, including the Superintendent/President, Vice Presidents of Academic Affairs and Students Services, Academic and Student Services Deans, among others, the design of Pomo Pathway began. The Dean of Instruction worked with the Math and English departments to develop a transfer pathway. Student Services leadership worked with admissions and counseling staff to provide outreach and services to students at the Coyote Valley Educational Center.

The outreach of the program was done in collaboration with the staff at the Coyote Valley Educational Center. College and Coyote Valley leadership presented before the United Pomo Nations Council in the Fall 2017 semester to seek input and support for the first cohort. Then College and Coyote Valley staff connected with all tribal education centers in our region. College leadership also developed the support services for participating students. Pomo Pathway students received direct support in registering for classes, meeting with a dedicated counselor, free textbooks and supplies, and free meals provided by the Coyote Valley staff. College leadership also worked with First 5 Mendocino's Raise and Shine program to provide participating students with free, on-site childcare support. For students that were not eligible for financial aid, the Mendocino College Foundation provided funding so their enrollment fees would be covered. Students were also able to ride public transportation free of charge, as per our agreement with Mendocino Transit Authority and Lake Transit Authority.

To highlight the success of the program, we can look at their achievements in the transfer level Math and English courses. In transfer level Math (Math 220), 74% Mendocino College students successfully completed the course, while Pomo Pathway students completed the class at an 80% rate, 6% higher than our overall student population. In transfer level English (English 200), 73% of Mendocino College students successfully completed the course. Pomo Pathway students had a

91% success rate in the course, 18% higher than the overall student population. The success of the program has been presented at in-service (IVA1_13) and at conferences (IVA1_14).

Now in its second iteration, Pomo Pathway was redesigned so that students directly enter transfer level Math and English. Additional transfer level courses have been added to the program to provide students with increased transfer preparation. Those changes continue to be discussed in the AB705 workgroup of the Guided Pathways Leadership Team (IVA1_15).

Analysis and Evaluation

The District meets the Standard. While the College follows its structured participatory decision-making processes, it also encourages innovation from across constituents. The College has been especially focused on innovations which work on removing barriers for student success and reimagining services and spaces through an equity lens.

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Mendocino College has established a Board Policy and Administrative Procedures for participation in local decision-making (IVA2_01; IVA2_02). The Board Policy communicates that, “the Board is committed to ensure that members of the District’s constituent groups participate in developing recommended policies for Board action, and administrative procedures for action by the Superintendent/President.” The policy further identifies the constituent groups as the Academic Senate, Staff and Students.

Administrative Procedures (AP) 213.1 further defines the processes for broad participation in local decision-making, including identifying the constituent group leadership associations which will be responsible for recommending the appointment of representatives to serve on College committees “concerned with broad policy and planning matters.” This AP specifically defines the two committees responsible for the oversight of decision making, policies and procedures—the Planning and Budgeting Committee (PBC) and the President’s Policy and Advisory Committee (PPAC). Furthermore, the AP specifically defines the “Responsibility and Authority of Academic Senate Regarding Academic and Professional Matters.”

Committee descriptions go further in detailing the specific role of each committee in decision-making and the constituent membership (IVA2_03).

Analysis and Evaluation

The District meets the Standard. Board Policy, Administrative Procedures and Committee descriptions provide policy for a well-established structure for decision making which authorizes administrator, faculty, staff, and student participation.

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

As discussed in IVA.2, administrators and faculty have a substantive and clearly defined role in institutional governance as defined in Board policy and administrative procedures (IVA3_01; IVA3_02). Committee membership is carefully constructed to not only provide for broad constituent group representation but to also have the appropriate constituent group representatives participating in areas that relate to their responsibility and expertise. For example, the membership of the Staffing Committee includes broad representation from constituent groups (management, classified and faculty), but it also includes the Director of Institutional Research, Effectiveness and Grants and the Human Resources Director as non-voting resource members. The former provides data at the request of the committee to support responsible decision-making and assists in making requested changes to the staffing request portion of program review. The HR Director participates in this process to ensure consistency in the process from evaluating position requests to the eventual recruitment and hiring (IVA3_03).

The Planning and Budgeting Committee (PBC) oversees institutional planning and budgeting. Chaired by the Superintendent /President, its membership includes leadership from all constituent groups (Management, Classified and Academic Senate, and the Classified and Faculty unions. Deans and Directors with responsibility for planning and budgeting are also part of the committee (IVA3_04).

The President's Policy Advisory Committee (PPAC) as described in AP 213.1 is "responsible for providing a forum for all participants in the governance process to be informed about the policy and procedure development activities and to provide an opportunity for appropriate input." PPACs membership and processes are designed to discuss all Board policies and Administrative Procedures as they are proposed or revised (IVA3_05). Each policy or procedure is considered in a first and second reading with an opportunity for constituent leaders to elicit feedback from their membership to bring back to the committee (IVA3_06).

Analysis and Evaluation

The District meets the Standard. Administrators and faculty have a substantive and clearly defined role in institutional governance as defined through policy and procedures and committee descriptions. Membership on committees is designed so that constituent group representatives exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise.

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Administrative Procedure 213.1 recognizes the “responsibility and authority of Academic Senate regarding academic and professional matters.” Furthermore, in alignment with AB1725, “The Board of Trustees or their designee will rely primarily upon the recommendations of the Academic Senate” with regard to curriculum, degree and certificate requirements and grading policies.” The Academic Senate has significant involvement, according to this procedure, in all other areas related to student learning programs (IVA4_01).

The Curriculum Committee is a subcommittee of Academic Senate. Its membership consists of one faculty chair and six voting faculty members. The only voting non-faculty member is the Vice President of Academic Affairs (VPAA). As the Chief Instructional Officer (CIO), the VPAA acts as the vice-chair of the committee. Several other academic administrators and faculty leaders are included as non-voting resource members to make recommendations to the Curriculum Committee, such as the instructional deans, the faculty Articulation Officer and the faculty Distance Education Coordinator (IVA4_02). The Curriculum Handbook describes a well-defined structure for faculty and academic administrators to have responsibility for recommendations about curriculum and student learning programs (IVA4_03).

The Education Action Plan (EAP) Committee is another committee which is structured to ensure that faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services (IVA4_04). This committee is responsible for reviewing new educational program proposals; making recommendations for improvement of current programs; recommending discontinuance of programs; developing the Education Master Plan; and reviewing Program Reviews. The membership is carefully constructed to include faculty leaders, including the Academic Senate President, the Curriculum Committee Chair, the Student Learning Outcomes Team Chair, and the Distance Education Coordinator. Educational Administrators include the VPAA, instructional deans and the Vice President of Student Services. In addition to the Education Master Plan this committee is guided by the Program Management Guidelines. These guidelines provide a structure for evaluating new and continuing educational programs and student services (IVA4_05).

Analysis and Evaluation

The District meets the Standard. Mendocino College has established policies, procedures, and well-defined structures for ensuring that faculty and educational administrators have responsibility for recommendations about curriculum and student learning programs and services. In addition to Board Policies and Procedures, committees are well structured with representative membership best suited for carrying out the recommendations of the committee. Where appropriate, committees also develop guiding documents for consistency in their work and decision making.

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The institution, through its Board of Trustees and institutional governance structure, ensures the appropriate consideration of relevant perspectives, aligns with expertise and responsibility, and acts in a timely manner.

Ensuring Appropriate Consideration of Relevant Perspectives

Relevant expertise and perspectives for decision-making manifest through key planning committees that require cross-constituency representation (IVA5_01). The committees provide key insight and recommendations to the Planning and Budget Committee (IVA5_02). For our key constituency groups – Management, Faculty, Classified – handbooks and bargaining agreements outline the roles and responsibilities each group has in relation to participatory governance, policies, procedures and decision-making (IVA5_03; IVA5_04; IVA5_05; IVA5_06). The constituency groups collaborate on key planning committees to ensure proper representation and diversity of perspective.

Ensuring Decision – Making Is Aligned with Expertise and Responsibility

The Mendocino College Committee Handbook (IVA5_07) outlines the participation structure for College planning, standing, central and stake-holder committees. Planning committees have the most diverse composition of participants, as those committees are central to institutional planning and are areas that are critical in the Mendocino College Program Review process (IVA5_08; IVA5_09). Every fall term, the Office of Institutional Effectiveness, Research and Grants put out a call for an update to committee membership (IVA5_10). The committee membership is asked for all Mendocino College committees but required for planning committees (IVA5_11). Mendocino College key planning committees utilize program review data to provide information and recommendations to the Planning and Budgeting Committee (IVA5_12).

Through the usage of institutional data extracted through Program Review, planning committees with cross-constituency representation provide recommendations to the Planning and Budgeting Committee (PBC), which aligns final decisions relating to allocation of funds and institutional decisions with its Mission, Vision, and Strategic Goals, as well as the four pillars that provide clarity in Guided Pathways (IVA5_13). This is reiterated in the Mendocino College Educational Master Plan (IVA5_14), which is currently being re-envisioned to align with directives from the California Community Colleges Chancellor's office (IVA5_15).

Analysis and Evaluation

The District meets the Standard. Mendocino College meets this standard. Through its committee structure and handbook, Mendocino College ensures that relevant perspectives are heard, and appropriate feedback is solicited for key decisions.

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Mendocino College diligently documents institutional decisions and communicates results across the institution, utilizing a variety of modalities and venues. The College ensures that all constituency groups are made aware of system and College resolutions. Although some issues are discussed at planning committee level, the documents are made available via the Mendocino College portal (IVA6_01). For the 2019-2020 academic year, Mendocino College will be moving to “MyMendo” (IVA6_02), a reformatted portal site that will facilitate access to documents and will consolidate College communications.

Documenting Decisions and Decision-Making Processes

Mendocino College actively uses press releases (IVA6_03), emails and newsletters (IVA6_04), minutes and agendas to document any new institutional endeavor, initiative launch, or critical decisions vetted, for example, through the Planning and Budgeting Committee (PBC) (IVA6_05). For critical decisions that are budget or student achievement related, Mendocino College utilizes the current portal to upload agendas and minutes, creating significant transparencies in the decision-making processes. This is best exemplified by our President’s Policy Advisory Committee (PPAC), which is comprised of constituency group presidents, vice presidents or constituent president designees, along with the Superintendent/President, Vice President of Administrative Services, Vice President of Academic Affairs and the Vice President of Student Services (IVA6_06). Institutional policies are reviewed on a set schedule (IVA6_07), and constituent representatives solicit feedback from their constituency group’s membership to ensure that participatory governance is adhered to in the process (IVA6_08).

Communicating Decisions and Decision-Making Processes

Mendocino College utilizes a variety of communication modalities to ensure that campus staff, students and the public are aware of institutional decisions when appropriate. To communicate new appointments (IVA6_09), urgent decisions (IVA6_10), college events (IVA6_11) or college accomplishments (IVA6_12), Mendocino College uses college-wide emails to distribute information quickly and efficiently.

In addition, Mendocino College also utilizes the college website and portal (soon to be “MyMendo”) for critical information that needs to reach a wider demographic in the service area (IVA6_13; IVA6_14), such as Board of Trustee meeting agendas and minutes, which contain key college decisions. When new employees are hired, the College disseminates information to constituency groups to alert staff of new hires (IVA6_15). The Mendocino College staffing projection is an annual process that comes from Program Review requests and is scored for alignment with institutional direction as well as a vetted rubric. After scoring, the information is then presented to the Planning and Budgeting Committee (PBC) in which further discussion ensues and a final decision is made by the Superintendent/President, incorporating input from constituency members who are appointed to the PBC committee. The information is disseminated to committee members (IVA6_16) and then shared with their respective members.

Analysis and Evaluation

The District meets the Standard through a comprehensive process of documentation and dissemination of pertinent institutional decisions and critical news, as evidenced by communication modalities and repositories.

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The College regularly evaluates leadership roles and its governance and decision-making policies, procedures, and processes. Mendocino College widely communicates the evaluation results and uses them for improvement. For the past four years, Mendocino College has utilized an Institutional Effectiveness and Participatory Governance Report that summarizes the goals and accomplishments of planning committees, as well as compiles survey results from planning committee members (IVA7_01). In 2017-2018, Mendocino College underwent a comprehensive strategic planning process that resulted in new strategic goals and activities (IVA7_02). In the spring of 2018, Mendocino College implemented a Climate and Student Survey, administered by Ruffalo Noel Levitz (IVA7_03). The themes extracted from both surveys resulted in a year-long process in 2018-2019 (IVA7_04) with the intended purpose of creating a strategic plan that aligned with staff and student input (IVA7_05). This also assisted in an in-depth institutional evaluation representing employee opinions of District processes and leadership (IVA7_06).

Evaluating Leadership Roles

The College regularly evaluates its leadership roles through a variety of mechanisms. Under Board Policy 2435 (IVA7_07) and Administrative Procedure 2435.1 (IVA7_08), the Superintendent/President undergoes an annual evaluation to assess leadership and effectiveness. Results are then evaluated by the Board of Trustees in closed session to ensure integrity and effectiveness of the process. This is mirrored under BP 2745 (IVA7_09) and AP 2745.1 (IVA7_10), in which the Board of Trustees is evaluated, and results are utilized to set annual Board Goals and Priorities (IVA7_11). For the planning committees, an annual survey is disseminated to committee participants (IVA7_12). The survey assesses the overall process of decision-making, constituency representation, (IVA7_13) and adherence to the local process (IVA7_14; IVA7_15).

Evaluating Governance and Decision-Making Policies, Procedures and Processes

Each year, planning committees submit committee descriptions with constituency representation (IVA7_16). This allows the College and constituency representatives to review governance and representation, ensuring diversity of perspective in decision making (IVA7_17). These committees establish goals that align with the College's strategic goals (IVA7_18) and are evaluated annually. Documents are gathered and assessed by the Director of Institutional Effectiveness, Research and Grants, and an annual survey is sent to committee participants to measure the effectiveness of the College's decision-making policies, procedures and processes (IVA7_19). Mendocino College has relied on an annual Institutional Effectiveness and

Participatory Governance report since the 2013-2014 academic year to assess its decision-making processes (IVA7_20), communicating the results through the Planning and Budgeting Committee (PBC) and through the College's website (IVA7_21). However, in the 2017-2018 and 2018-2019 academic years, the college went through a comprehensive strategic planning and climate survey process. The process has established new strategic goals that are better aligned with staff and student opinion (IVA7_22). This process has been thoroughly documented and, although a pause had to be taken to properly align evaluative efforts, the process has resumed as of fall of 2019 (IVA7_23).

Communicating and Using Results of Evaluations for Improvement:

Using the Institutional Effectiveness and Participatory Governance report (IVA7_24), results of evaluations regarding decision-making processes are communicated to the campus community and are used for improvement. The Board of Trustees utilizes its evaluation results to set its annual goals and priorities, which are communicated via board documents (IVA7_25). For the 2017-2018 Strategic Planning endeavor, College groups were invited for input, and results were disseminated during in-service (IVA7_26). The 2018-2019 Ruffalo Noel Levitz Climate survey and student satisfaction survey results were presented at in-service (IVA7_27) and through a Board of Trustees' presentation (IVA7_28) that aimed to provide further inquiry to assess the overall institution.

Analysis and Evaluation

The District meets the Standard. However, the College aims to make the process more representational of the current system directives, addressing integrated planning, local strategic goals, and committee representation in its evaluation process. For the 2017-2018 and 2018-2019 academic years, the College went through a comprehensive strategic planning and climate survey process. The process has established new strategic goals that are better aligned with staff and student opinion (IVA7_29). The College will continue its evaluative structure of its processes but will refine the content to reflect the current needs of the California Community College System as well as that of the Mendocino College student and campus community.

Conclusions on Standard IV.A Decision-Making Roles and Processes

Mendocino College has a well-established participatory governance structure that provides for representative decision making. While systematic participative processes are followed, constituent group members, no matter their official titles, are encouraged to take initiative in improving practices, programs and services.

Appropriate policies and procedures have been enacted to assure participatory practices occur to support the College focus on academic quality and student success. Administrators, faculty, staff and students have input and authority in the decision-making process.

In the last two years, Mendocino College has engaged in an extensive strategic planning effort and evaluation process. This process has paused some of the structural annual evaluative processes which may be redesigned as a result.

Evidence List

| | |
|---------|---|
| IVA1_01 | Diagram from Committee Handbook |
| IVA1_02 | Equity minutes about classified project |
| IVA1_03 | Case Study-Expanding and Inspiring Equity Work |
| IVA1_04 | Chenoweth-In-service Presentation |
| IVA1_05 | Shondra West-Classified Retreat Agenda |
| IVA1_06 | Model Senate Acknowledgment |
| IVA1_07 | Case Study-Expanding and Inspiring Equity Work |
| IVA1_08 | 4CS 2018 Program |
| IVA1_09 | 4CS Presentation Acceptance Letter |
| IVA1_10 | Case Study-Expanding and Inspiring Equity Work |
| IVA1_11 | Facilities Committee Minutes 09.27.19 and Wayfinding Plan |
| IVA1_12 | Latest Pomo Pathway Brochure |
| IVA1_13 | In-service Pomo Pathway Agenda and PowerPoint |
| IVA1_14 | Pomo Pathway Conference Agenda and Invitation |
| IVA1_15 | Equity Committee Minutes |
| IVA1_16 | AB 705 Workgroup Notes |
| IVA2_01 | Board Policy 213 |
| IVA2_02 | Administrative Procedure 213.1 |
| IVA2_03 | Committee Handbook |
| IVA3_01 | Board Policy 213 |
| IVA3_02 | Administrative Procedure 213.1 |
| IVA3_03 | Staffing Committee Description |
| IVA3_04 | PBC Committee Description |
| IVA3_05 | PPAC Committee Description |
| IVA3_06 | PPAC Minutes |
| IVA4_01 | Administrative Procedure 213.1 |
| IVA4_02 | Curriculum Committee Membership |
| IVA4_03 | Curriculum Handbook |
| IVA4_04 | EAP Committee Description |
| IVA4_05 | Guidelines for Program Management |
| IVA5_01 | Committee Handbook |
| IVA5_02 | PBC Minutes with Committee updates |
| IVA5_03 | SEIU CBA, Article 2.9 |
| IVA5_04 | MCFT CBA, Article 7.9 |
| IVA5_05 | MSC Handbook, page 5 |
| IVA5_06 | MPFA CBA, Article 18 |
| IVA5_07 | Committee Handbook |
| IVA5_08 | Program Review, Part1A |
| IVA5_09 | Program Review, Part 1B |

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| IVA5_10 | Fall Call for Update to Committee Memberships |
| IVA5_11 | Committee Process |
| IVA5_12 | PBC Minutes of PR committee recommendations |
| IVA5_13 | Guided Pathways Presentation, Fall 2019 |
| IVA5_14 | Educational Master Plan |
| IVA5_15 | Educational Master Plan Extension |
| | |
| IVA6_01 | Portal Committees |
| IVA6_02 | MyMendo |
| IVA6_03 | Press Release Anderson |
| IVA6_04 | Newsletter 10.18.18 |
| IVA6_05 | PBC Minutes 10.07.19 |
| IVA6_06 | PPAC |
| IVA6_07 | Policies |
| IVA6_08 | PPAC 05.19 |
| IVA6_09 | O'Neill |
| IVA6_10 | Outage |
| IVA6_11 | Athletics |
| IVA6_12 | Foundation |
| IVA6_13 | BOT on Website |
| IVA6_14 | BOT on MyMendo |
| IVA6_15 | New Hires |
| IVA6_16 | Staffing |
| | |
| IVA7_01 | Survey |
| IVA7_02 | Goals |
| IVA7_03 | RNL Survey |
| IVA7_04 | RNL Report |
| IVA7_05 | RNL Planning |
| IVA7_06 | RNL March 21-22 Visit Agenda |
| IVA7_07 | BP 2435 |
| IVA7_08 | AP 2435.1 |
| IVA7_09 | BP 2745 |
| IVA7_10 | AP 2745.1 |
| IVA7_11 | BOT Goals Agenda |
| IVA7_12 | 17-18 Survey |
| IVA7_13 | Committee Process |
| IVA7_14 | BP 213 |
| IVA7_15 | AP 213.1 |
| IVA7_16 | Fall Call for Committee Memberships |
| IVA7_17 | AP 213.1 |
| IVA7_18 | Goals |
| IVA7_19 | 17-18 Survey |
| IVA7_20 | 13-14 Report |
| IVA7_21 | Results - Website |

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|---------|-------------------------------------|
| IVA7_22 | Goals |
| IVA7_23 | Fall Call for Committee Memberships |
| IVA7_24 | 13-14 Report |
| IVA7_25 | BOT Goals Agenda |
| IVA7_26 | Inservice Strategic Planning |
| IVA7_27 | Inservice RNL Survey |
| IVA7_28 | RNL BOT |
| IVA7_29 | Goals |

IV.B Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

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. These facets of the CEO duties are clearly stated in Board policy and procedures and in the Superintendent/President Job Description.

Board Policy 2430 delegates from the Board to the Superintendent/President “the executive responsibility for administering the policies adopted by the Board” (IVB1_01). This executive responsibility is further elaborated in the Superintendent/President Job Description. Areas of the job description which specifically address this standard include:

- “Provides oversight for the planning and development of instructional programs, fiscal management, human resource management, student services, facilities, and community and government relations.”
- “Provides leadership for institutional planning including development of the District’s Vision and Mission statement, Strategic Plan, and goals and objectives for the effective operation of District programs and services; ensures the integration of planning and budgeting.” (IVB1_02)

The Superintendent/President carries out these duties partly through oversight of the participatory structure of decision making as described in Board Policy 213 and Administrative Procedures 213.1. (IVB1_03; IVB1_04). Two committees chaired by the Superintendent/President are the Planning and Budgeting 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. (IVB1_05). 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 and ensuring that constituents have the opportunity for input (IVB1_06).

Analysis and Evaluation

The District meets the Standard. Board policy, the Superintendent/President Job Description and the participatory governance structure at Mendocino College ensure that the CEO has primary responsibility for the institution. This responsibility covers providing leadership in planning, organizing, budgeting, selecting and developing personnel and institutional effectiveness.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Mendocino College is a relatively small California Community College in terms of student headcount, attendance metrics (FTES), and overall budget. However, despite its small size, the institution maintains the same basic infrastructure as any California Community College and is bound by the same regulatory reporting and legislated requirements. Any Superintendent/President of Mendocino College must oversee and continually evaluate the staffing and structure of the institution to manage its purposes and complexity within the fiscal reality afforded by its size.

The Planning and Budgeting Committee (PBC), chaired by the Superintendent/President, recently engaged in discussion which resulted in a restructuring of executive leadership, moving from a two to a three Vice President model. The position of Vice President of Education and Student Services was split into the Vice President of Academic Affairs and the Vice President of Student Services. This change was made in part in response to the increase in initiatives requiring attention by the Chancellor's Office but also in order to provide more focused middle leadership for counselors and programs. The change in the Vice President structure allowed for a change at the Dean level from having a Dean of Student Services to a Dean of Counseling and Special Programs (IVB2_01). In order to bring about this change, the Superintendent/President worked with PBC to allocate categorical funding to positions where prudent and appropriate so that fiscal impact was minimal.

The Mendocino College administrative and organizational structure is organized effectively to carry out its purposes (IVB2_02). Through the PBC and Program Review Staffing Request processes, when a position is vacated for any reason, it is re-evaluated before a decision is made to recruit for a replacement. (IVB2_03). A Staffing Replacement Request Form asks the supervising Vice President to justify the need for the position. PBC can recommend that the position be filled, temporarily backfilled while the position is being considered, go through the regular program review staffing request process, or have the request routed through another planning committee for further analysis. The Superintendent/President considers the recommendation of PBC and makes a determination (IVB2_04).

The Organizational Charts of the institution and associated job descriptions reflect a delegation of authority to administrators consistent with their responsibilities. Board Policy 6100 and Administrative Procedures 6100.1 specifically delegate authority to the Assistant Superintendent/Vice President of Administrative Services to supervise budget preparation and management and oversee fiscal management of the District. (IVB2_05; IVB2_06).

Analysis and Evaluation

The District meets the Standard. The Superintendent/President oversees and evaluates an administrative structure best suited for Mendocino College, a small rural California Community

College. Organizational Charts, job descriptions, and processes for evaluating the structure allow for continual improvement, attention to current needs, and the fiscal context particular to the College. The Superintendent effectively delegates authority to administrators in their specific roles.

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the College sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

Collegial Processes

The Superintendent/President has established collegial processes to set values, goals, and Mendocino College priorities through engagement in the College's participatory governance process. Through dialogue, inquiry and planning committee participation, the Superintendent/President ensures that an array of perspectives is heard, acknowledged, and is key in institutional planning, evaluation, and student learning and achievement. Through Board Policy 213 (IVB3_01) and Administrative Procedure 213.1 (IVB3_02), the CEO establishes the collegial process the institution and its constituency groups are to adhere to in order to set appropriate values, goals and priorities.

This is best exemplified by the 2017-2018 Strategic Goal planning sessions (IVB3_03). The outcomes that resulted from the campus and general community providing input into the future of Mendocino College (IVB3_04) framed the new Strategic Goals (IVB3_05) that the college is folding into the California Community College's directive of "Integrated Planning" (IVB3_06). With that process, in the spring of 2018, the College participated in an inclusive Campus Climate and Student Satisfaction Survey administrated through Ruffalo Noel Levitz (IVB3_07). This led to a yearlong partnership with Ruffalo Noel Levitz, in which themes were extracted from the Campus Climate and Student Satisfaction Survey, establishing work groups that met to provide further direction of the survey findings (IVB3_08; IVB3_09).

Institutional Performance Standards

As of 2013, Mendocino College has set institutional performance standards as directed by the United States Department of Education. The CEO leads the conversation in the Planning and Budgeting Committee, reviewing the standards annually. In the fall of 2013, Mendocino College refined its student achievement standards and, in the spring of 2014, presented the information at its staff and faculty in-service, as well as to the Planning and Budgeting Committee. However, the college did not include in its process the establishing of minimums and goals, which was a commission recommendation (IVB3_10). During the January 20, 2015 PBC meeting, target goals and minimums were established and vetted through the constituency groups (IVB3_11). These standards are evaluated annually and communicated through the Planning and Budgeting Committee (PBC), the Board of Trustees, and the Mendocino College website (IVB3_12).

Research and Analysis

Board Policy 320 – Institutional Planning states that “...the Superintendent/President to ensure that the District has and implements a broad-based comprehensive, systematic and integrated planning processes that involves appropriate segments of the college community, including participatory governance representatives. The planning process shall be supported by institutional effectiveness research and outcomes...” (IVB3_13). Mendocino College embarked on a two-year contract with the Center for Urban Education (CUE) out of the University of Southern California. This endeavor resulted in the use of the “Equity Scorecard” and the practice of disaggregating data to identify equity gaps for historically underrepresented students. Mendocino College analyzes its data and research projects through an equity minded lens, ensuring that students are provided with the resources needed to succeed at the same rate as their peers. This is demonstrated through the wide breadth of data the College utilizes for planning, program review, course mapping, and assessing overall student success (IVB3_14).

Integrated Planning and Learning

Through a directive from the California Community Colleges Chancellor’s Office, colleges in the system must now adhere to an integrated plan that supports the Chancellor’s Office Vision for Success (IVB3_15), which Mendocino College has and is incorporating in all its planning efforts. The Superintendent/President, along with the Vice President of Administrative Services, the Vice President of Academic Affairs, and the Vice President of Student Services, is actively involved in the process of integrating the new directive, with existing institutional planning processes (IVB3_16).

The Mendocino College Program Review process aligns with the College’s key master plans, as program and department requests must relate their needs to the plans, College Mission, Vision and Goals (IVB3_17; IVB3_18; IVB3_19). This allows for a direct correlation with planning and allocation of resources to fulfill requests that best represent the Mission and long-term plan of the College. This is best represented by the College’s Staffing Committee. The Staffing Committee is comprised of cross-constituency members, appointed by their constituency group, or are present by the nature of their position (IVB3_20). The Staffing Committee convenes, prior to the submission of program review, to review the timeline of request submission (IVB3_21) and the rubric used to rank the positions (IVB3_22) and to schedule a score norming session (IVB3_23).

Upon completion of Program Review IA (IVB3_24), submissions are extracted by the Institutional Research Office and disseminated to the Staffing Committee for ranking (IVB3_25). Once submitted, the staffing scores are tabulated and submitted to the Planning and Budgeting Committee (PBC), where members provide inquiry and dialogue as well as insight on resource allocation for positions (IVB3_26). The Superintendent/President leads the conversation on staffing recommendations, and upon input from groups in the Planning and Budgeting Committee, makes the final decision on positions that are to be funded, those which best fulfill the College's mission and ultimately result in improved learning for students (IVB3_27).

Evaluating Planning

Mendocino College has relied on an annual Institutional Effectiveness and Participatory Governance report since the 2013-2014 academic year to assess its decision-making and planning processes (IVB3_28), communicating the results through the Planning and Budgeting Committee (PBC) and through the College's website (IVB3_29), under the direction of the Superintendent/President.

However, in the 2017-2018 and 2018-2019 academic years, the college went through a comprehensive strategic planning and climate survey process. The process has established new strategic goals that are better aligned with staff and student opinion (IVB3_30). This process has been thoroughly documented and although a pause had to be taken to properly align evaluative efforts, the process has resumed as of the fall of 2019 (IVB3_31).

Analysis and Evaluation

The District meets the Standard. The Superintendent/President guides the evaluation of effectiveness and improvement to the teaching and learning taking place at Mendocino College through existing Board policies, administrative procedures, and College practices. The Superintendent/President oversees a clear and participatory governance and planning structure with assistance from the Director of Institutional Effectiveness, Research and Grants.

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The Superintendent/President has the primary leadership role for accreditation and "ensures that the District complies with applicable laws, policies and regulations." (IVB4_01). Board Policy 3200 clearly designates the CEO as the person primarily responsible for the accreditation process and for keeping the Board informed (IVB4_02). The President/Superintendent brings accreditation information forward to the Board of Trustees, including information about District programs seeking special accreditation (IVB4_03; IVB4_04).

The Vice President of Academic Affairs (VPAA) serves as the Accreditation Liaison Officer (ALO) and chairs the Accreditation Steering Committee (IVA4_05). Recently, the Academic Senate President became the co-chair of the Accreditation Steering Committee. Membership on the Steering Committee includes faculty, staff and administrators, including all three Vice Presidents and the Director of Institutional Research, Effectiveness, and Grants. Committee membership is robust to assure rich understanding and effective practices for assuring compliance with accreditation requirements.

Analysis and Evaluation

The District meets the Standard. The Superintendent/President has the primary leadership role for accreditation as described in Board policy and the job description. The Board is provided with reports for review and approval, and Mendocino College is in good standing with ACCJC on timely and complete reporting. The VPAA as the ALO provides oversight to the Accreditation Steering Committee, where responsibility is distributed for assuring compliance with accreditation requirements.

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The Superintendent/President is expected by the Board to “ensure that all relevant laws and regulations are complied with” (IVB5_01). The Superintendent/President job description requires sound financial management of the District and requires the position to make recommendations to the board about allocation of District Resources (IVB5_02). As Chair of the Planning and Budgeting Committee (PBC), the Superintendent/President oversees a budget and resource allocation process which is consistent with the institutional mission and policies.

Budget and resource allocation are a regular item on PBC agendas (IVB5_03). The Superintendent/President also regularly reports to the Board of Trustees on matters of budget, including 5-year forecasting (IVB5_04).

The recent changes to the California Community College funding formula have been discussed in PBC and at in-service for all campus employees (IVB5_05; IVB5_06).

Analysis and Evaluation

The District meets the Standard. Board Policy, the CEOs job description and institutional processes and practices illustrate that the Superintendent/President assures the implementation of statutes, regulations and governing board policies, including assuring that institutional practices are consistent with institutional mission and policies and that budget and expenditures are effectively controlled.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Director of Communication and Community Relations reports directly to the Superintendent/President and assists in creating documents and press releases for the community served by Mendocino College, including press releases, newsletters, and social media announcements designed to keep the community informed about the institution. Additionally, the Superintendent/President serves on community boards and service organizations.

As a recent example, in order to keep the public informed about the departure of the former Superintendent/President, a press release was issued to announce his resignation and attainment of a new position (IVB6_01). Soon after, another press release was issued announcing the appointment of an Interim Superintendent/President (IVB6_02). Board agendas are available to the public on our website (IVB6_03). Additionally, the President reports to the Board all community related events which connect the College to the public (IVB6_04).

The CEO also directs a Social Media presence for the College (IVB6_05).

The Superintendent/President is expected by the Board and the institution to participate in community boards and Service Organizations. Since there has been a very recent transition in this position, both the former Superintendent/President's and the current Interim's activity in these areas has been included.

Community Boards and Service Organizations:

Before August 3rd, 2019—

Dr. Arturo Reyes, Former Superintendent/President

Service Organizations:

President of Ukiah Rotary June 2018-June 2019

Board member of Ukiah Rotary June 2014 – June 2019

Community Boards:

Mendocino Latinx Alliance Board member

Member of Community Advisory Council – Adventist Health Ukiah Valley

Travis Credit Union Board of Directors – board member

Travis Credit Union Supervisory Committee Chairperson

Wm. Chessall Scholarship Committee member

Community College League of California Advisory Committee on Education Services member

Presentations made to:

Fort Bragg Rotary Club

Ukiah Lions

Willits Rotary Club

Ukiah Kiwanis

Ukiah Rotary Club

After August 3rd, 2019—Current Interim Superintendent/President

Eileen Cichocki, Interim Superintendent/President

Community Boards:

County-Wide Oversight Board member (former RDA board), Healthy Mendocino Advisory Council member

Community Advisory Council – Adventist Health Ukiah Valley

Presentations made to:

American Association of University Women (AAUW)

Analysis and Evaluation

The District meets the Standard. The Superintendent/President communicates effectively with the communities served by the district. The former Superintendent/President, who resigned very recently, served on boards and service agencies and participated in events and presentations regularly. In the short time the Interim Superintendent/President has been in her role, she has begun to become involved in community boards and events.

Conclusions on Standard IV.B. CEO

The Superintendent/President role at Mendocino College is clearly defined by Board Policy and job description as the role with primary responsibility for the quality of the institution.

The Superintendent/President oversees and plans an organizational structure that acknowledges the small, rural identity of Mendocino College. Through a well-established participatory structure, the Superintendent/President is able to lead decision making, support collegial processes and ensure academic quality. Administrators are given direction and support in taking on authority consistent with their roles.

Very recently on August 3, 2019, the Superintendent/President Arturo Reyes resigned his position which he held since January 2013. Currently, Eileen Cichocki is the Interim Superintendent/President and the Board of Trustees is overseeing a process to select a permanent CEO.

Evidence List

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| IVB1_01 | Board Policy 2340, Delegation of Authority to the S/P |
| IVB1_02 | Superintendent/President Job Description |
| IVB1_03 | Board Policy 231, Participation in Local Decision-Making |
| IVB1_04 | Administrative Procedure 213.1, Participation in Local Decision-Making |
| IVB1_05 | PBC Committee Description |
| IVB1_06 | PPAC Committee Description |
| IVB2_01 | PBC minutes about restructuring |
| IVB2_02 | Organizational charts |
| IVB2_03 | PBC staffing flow chart |
| IVB2_04 | PBC staffing request form |

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| IVB2_05 | Board Policy 6100, Delegation of Authority, Business and Fiscal Affairs |
| IVB2_06 | Administrative Procedure 6100.1, Delegation of Authority... |
| IVB3_01 | Board Policy 213, Participation in Local Decision-Making |
| IVB3_02 | Administrative Procedure 213.1, Procedures for Participation... |
| IVB3_03 | Strategic Planning Retreat |
| IVB3_04 | Strategic Goal Presentation |
| IVB3_05 | Goals |
| IVB3_06 | Integrated Plan |
| IVB3_07 | RNL Survey |
| IVB3_08 | RNL Report |
| IVB3_09 | RNL Planning |
| IVB3_10 | Accreditation |
| IVB3_11 | Board of Trustees 1.20.15 - Standards |
| IVB3_12 | Standards Web |
| IVB3_13 | Board Policy 320, Institutional Planning |
| IVB3_14 | Research |
| IVB3_15 | CCCCO Vision |
| IVB3_16 | Integrated Plan |
| IVB3_17 | Integration CCCCCO Vision |
| IVB3_18 | Program Review Part 1A |
| IVB3_19 | Program Review Part 1B |
| IVB3_20 | Staffing |
| IVB3_21 | Timeline |
| IVB3_22 | Rubric |
| IVB3_23 | Norming |
| IVB3_24 | Program Review Part 1A |
| IVB3_25 | Submissions |
| IVB3_26 | PBC Staffing |
| IVB3_27 | Final Staffing |
| IVB3_28 | 2013-2014 Report |
| IVB3_29 | Results Website |
| IVB3_30 | Goals |
| IVB3_31 | Fall Call for Committee Memberships |
| IVB4_01 | Superintendent/President Job Description |
| IVB4_02 | Board Policy 3200, Accreditation |
| IVB4_03 | Board Agenda with Midterm Report |
| IVB4_04 | Board Agenda, President's Report with PTA Accreditation Info |
| IVB4_05 | VPAA Job Description |
| IVB5_01 | BP 2430, Delegation of Authority to the S/P |
| IVB5_02 | Superintendent/President Job Description |

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| IVB5_03 | PBC Agenda with Budget Item |
| IVB5_04 | Board Agenda with Forecasting of Budget |
| IVB5_05 | PBC Agenda with SCFF |
| IVB5_06 | In-service PowerPoint with SCFF |
| IVB6_01 | Press release Arturo to Rio Hondo |
| IVB6_02 | Press release Eileen Interim |
| IVB6_03 | Press release Board Agenda |
| IVB6_04 | President's Report with Community Events |
| IVB6_05 | Screenshot of Facebook Posts |

IV.C. Governing Board

*IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.
(ER 7)*

Evidence of Meeting the Standard

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 makes clear that the BOT “governs on behalf of the citizens of the Mendocino-Lake Community College District,” and has authority and responsibility for policies to assure academic quality, integrity and effectiveness of student learning programs and services as well as fiscal health and stability (IVC1_01). Board Policy 213, “Participation in Local Decision-Making” establishes the authority of the BOT as the “ultimate decision-maker of the Mendocino-Lake Community College District.” In executing this responsibility, the policy is clear that the BOT will ensure that members of the District’s constituent groups participate in developing recommended policies for Board action (IVC1_02).

The BOT actively engages in discussion of student learning programs and services in order to stay abreast of the activities occurring at Mendocino College. At almost every Board meeting, the agenda includes a Big Picture item. These Big Picture items are sometimes requested by a Board member or recommended by the Superintendent/President to provide information on topics such as student learning programs and services, the statewide context, enrollment, and accreditation. Some specific examples are included as evidence which show Big Picture items where Directors were invited to present on specific programs. The Math Engineering Science Achievement (MESA) Program Director was invited to present on the learning support services provided (IVC1_03; IVC1_04). The College Assistance Migrant Program (CAMP) and High School Equivalency Program (HEP) Directors were invited to share the successes of these two programs serving migrant workers and their children attending the first year of college or achieving high school equivalency (IVC1_05; IVC1_06). Finally, evidence is provided of a meeting in which the Vice President of Academic Affairs gave a big picture presentation on “Recent Community College News across the State,” which included information about AB705, the importance of the state legislation and how Mendocino College is responding (IVC1_07; IVC1_08).

It should be noted here that the BOT experienced two mid-term resignations by trustees in 2019. In response to those vacancies, the BOT followed Board Policy 2110 and Administrative Procedures 2110.1 to fill the vacancies (IVC1_09; IVC1_10). New Trustees were appointed at the September and October 2019 BOT meetings.

Analysis and Evaluation

The District meets the Standard. The Mendocino-Lake Community College District Board of Trustees exists in compliance with this standard and the elements of this standard that relate to

Eligibility Requirement 7. The BOT has clear policies and procedures which define its relationship to the programs and services provided by the College. The BOT also engages in its responsibilities by actively staying informed with agenzized information items.

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Board members bring their geographical and ideological perspective to BOT meetings and decision-making. These perspectives are brought to engage in discussion on agenda items and contribute to a collective decision-making process. The Board acts by majority vote when there is an action item, except in some instances when a two-thirds majority is required. Board Policy 205 describes protocols for BOT meetings (IVC2_01).

Regardless of the individual votes on an action item, once the Board reaches a decision, all Board members act in support of the decision. Board Policy 208 identifies as a Trustee responsibility that they will “base personal decisions upon all available facts, vote their honest convictions without bias, abide by and uphold the final majority decisions of the Board” (IVC2_02). Additionally, the BOT includes a section on Board meetings and operations in its evaluation instrument where employees and the Board rate the Board on the statement, “The Board speaks with one voice on all college matters” (IVC2_03).

Board Minutes from October 10, 2018 illustrate an example of a non-unanimous vote in favor of adopting a resolution in support of California Community College Undocumented Student Week of Action. In spite of the non-unanimous vote, the resolution was adopted, and the college engaged in related activities (IVC2_04).

Analysis and Evaluation

The District meets the Standard. The Mendocino-Lake Community College District governing board acts as a collective entity. Board policy and rules of order require that once the board reaches a decision, all board members act in support of the decision. Board minutes provide example of such actions and the Board recognizes the importance of speaking in one voice in the design of its evaluation instrument.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

Currently, the CEO of the Mendocino-Lake Community College District is an Interim Superintendent/President. The previous Superintendent/President resigned August 3, 2019 and held the role since 2013 (before our last comprehensive accreditation visit). Board policy 211 provides clear direction for selection and succession of a CEO (IVC3_01). In the most recent succession, Board minutes from July 11, 2019 describe a Board-developed process for selecting an interim which complies with Board policy and includes participation of constituent groups in the selection of the candidate. Presidents of the Academic Senate, the Classified Senate and the

Management/Supervisory/Confidential groups were invited to participate in the interview process along with a subcommittee of the board consisting of three members (IVC3_02).

On July 24, 2019, an Interim Superintendent/President was appointed (IVC3_03). At the October 9, 2019 BOT meeting, the Board President established a committee to plan for the search for a new President/Superintendent (IVC3_04). By the time of the peer-review visit, new evidence will be provided to show progress made in establishing a timeline and process for selecting the new CEO of MLCCD.

Evaluation of the CEO is also governed by clear board policy and administrative procedures. Board Policy 2435 states that the Board shall conduct an evaluation of the Superintendent/President at least annually and describes the process and criteria for developing the evaluation (IVC3_05). Administrative Procedures 2435.1 describe in detail the process and timeline for evaluating the CEO, including surveying College constituents (IVC3_06). The evaluation tool used by the BOT and constituents is created with input from the Superintendent/President and contains an extensive list of questions on which he/she is rated (IVC3_07). Evaluation results are discussed in closed session with only the Board and the Superintendent/President (IVC3_08; IVC3_09).

Analysis and Evaluation

The District meets the Standard. The BOT adheres to clear policy on selecting and evaluating the CEO. Board policies and administrative procedures clearly define these processes, and board agendas and minutes indicate that these processes are being followed. The MLCCD has recently tested its procedures in managing a Superintendent/President vacancy and appointing an Interim. By the time of the comprehensive visit, more evidence can be provided to illustrate the progress in the permanent replacement.

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Mendocino-Lake Community College District governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. Board Policy 208, the Board of Trustees Code of Ethics, clarifies the roles of the trustees as individuals "committed to serving the educational needs of the citizens of the District." Furthermore, the policy notes that it is their responsibility to "recognize that the primary duty of the Board is to represent the entire District while maintaining independence from special interests or other politically-active, narrowly-focused groups" (IVC4_01).

The MLCCD BOT went through a recent process of appointing two trustees to positions vacated mid-term. Through this process, the District followed Board Policy 2110 and Administrative Procedures 2110.1 to fill the vacancies with a provisional appointee. (IVC4_02; IVC4_03). This process includes a letter from the Superintendent/President to those expressing an interest in

applying for the position with instructions for the application. The application and the interview questions asked at the open session of Board meetings solicit information from applicants about their understanding of the role of the Board and community colleges. (IVC4_04; IVC4_05).

Analysis and Evaluation

The District meets the Standard. Board policies and procedures and evidence from a recent process in appointing two mid-term provisional trustees illustrate alignment with this standard and provide evidence for compliance with Eligibility Requirement #7. The governing board has clear role of serving the public interest in the College's educational quality; it also advocates for and protects it from undue influence or political pressure. This is further illustrated in standard IV.C.11, where conflict of interest is discussed.

IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Mendocino-Lake Community College District governing board has established policies and procedures which define its duties and responsibilities to ensure educational quality, promote legal and ethical standards, and assure fiscal health and stability (IVC5_01). The BOT engages in these responsibilities through robust presentations and discussion in its monthly meetings of educational programs, learning and support services, student success metrics, and fiscal matters.

Every monthly meeting includes a type of fiscal report. For example, Item 5.1 of the April 10, 2019 Board Agenda Packet shows an 18/19 fiscal report, and Item 7.1 provides analysis and a budget report of the April revised budget of 18/19. The April revised budget shows the difference between what was adopted in September and what revisions are recommended as actual expenditures are being reported (IVC5_02). September BOT meetings always include a recommended annual adopted budget for the current fiscal year (IVC5_03; IVC5_04). Between adopting the budget and the end of the calendar year, the President/Superintendent and the Assistant Superintendent/VP of Administrative Services provide multi-year (five-year) projections based on current assumptions available from local enrollments and other fiscal metrics and the statewide budget (IVC5_05; IVC5_06).

The BOT uses its "Big Picture Item" on most monthly agendas to learn about educational programs and support services at Mendocino College. For example, the Vice Presidents of Student Services and Academic Affairs presented an overview of programs in place, mandated initiatives that the College has and will implement (IVC5_07; IVC5_08). The Director of Admissions and Records presented a Big Picture Item about the emerging International Student Program at Mendocino College (IVC5_09; IVC5_10).

Another monthly BOT source of information and discussion is in the President's and Administration report. This report summarizes the most important activities and

accomplishments occurring in the month leading up to each board meeting. For example, there have been regular updates on the implementation of AB705, legislation mandating significant changes to the pathways to and through transfer level Math and English (IVC5_11; IVC5_12)

Analysis and Evaluation

The District meets the Standard. The governing Board at MLCCD has established board policies which show alignment with this standard. Additionally, the BOT has established routines in its meeting agendas, including reports and presentations, which ensure that it is staying informed and engaged in discussion about educational quality, legal matters, and financial integrity and stability. The example provided in this section are evidence of these meeting agenda items. However, a perusal of the BOT agenda and minutes archive will show how these items are routine inclusions in monthly meetings.

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

All board policies and procedures are published on the College website under The College, Board of Trustees, Board Policies and Procedures. All of the policies and procedures pertaining to the governing board can be found in Chapter 2: Board of Trustees (IVC6_01).

The policies and procedures specifying the board's size, duties, responsibilities, structure and operating procedures can be found in the following.

- BP 2010: Board Membership (IVC6_02)
- BP 2200: Board Duties and Responsibilities (IVC6_03)
- AP 204.1: Organization—Board Officers Procedures (IVC6_04)
- BP 2305: Annual Organizational Meeting (IVC6_05)
- BP 2330: Quorum and Voting (IVC6_06)

Analysis and Evaluation

The District meets the Standard. The Mendocino-Lake Community College District publishes board policies which align to this standard. All policies and procedures are published on the College website.

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The BOT acts in a manner consistent with its policies. Board Policy 2410 defines the authority and responsibility to establish board policies (IVC7_01). Board Policy 213 and Administrative Procedure 213.1 establish participation in local decision-making, ensuring that the BOT includes

all constituent groups in the development of policies and procedures. Specifically, the President's Policy Advisory Committee (PPAC) is the participatory governance committee which is responsible for overseeing the process for reviewing and revising policies and procedures (IVC7_02; IVC7_03).

The Board and PPAC ensure the regular assessment of policies through a specific and systematic schedule for annually reviewing one chapter of the policies and procedures (IVC7_04). Policies and Procedures are also reviewed as needed when legal requirements change or a policy is brought forward by a board member, the Superintendent/President or one of the constituent groups.

Board policies align to the sample policies and administrative regulations in the Community College League of California's "Policy and Procedure" archive. This ensures compliance with state, federal and ACCJC regulations. New or revised policies move from two readings at PPAC to two readings at BOT meetings (IVC7_05; IVC7_06; IVC7_07; IVC7_08).

Analysis and Evaluation

The District meets the Standard. The BOT regularly assesses its policies and revises them as necessary according to a systematic schedule of review and as needed due to legal changes or local review requests. There is an established process for review which is outlined in administrative procedures and carried out as evidenced by BOT agendas.

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The BOT at MLCCD regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. Meeting agendas and minutes, which are archived on the College website, reflect this regular review.

For example, the Director of Research, Institutional Effectiveness and Grants provides regular reports to the board on student achievement. Her presentation on the Scorecard on June 13, 2018 brought information to the board about achievement of Mendocino College students in comparison to their counterparts statewide and at similar institutions (IVC8_01; IVC8_02).

Recently, the institution was required by the Chancellor's Office to create local student achievement goals which align with the Chancellor's Office Vision for Success. The process to create these goals began in the Education Action Plan (EAP) Committee; the process and the goals were discussed and approved in Academic Senate, and finally were presented, discussed, and approved by the BOT in two meetings (IVC8_03; IVC8_04; IVC8_05).

Analysis and Evaluation

The District meets the Standard. The governing board regular reviews student achievement metrics and institutional plans for improving academic quality. The examples above illustrate alignment with this standard. However, archived agendas and minutes will illustrate a consistent presence on BOT agendas of presentations and information provided on student learning and achievement and College plans for improving academic quality.

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

As established in Board Policy 2740, the Board is “committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation” (IVC9_01). Administrative Procedures 2740.1 specifically outlines the types of professional development encouraged and supported by the institution. These include conference attendance; orientation and mentoring of new trustees; regional and state networking; and professional development encouraged for individual trustees (IVC9_02).

Trustee training occurs through a variety of professional development activities which include special workshops, study sessions, conference attendance and workshops and informational items at regular Board meetings. Examples of professional development activities include:

- June 14, 2017 Board Workshop: effective board/president communication; board operations and meeting; trustees’ reflections on 2016-2017 (IVC9_03).
- February 28, 2018 Study Session: informational technology-data security; program creation and assessment; strategic planning (IVC9_04).
- January 16, 2019 Board Workshop: board culture and best practices; roles; board self-evaluation; joint Foundation Board and College Board discussion (IVC9_05).
- 2019 Effective Trusteeship & Board Chair Workshops- three trustees attended this conference held in January, including the two new trustees elected to the board during the previous November election and the newly elected Board Chair (IVC9_06).
- 2020 Effective Trusteeship & Board Chair Workshops—all trustees are registered to attend (IVC9_07).

Trustees are elected into staggered terms of office so that no more than four of the seven elected trustees will be new in any given two years. While there is provision for having staggered terms of office in the schedule for electing trustees, this year there were two seats vacated mid-term which have been filled with provisional appointees. To that end, the 2019/20 Board Goals and Priorities established at the October 2019 meeting lists as its first priority to “Provide and attend trainings for new and continuing board members” (IVC9_08).

Each year, the BOT establishes goals and priorities which include their professional development needs (IVC9_09).

Analysis and Evaluation

The District meets the Standard. The governing board has an ongoing training program which occurs through a variety of structures as encouraged and supported through Board Policy and procedures. Workshops, study sessions and mentoring are provided for trustees. Additionally, new and continuing trustees attend key statewide conferences designed to provide trustee training.

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board Policy 2745 establishes the board's commitment to assessing its own performance (IVC10_01). Administrative Procedures 2745.1 defines an annual timeline and process for conducting the self-evaluation, which includes input from District employees (IVC10_02).

The Board uses a thorough evaluation instrument which asks respondents to rate the board's performance based on 38 statements across the categories of: Board meetings and operations; Board policies; community relations; Board-Superintendent/President relations; District operations; and Board education. Additionally, open-ended questions are asked about the Board's accomplishments, strengths, improvements needed, and recommended priorities (IVC10_03). Results of the self-evaluation are summarized and presented to the Board in a meeting (IVC10_04; IVC10_05). Discussion of the self-evaluation leads the Board to develop their Board Goals and Priorities (IVC10_06). The report on the results of the evaluation and the development of goals and priorities occur in open session of a Board meeting and are archived in the minutes of the meeting to make the results public.

Analysis and Evaluation

The District meets the Standard. Board Policy, Administrative Procedures, and regular BOT practices result in a clear and public process for evaluation of the governing board. The results of the evaluation are used to improve Board performance, academic quality and institutional effectiveness in the development of Board Goals and Priorities each year.

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. Most of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Board Policy 208 provides a clear and thorough code of ethics, including a detailed process for dealing with behavior that violates its code (IVC11_01). Individual members have been adhering to the code, so there has not been a reason to implement the process. The code of ethics includes language which commits trustees to using their powers of office honestly and constructively, including maintaining independence from special interests. Specifically, the Board is also directed by BP 2710—Conflict of Interest which defines financial and employment conflicts of interest and directs trustees to file statements of economic interest when necessary (IVC11_02). Administrative Procedures 2712.1 further defines types of conflicts of interests, including incompatible activities; financial interest; no employment allowed; financial interest in a decision; gifts; and representation (IVC11_03). Administrative Procedures 2712.1 references Section 18730 of Title 2 of California Code of Regulations (IVC11_04).

Each trustee submits a Statement of Economic Interests (California Form 700 from the Fair Political Practices Commission) to declare investments, real property or income which are an economic interest potentially in conflict with Board decisions (IVC11_05). Adherence to BP 2710 and AP 2710.1 cited above ensures that conflicts will not occur.

Analysis and Evaluation

The District meets the Standard. A clear and rigorous code of ethics and conflicts of interest are clearly defined in Board Policies, including a process for dealing with members who have violated the code of ethics. Administrative Procedures further define conflicts and provide direction for the Board and the institution for identifying conflicts of interests. Each board member discloses annually any economic interests which have potential to cause a conflict.

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board follows BP 2430 in delegating executive responsibility to the Superintendent/President for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. BP2430 also holds the Superintendent/President responsible for performing the duties contained in the job description and ensuring that all relevant laws and regulations are complied with, and any additional responsibilities which may be identified in a goal setting or evaluation session (IVC12_01).

Board Policy 2435 and Administrative Procedures 2435.1 define and describe an evaluation process for the Superintendent/President which holds him/her accountable for the operation of the College (IVC12_02; IVC12_03).

Analysis and Evaluation

The District meets the Standard. The governing board delegates full responsibility to the Superintendent/President through established Board Policy. Furthermore, the

Superintendent/President is held accountable for the operation of the college through the same board policy and the evaluation process.

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Board Policy 3200 - Accreditation – establishes that the Superintendent/President shall keep the Board informed of accreditation and that the board will be involved in any accreditation process in which Board participation is required. It also establishes that the Superintendent/President shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report (IVC13_01).

The Board has identified accreditation as both a District and Board priority in the last two academic years (IVC13_02; IVC13_03; IVC13_04; IVC13_05). This communicates to the College community the importance of the process of review that occurs within the ACCJC self-evaluation.

Since the last comprehensive review in 2014, the Board has discussed and reviewed accreditation status documents which mark milestones in the College's efforts to improve and excel. Those discussions and approvals include:

- A discussion of beginning to offer classes at the College of the Redwoods Coast Center, which was outside of the Mendocino-Lake Community College District (IVC13_06).
- The ACCJC follow-up report was approved March 11, 2015, twelve months after the last comprehensive visit (IVC13_07; IVC13_08).
- On December 14, 2016 the Board approved an ACCJC Substantive Change Proposal to take on the former College of the Redwoods Coast Center as the Mendocino College Coast Center (IVC13_09; IVC13_10).
- The ACCJC mid-term report was approved on March 1, 2017 and the President/Superintendent acknowledged in his report to the board the work done across campus for its completion (IVC13_11; IVC13_12; IVC13_13).
- During the months leading up to the accreditation visit, there have consistently been accreditation updates provided in the President's and Administrative reports (IVC13_14).
- With two new board members sworn in in September and October, the October 9, 2019 BOT meeting included a presentation by the ALO and VPAA about accreditation and the Board's role in it (IVC13_15; IVC13_16).

Analysis and Evaluation

The District meets the Standard. The Board of Trustees has been consistently and regularly updated and involved in the accreditation process. They have supported the process by establishing District and Board priorities and engaging in discussion and approval of

accreditation reports. They also have engaged in discussion on Accreditation Standards and the Board role in achieving them and supporting the College in continuous improvement.

Conclusions on Standard IV.C Governing Board

The Mendocino-Lake Community College District Board of Trustees has developed appropriate Policies to define its roles and guide its practices, including guidelines for ethics, conflicts of interest, and leadership of the institution. Board agendas and minutes show ample evidence for Board practices which exemplify its policies and illustrate engagement in its primary roles, such as budget development, selection and evaluation of the Superintendent/President, self-evaluation, and accreditation.

Individual Trustees engage in regular professional development, in particular as new board members. The Board regularly develops goals for itself and priorities for the District.

Currently, in addition to its regular business, its large focus is to work with constituent group leaders to select a permanent Superintendent/President and to engage in the accreditation process.

Evidence List

| | |
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| IVCL_01 | Board Policy 2200, Board Duties and Responsibilities |
| IVCL_02 | Board Policy 213, Participation in Local Decision-Making |
| IVCL_03 | Board Agenda 05.09.18 |
| IVCL_04 | Board Minutes 05.09.18 |
| IVCL_05 | Board Agenda 09.14.16 |
| IVCL_06 | Board Minutes 09.14.16 |
| IVCL_07 | Board Agenda 09.12.18 |
| IVCL_08 | Board Minutes 09.12.18 |
| IVCL_09 | Board Policy 2110, Vacancies on the Board |
| IVCL_10 | Administrative Procedure 2110.1, Vacancies on the Board |
| IVC2_01 | Board Policy 205, Meetings of the Board of Trustees |
| IVC2_02 | Board Policy 208, Board of Trustees Code of Ethics |
| IVC2_03 | 2018-2019 Board of Trustees EMP Evaluation |
| IVC2_04 | Board Minutes 10.10.18 |
| IVC3_01 | Board Policy 211, Employment of Superintendent/President |
| IVC3_02 | Board Minutes 07.11.19 |
| IVC3_03 | Board Minutes 07.24.19 |
| IVC3_04 | Board Minutes 10.09.19 |
| IVC3_05 | Board Policy 2435, Public Participation at Board Meetings |
| IVC3_06 | Administrative Procedure 2435.1, Public Participation... |
| IVC3_07 | Superintendent/President Evaluation Questions 2019 |

| | |
|---------|--|
| IVC3_08 | Board Agenda 02.13.19 |
| IVC3_09 | Board Agenda 06.12.19 |
| IVC4_01 | Board Policy 208, Board of Trustees Code of Ethics |
| IVC4_02 | Board Policy 2110, Vacancies on the Board |
| IVC4_03 | Administrative Procedure 2110.1, Vacancies on the Board |
| IVC4_04 | Letter-Application Trustee Area 7 |
| IVC4_05 | Questions Trustee Area 7 |
| IVC5_01 | Board Policy 2200, Board Duties and Responsibilities |
| IVC5_02 | Board Packet 04.10.19 |
| IVC5_03 | Board Agenda 09.12.18 |
| IVC5_04 | Board Agenda 09.11.19 |
| IVC5_05 | Board Agenda 10.09.19 |
| IVC5_06 | Board Agenda 12.12.18 |
| IVC5_07 | Board Agenda 12.12.18 |
| IVC5_08 | Board Minutes 12.12.18 |
| IVC5_09 | Board Agenda 10.10.18 |
| IVC5_10 | Board Minutes 10.10.18 |
| IVC5_11 | President's Report 12.12.18 |
| IVC5_12 | Board Packet 04.10.19 |
| IVC6_01 | Screen shot BPs and Aps on Website |
| IVC6_02 | Board Policy 2010, Board Membership |
| IVC6_03 | Board Policy 2200, Board Duties and Responsibilities |
| IVC6_04 | Administrative Procedure 204.1, Organization – Board Officers Procedures |
| IVC6_05 | Board Policy 2305, Annual Organizational Meeting |
| IVC6_06 | Board Policy 2330, Quorum and Voting |
| IVC7_01 | Board Policy 2410, Policy and Administrative Procedures |
| IVC7_02 | Board Policy 213, Participation in Local Decision-Making |
| IVC7_03 | Administrative Procedure 213.1, Participation in Local Decision-Making |
| IVC7_04 | PPAC Minutes 09.04.14 |
| IVC7_05 | Board Agenda Special Meeting 05.15.19 |
| IVC7_06 | Board Minutes 05.15.19 |
| IVC7_07 | Board Agenda 06.12.19 |
| IVC7_08 | Board Minutes 06.12.19 |
| IVC8_01 | Board Agenda 06.13.18 |
| IVC8_02 | Board Minutes 06.13.18 |
| IVC8_03 | Board Minutes 04.10.19 |
| IVC8_04 | Board Packet 05.15.19 |
| IVC8_05 | Board Minutes 05.15.19 |
| IVC9_01 | Board Policy 2470, Board Education |

| | |
|----------|---|
| IVC9_02 | Administrative Procedure 2740.1, Board Education Guidelines |
| IVC9_03 | Board Agenda Workshop 06.14.17 |
| IVC9_04 | Board Agenda Study Session 02.28.18 |
| IVC9_05 | Board Agenda Workshop 01.16.19 |
| IVC9_06 | Trustee Conference Travel Claims 1-19 |
| IVC9_07 | Effective Trusteeship |
| IVC9_08 | 19-20 Board Goals and Priorities |
| IVC9_09 | 18-19 Board Goals and Priorities |
| IVC10_01 | Board Policy 2745, Board Self-Evaluation |
| IVC10_02 | Administrative Procedure 2745.1, Board Self-Evaluation |
| IVC10_03 | 19-20 Board of Trustee and Employee Evaluation |
| IVC10_04 | Board Agenda 10.09.19 |
| IVC10_05 | PowerPoint of Board of Trustee Evaluation |
| IVC10_06 | 19-20 Board of Trustee Goals |
| IVC11-01 | Board Policy 208, Board of Trustees Code of Ethics |
| IVC11-02 | Board Policy 2710, Conflict of Interest |
| IVC11-03 | Administrative Procedure 2710.1, Conflict of Interest |
| IVC11-04 | Administrative Procedure 2712.1, Conflict of Interest Code |
| IVC11-05 | Statement of Economic Interests |
| IVC12_01 | Board Policy 2430, Delegation of Authority to S/P |
| IVC12_02 | Board Policy 2435, Evaluation of the S/P |
| IVC12_03 | Administrative Procedure 2435.1, Evaluation of the S/P |
| IVC13_01 | Board Policy 3200, Accreditation |
| IVC13_02 | 18-19 District Priorities |
| IVC13_03 | 18-19 Board of Trustee Goals and Priorities |
| IVC13_04 | 19-20 Board of Trustees Goals and Priorities |
| IVC13_05 | 19-20 District Priorities |
| IVC13_06 | Board Minutes 12.17.14 |
| IVC13_07 | Board Agenda 03.11.15 |
| IVC13_08 | Board Minutes 03.11.15 |
| IVC13_09 | Board Agenda 12.14.16 |
| IVC13_10 | Board Minutes 12.14.16 |
| IVC13_11 | Board Agenda 03.01.17 |
| IVC13_12 | Board Minutes 03.01.17 |
| IVC13_13 | President's Report 03.01.07 |
| IVC13_14 | President's Accreditation Update |
| IVC13_15 | Board Agenda 10.09.19 |
| IVC13_16 | PowerPoint Accreditation Update to Board |

H. Quality Focus Essay

1. Contextualizing the Action Projects

The Quality Focused Essay (QFE) was consistently discussed in the Accreditation Steering Committee at Mendocino College as it planned for and drafted the Institutional Self-Evaluation Report (ISER). As the ACCJC Standards were discussed, and Standard Chairs began to bring forward their analysis and evaluation to the Steering Committee, topics and themes for the QFE emerged. There were several iterations of suggested topics for the QFE.

The final action projects identified for the QFE were chosen based on the criteria described in the “Guide to Institutional Self-Evaluation, Improvement and Peer Review” and that were reiterated in the ISER trainings conducted by the ACCJC Vice Presidents. Specifically, those criteria indicate that the institution should “plan two or three action projects which are intended to have a positive impact on improving student learning and/or student achievement” The emphasis on “moving the needle” on student success shaped the discussion in the Steering Committee and guided the final topic choices. The action projects identified for the QFE are also shaped by the recent changes at the College described in the ISER and the current and changing California Community College context.

Throughout the ISER, in the context of describing our decision-making processes, curriculum development, and planning structures, there were many recent examples used as evidence which relate to the current California Community College landscape. The last several years have been a time of extraordinary change for all California Community Colleges with an unforeseen number of new initiatives, required plans and reports, legislated changes, funding formula changes, and goal setting requirements. For the ISER, this gave the College an opportunity to illustrate its decision-making processes and collegial dialog occurring throughout constituent groups and leadership structures. Mendocino College is embracing the changes as they have been communicated from the Chancellor’s Office. The shift that is occurring is calling for a redesign of our institutions to focus on providing students clear pathways to success, including completion of degrees and certificates, transfer to four-year colleges and universities, wage increases, and successful career placement.

The specific programs and initiatives that relate to our QFE actions projects are:

- Vision for Success Goals
- Guided Pathways
- Student Centered Funding Formula
- AB705

A. Vision for Success Goals

In May of 2019, all California Community Colleges were required to submit goals which are aligned with the Chancellor's Office Vision for Success Goals. These Goals are:

- Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years

Mendocino College developed local goals aligned with the Chancellor's office goals as described in the ISER, including using general and disaggregated success metrics data to identify improvements in all the identified areas.

B. Guided Pathways

The Guided Pathways framework is identified as the vehicle for achieving the Vision for Success Goals. According to the Chancellor's Office, "The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience." At Mendocino College, the Guided Pathways Leadership Team is our newest committee, designed to move the Guided Pathways work forward around its four pillars—clarify the path, enter the path, stay on the path, and ensure learning. Specifically, at Mendocino College, the Guided Pathways Leadership Team has created a vision and core principles which guide its decision making:

Vision

Make the College student-ready to establish equity and social justice for the campus community

Core principles

Visible, Accessible and Clear Information

Integrated Service

Educationally Sound Practices

While Mendocino College is at the early stages of implementing the Guided Pathways framework, there are workgroups and significant changes that are beginning implementation and which the QFE projects will support.

C. Student Centered Funding Formula (SCFF)

The Chancellor's Office new funding formula for colleges moves from an enrollment-based funding formula to a formula which incentivizes achievement of Vision for Success Goals. The funding formula is still based 60% on enrollment; however, it also funds colleges based partly on how well students are achieving considering their economic context. The Chancellor's Office describes the funding formula in these three categories:

1. A base allocation, which largely reflects enrollment.
2. A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
3. A student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of students who have attained the regional living wage.

D. AB705

Finally, another part of the interconnected initiatives and tools introduced is legislation which required colleges to reduce their pathways to transfer level Math and English so that every student can get through transfer level in one year. ESL students are required to have no more than six semesters of credit level English to get through transfer level. Colleges were required to implement the Math and English pathways beginning in the fall of 2019 (the same semester as this ISER is being submitted).

AB705 is an integral component of the Vision for Success Goals, Guided Pathways and the Student-Centered Funding Formula. In fact, it is at their

core. Completing transfer level Math and English has long been recognized as a significant momentum point for students in their path to completing a degree or transferring. It is also a specific metric of the Vision for Success Goals and the SCFF.

2. The Action Projects

The action projects identified here emerged in large part out of the College’s recent work to embrace the Chancellor’s Office initiatives described above. However, as described in the ISER, the College has been deeply engaged in equity work and transforming its cultural fabric to recognize and dismantle the unintended barriers that some students may be facing. Also, English and Math departments had been moving toward accelerating pathways to transfer-level courses in response to the research in the field and the poor success rates locally for students starting in below transfer courses.

The context provided above and through our ISER has led us to two action projects designed to increase student achievement and completion of degrees and certificates, and transfer to four-year universities:

- Improving student access to and clarity of certificate and degree requirements
- Increasing success to and through transfer-level Math and English through implementation of AB705.

These action projects are designed to specifically address student achievement of Vision for Success Goals. This table indicates our current and intended achievement in these areas:

| Goal | #16-17* | #21-22 | %increase |
|--|---------|--------|-----------|
| Goal 1A: Increase all students who earned an Associate Degree (including ADTs) Mendocino College will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from: | 290 | 410 | 41% |
| Goal 1B: Increase all students who earned a Chancellor’s Office Approved Certificate | 54 | 80 | 48% |

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| Mendocino College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from: | | | |
| Goal 2A: Increase all students who earned an Associate Degree for Transfer Mendocino College will increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year from: | 87 | 130 | 49% |
| Goal 2B: Increase all students who transferred to a CSU or UC Institution. Mendocino College will increase among all students, the number who transferred to a four-year institution from: | 157 | 160 | 2% |
| Goal 3A: Decrease average number of units accumulated by all associate degree earners. Mendocino College will decrease among all students who earned an associate degree in the selected year, the average number of units in the California | 90.76 | 80 | 12% decrease |

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| community college system among students who had taken at least 60 units at the college from: | | | |
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A. Improving Student Access to and Clarity of Certificate and Degree Requirements

Guided Pathways work at Mendocino College has included engaging in a self-assessment and planning process which clearly supports this action project. The most recent self-assessment (the Scale of Adoption Assessment –SOAA) and the Guided Pathways Leadership Team (GPLT) prioritization of projects identify the focus on student access to, and clarity of, certificate and degree requirements as a foundational need in achieving goals to increase completion rates.

Additionally, the student satisfaction survey implemented in the 2018-19 academic year concluded that Guided Pathways implementation specifically around providing technology and other services to support better access to, and clarity of, information would increase student satisfaction. For example, the survey’s concluding report recommends redesign of the onboarding process, including website and mapping sequences of all programs to degrees and meta-majors.

Finally, Guided Pathways Workgroups (GP workgroup) have been identified to work on the activities and goals identified below:

Goal #1: Maximize existing technology to provide clear and simple tools for students

| Activity | Responsible Party | Timeline | Outcome |
|---|--|-----------------------------|--|
| Full implementation of Ellucian tools— Updated Student Portal (MyMendo), Student Planning, Self-Service Financial Aid, Mobile Application, Prospects. | Information Technology, VP of Student Services, GP workgroup | Current through Summer 2020 | The updated Student Portal (MyMendo), Student Planning and Self-Service were all launched in the Fall 2019 semester. The Mobile App is being developed in the Fall 2019 semester with the plan to launch in Spring 2020. The Prospects tool will be utilized in late Spring 2020 for the |

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| | | | incoming Fall 2020 new student cohort. |
| Redesign of website with clear and complete information about programs. | Information Technology, Director of Community Relations and Communication, Deans of Instruction and Instructional faculty | First completion 2021, ongoing updates | A clear path on the website to Degrees and Certificates with program requirements and career information. |
| Update online orientation (Comevo) | IT, Director of Community Relations and Communication, GP workgroups, Counselors, Dean of Counseling & Student Programs, VP of Student Services | Fall 2019 - 2021 | Transition our online orientation to utilize videos and a better user experience for students. |
| Fully implement CCCMyPath | IT, GP workgroup | 2021 | Include interest areas (Meta-majors) |

Goal #2: Create clear pathways to completion

| Activity | Responsible Party | Timeline | Outcome |
|---|--|-----------------------|--|
| Program Mapping: Map degrees and certificates for a clear path to completion | Guided Pathways faculty leader(s), instructional faculty, counselors | Current – Spring 2021 | A clear recommended sequence of courses to take to complete degrees and certificates |
| Explore/Create Interest areas (Meta-majors) | Guided Pathways faculty leader(s), instructional administrators, instructional faculty, counselors | Current – Spring 2021 | A clear alignment of disciplines within interest areas |
| Provide professional development and engage faculty in rethinking their classroom practices to support students in completing a pathway | GPLT, Guided Pathways faculty leader(s), instructional deans, VP of Academic Affairs, Director of | 2020 - ongoing | Classroom practices will shift to better support students in their pathways |

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| (experiential learning, backward design, contextualized instruction) | Student Success and Learning | | |
| Develop theme-based Math and English | English and Math faculty, other instructional faculty, Instructional Deans | 2022 - ongoing | Theme-based English and Math classes will be offered within meta-majors and/or as a program specific offering. For example, English 200 for Social Science majors. |

Goal #3: Integrate student services to support pathways and completion

| Activity | Responsible Party | Timeline | Outcome |
|---|---|-------------------------|--|
| Develop Student Support Teams to support pathways | Counselors, instructional faculty, Dean of Counseling & Student Programs | 2021 - 2022 | Organize counseling services, along with additional student services, to support the academic pathways developed. |
| Update Early Alert | Dean of Counseling & Student Programs, instructional and counseling faculty | Spring 2020 – Fall 2021 | Provide “just in time”, accurate, clear academic progress report with timely and effective support services. Enhance current Early Alert process by better utilizing the updated technology (CANVAS, Colleague). |
| Career Hub—new career center will provide early career exploration opportunities and integrate services with instructional programs | GP workgroup, Career Hub staff, instructional and counseling faculty | 2020- 2023 | Career Center will be utilized by students to explore career options. Instructors will actively utilize Career Center as an integral part of their instruction. |

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| Explore/Create Cohort Completion Teams | GPLT, GP workgroup, cross constituent groups | 2020 - 2023 | Potentially, create teams of faculty advisors, counselors, and other staff tracking completion rates around programs and eventually meta-majors. These teams would identify the needs of students and recommend activities to support completion. |
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B. Increasing Success To and Through Transfer Level Math and English Through Implementation of AB705

Mendocino College is already working towards improving success rates for English, Math and ESL students. The impetus for this comes from numerous places: our own reflection on the data, AB705, the Vision for Success Goals, and the changes to the funding formula. Earlier and more successful completion of transfer-level Math and English will directly support one funding formula success metric but also contribute to the completion of degree and transfer course requirements. Additionally, the decreased number of pre-transfer courses will contribute to the decrease in the average number of units taken while completing a degree or transfer.

In the past we focused on success at the course level, but not completion of transfer level. We would like to set a goal of having 50% of new students successfully finish transfer level Math and English in their first year. Nine percent of new students in the 2017-2018 academic year reached this goal.

As described in standard II.A.4 of the ISER, Mendocino College has dramatically changed its English and Math pathways in the last year. In the next several years we will be monitoring these changes and increasing student and faculty supports to meet the aforementioned goal.

Historically, students who enrolled at Mendocino College often found little success in passing Math or English courses when they were placed anywhere on either developmental pathway. A snapshot of students tracked from spring 2013 to fall 2015 found that 8% of the students placed into English courses three levels below transfer successfully moved on to pass the transfer level course. Thirty-one percent of the students placed one level below transfer succeeded. The numbers for Math are comparable. Seven percent of the

students who were placed into a course four levels below transfer successfully completed the pathway; 39% of those placed one level below succeeded. Success rates in transfer-level classes were not concerningly low, but multiple barriers prevent students from directly enrolling in transfer-level courses.

The 2017 passage of AB 705 requires students have access to transfer-level courses in their first year of college; the English and Math departments began making changes to shorten their developmental pathways in 2016. Beginning in the fall of 2019, students can self-place into the transfer level English course, English 200; non-STEM students can place directly into a transfer-level quantitative literacy course, Math 178, and the lowest level of B-STEM students will place one level below transfer (Intermediate Algebra). This is a dramatic change from the pathways in place as recently as 2015 where as many as half of incoming students were placed several levels below transfer in English and Math. This was not unique to Mendocino College, but common throughout the state. Research showed that a shocking number of students who began these pathways never completed them. Pilot programs at other community colleges indicated that students will have a higher probability of completing transfer level English and Math courses when they are allowed to enroll directly in their first year and provided with robust support.

We are already monitoring implementation of the new placement practices. The English as a Second Language department is adjusting the ESL pathway in anticipation of changes required by AB705 that will go into effect in the fall of 2020 and are similar to the changes required for English and Math. Communication with students is complicated, despite the institution’s best efforts; it’s not clear that students have been adequately apprised as to their new opportunities or given the information necessary to make an informed self-placement decision. The College introduced a new placement tool to assist students, but only 400 students made use of the tools and of those 40% did not enroll. It is likely that students currently taking Math and English are operating from outdated or misinformed placements. It is also not clear if the planned supports will adequately address the students’ needs or the required success rates outlined by the Chancellor’s Office.

Goal #1: Research Evaluation of implementation

| Activity | Responsible Party | Timeline | Outcome |
|---|---|------------------------|---|
| Survey students (via tools such as focus groups and interviews to determine) <ul style="list-style-type: none"> • placement experience | Director of Institutional Research, Dean of Counseling and Student Programs, English, math and ESL faculty | Fall 2019- Spring 2020 | Identify problem areas such as low success rates and drops, make recommendations to remediate placement guidance practices. |

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| <ul style="list-style-type: none"> • co-requisite course experience • why they dropped a Math or English course <p>Cull and examine data for 2019-2020 retention and success rates</p> | | | |
| Develop baseline data and data routines | Director of Institutional Research | Fall 2019 - Spring 2020 | Distribute findings to Math and English departments and administration to support ongoing changes to support services |

Goal #2: Maintain and/or Increase Student Success Post AB705

| Activity | Responsible Party | Timeline | Outcome |
|---|--|---------------------|---|
| Providing/monitoring / adapting learning support | English, Math, ESL and Counseling departments | Ongoing | Success rates in transfer level Math and English courses will be equal to or higher than pre-AB705. |
| Fully implement AB705 compliant ESL placement and practices | ESL, counseling, AB705 workgroup | 2020-2021 | Increase number of ESL students transitioning to and completing transfer level English. |
| Further development of <ul style="list-style-type: none"> • writing and math lab resources | English, math and ESL faculty, counseling faculty, Dean of Counseling and Student Programs | Current and ongoing | |

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| <ul style="list-style-type: none"> • bringing College and Career Success materials into Math and English classroom • better use of Early Alert • improving online orientation for new and returning students • cross-discipline just-in-time reading/writing/development remediation | | | |
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Goal #3: Increase Student Success through robust professional development

| Activity | Responsible Party | Timeline | Outcome |
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| Professional Development for faculty | GPLT, GP faculty leader(s), Director of Student Success and Learning | Ongoing | Faculty will have more access to skill building opportunities to address the learning challenges of students by accessing professional development opportunities on-site by and for faculty. A yearly minimum of five on-campus professional development opportunities for all faculty will be available. |

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Goal #4: Increase student success through appropriate placement practices

| Activity | Responsible Party | Timeline | Outcome |
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| Honing placement processes, including: Update marketing materials distributed by Admissions and Records, Counseling, Math, English and ESL faculty | Marketing department, A&R, counseling Math, English and ESL departments | Fall 2019 - Spring 2020 2021 –make changes as necessary in Math based on 2-year data review. Ongoing | Success rates in transfer level Math and English courses will be equal to or higher than pre-AB705. |
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