



MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT



INSTITUTIONAL SELF-EVALUATION UPDATE
In Support of Reaffirmation of Accreditation

2014

Mendocino College Self Evaluation Update

Introduction

In pursuit of continual improvement and in an effort to capitalize on the momentum from the self-evaluation process toward meaningful action, Mendocino College has engaged in ongoing institutional activities since the writing of the 2014 Self Evaluation, specifically in the areas of Standard I.B “Improving Institutional Effectiveness,” Standard II.A “Student Learning Programs and Services,” Standard II.B “Student Support Services,” and Standard III.A “Human Resources.” This update on these activities is offered as further evidence of the College’s commitment to ongoing dialogue and to the refinement of College processes above and beyond the standards as set forth by the Accrediting Commission.

Standard I.B

Actionable Improvement Plans

Significant progress has been made on two Actionable Improvement Plans in this section since the publication of the 2014 Self Evaluation. First, for Standard I.B.1, the following Actionable Improvement Plan was created, “Planning committees will create action plans linked to Student Achievement Data, SLO/SAO assessment results, and Program Review requests to address objectives that were not met.” As the initial response to Standard I.B.1 indicates, Mendocino College has a long-standing and high-functioning planning committee structure, which meets the Standard. To clarify, the intent of the Actionable Improvement Plan for I.B.1 is not to describe any actual or implied lack of action plans or completion of objectives, but instead to describe and provide continuous opportunities to further refine this process, with a particular emphasis on providing additional support to leadership within the planning committees. To that end and as a follow-up to the development of the committee goals worksheet and the committee goals report, a second Committee Chairs’ training was held in late January, 2014. During this meeting, it was determined that the process could be further refined so that if there is a committee goal or objective that has not been met during a particular year or semester, a means for analyzing why it was not met needs to be developed. The Committee Chairs’ group will convene again in March to develop this instrument. As a result of all the dialogue and process improvement, future actions of all planning committees will provide for a more thorough consideration of those few action plans that are not fully met and for improved documentation. ([U.1](#), [U.2](#), [U.3](#))

Additionally, a second Actionable Improvement Plan for I.B.2 was formulated, “Develop a mechanism to ensure that institutional decisions are based on the results of goal assessments and Student Achievement Standards as well as committee and department objectives and action plans.” As the Descriptive Summary and Self Evaluation for I.B.2 indicate, the College has effective Strategic Goals and an effective Strategic Action Plan to record, monitor and assess the implementation of initiatives and activities. Key

Performance Indicators are also created for each objective and activity within the goal. In the past, the primary responsibility to ensure completion was regularly assigned to a College Dean, who then contacted individuals or departments and gathered data to show that the objective was accomplished. In this Actionable Improvement Plan, the College is seeking to develop a better method of tracking completion, perhaps by leveraging of technology, so that all progress toward achieving the Strategic Action Plan is readily accessible to all constituent group members throughout the process.

Strategic Planning

The College is currently in the process of refining the draft of its current Strategic Action Plan. During the past planning retreat in the Fall of 2013, the District goals were revisited, and input was received from a variety of constituent members so that new goals for the College were developed. These have become the basis for new objectives and activities to be refined through the College planning process. Recent dialogue involving the Student Achievement Standards and the Actionable Improvement Plans from the Self Evaluation has been informing the discussion of this draft plan. Additionally, the Superintendent/President and the Board of Trustees held a workshop on Saturday, February 22, 2014, facilitated by Pam Fisher, in which discussions regarding the Board goals and the Strategic Plan were held. As a result of these ongoing processes, new Board goals and a new Strategic Action Plan will be finalized later this spring. ([U.4](#), [U.5](#))

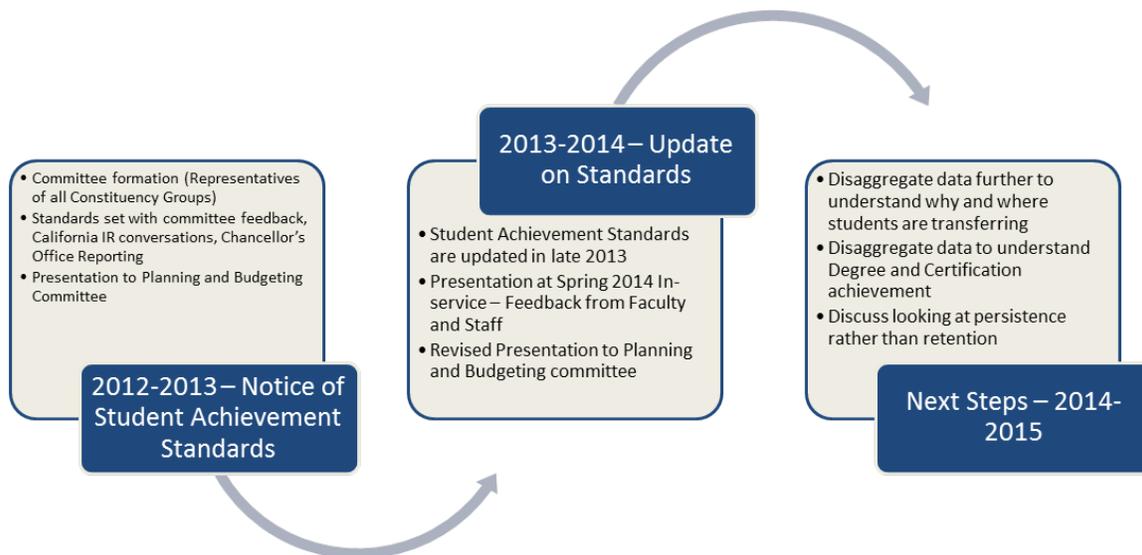
Self-Assessment

The College relies on a number of inputs to assess its planning and budgeting processes. One key instrument is the Faculty and Staff survey. This has been consistently administered for a number of years, and results continue to indicate understanding of the planning process as well as satisfaction with College planning and budgeting processes. Additionally, self-reflection occurs within the Planning and Budgeting Committee. The Planning and Budgeting Committee sets yearly goals for itself and reviews these goals to measure its accomplishments and goal completion. Analysis of the successful attainment or progress toward committee goals and committee duties at the end of the year will provide opportunities for reflection and self-assessment. Faculty also participate in the evaluation of assessment processes. Most notably, the Student Learning Outcomes Team developed an SLO Assessment Evaluation Tool with which faculty can evaluate and analyze their SLO assessment processes. ([U.6](#), [U.7](#), [U.8](#))

Student Achievement Standards

In Spring 2013, the College received the communication from ACCJC regarding the Department of Education requirements for setting Student Achievement Standards. Working with the Institutional Researcher, a constituent-based group was promptly formed to examine the requirements and subsequently set the College's initial standards. Initially, the Institutional Researcher, relying primarily on directions from discussions on the state Institutional Researcher listserv, where colleges were sharing methods to determine baselines, recommended using an approach that considered averaging a number of years of data to ensure that the standards were built on verifiable and multi-year data. An initial Student Achievement Standards draft was presented to PBC in the Spring 2013 semester, as was reported in the Self Evaluation. Since then, the current Institutional Researcher, who took office in Fall 2013, has revisited the Student

Achievement Standards for the Mendocino-Lake Community College District and presented a new draft at an Inservice presentation in January 2014. In revisiting the standards, the Institutional Researcher clarified how the five metrics were established as well as the definition of student transfer to four-year institutions as it pertains to Mendocino College. The diagram below represents the timeline for Student Achievement Standards at Mendocino College. ([U.9](#), [U.10](#), [U.11](#), [U.12](#), [U.13](#))



Mendocino College has established five metrics to measure student success and achievement:

Student Success and Retention Metrics (Metrics 1 and 2)

The California Community College’s Chancellor’s Office tracks student course success and retention each term for all community colleges in the state of California. Course completion measures successful student completion of courses (students receiving A, B, C or P), and course retention measures the percentage of students remaining in their courses for the term (not dropping or withdrawing). Mendocino College has course success and retention as two of its metrics to measure student achievement. The institutionally-set standards are state averages from the previous academic year (combining summer, fall and spring terms). Mendocino College averages its success and retention from the previous academic year terms to establish an average that is measured against the state average. For the 2012-2013 academic year, Mendocino College has surpassed the state average in course completion and retention by 2%.

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

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

institutionally-set standards are five-year rolling averages for Mendocino College (the average of degrees and certificates conferred on students over the previous five years). Mendocino College has surpassed the institutionally-set standard of degrees conferred by 15. However, it did not meet or surpass certificates conferred for the 2012-2013 academic year (-20 certificates).

Student Transfer to 4-Year Metric (Metric 4)

The California Community College's Chancellors Office annually tracks student transfer to 4-year colleges for all community colleges in the state of California. Transfer to 4-year colleges measures the number of students who successfully transfer to a 4-year institution at the end of an academic year (this includes State Universities, private universities and out-of-state universities). Mendocino College has transfer to 4-year universities as one of its metrics to measure student achievement. The institutionally-set standards are five-year rolling averages for Mendocino College (the average student transfers to 4-year universities over the previous five years). Mendocino College has surpassed the institutionally-set standard of student transfers to 4-years by 82 student transfers. (Please see notation regarding student transfers.)

Integration of Student Achievement Standards

Mendocino College has begun to integrate Student Achievement Standards into its reflective practices. First, at the Spring 2014 Inservice held on January 17, 2014, the Superintendent / President presented the standards and the data to the entire College community at the general session. At a session later in the day, faculty were engaged in an examination of Student Achievement Data, including implications for teaching practices, during a mandatory two-hour session. ([U.14](#))

The first hour specifically focused on the Student Achievement Standards. The Vice President of Education and Student Services (VPES) began by introducing the standards and explaining their relationship to other College metrics and to the College Mission and Strategic Plan. The Institutional Researcher (IR) presented for most of the rest of the first hour to engage faculty in discussion around the data. She explained and showed comparisons between the institutionally-set standards and our 2012-2013 achievement. This achievement data were also disaggregated by ethnicity and gender, and faculty had the opportunity to engage with the IR in a lively discussion about Mendocino College student achievement. After the IR's presentation, the Dean of Instruction explained how the student achievement data have been used on campus, including for Foundation Skills Research and at our Student Success Summits. All full-time faculty attended this session as well as some part-time faculty. ([U.15](#), [U.16](#), [U.17](#))

The second hour of the session was facilitated by the Dean of Instruction and featured a panel of faculty presenting on "Student Success, Best Practices." A math professor presented "Syllabi Analysis: Equity Minded and Culturally Inclusive Practices," which was based on professional development she received last fall at a conference sponsored by the Center for Urban Education. Specifically, she described how she is rethinking her syllabus as an extension of her cultural perspective which may or may not be shared by her students. Syllabus design can have an impact on how welcomed students feel to a particular class. Mendocino College's College Assistance Migrant Program (CAMP)

counselor shared how she works in counseling sessions and College Career Success classes to support students in engaging in their coursework and developing skills for college success. Finally, ESL and automotive professors spoke about their experiences linking classes for language learners. The ESL professor has developed a section of English 80 (one level below transfer) for multilingual students with a linked “English Refresher.” Also, these two professors have linked an ESL class with an automotive class to help students develop the vocabulary to be successful in Auto courses and on the job. ([U.18](#), [U.19](#), [U.20](#))

By presenting information on the institutional Student Achievement Standards, encouraging discussion regarding the standards and showing current success with the standards, the College community has gained a better understanding of the standards themselves as well as the current performance in meeting the standards. With the focused presentations, participants were also able to consider implications for teaching and learning.

Educational Master Plan

The Educational Master Plan, which is updated every four years, was approved by the Board of Trustees in 2010 and is now due for updating in Spring 2014 . During the past four years, a number of items and ideas for updates have been generated and collected. For example, in 2012, the Educational Action Plan (EAP) committee determined the key planning priorities based on the Educational Master Plan; the updated plan will include a narrative of the ways in which the College has met these planning priorities. Additionally, in Spring 2013, EAP determined areas in the plan in which Student Services need better integration. At a recent Planning and Budgeting Committee meeting on February 5, 2014, a summary of progress so far and tasks for the remainder of the semester were presented. Also to be incorporated into the Educational Master Plan are the new Associate Degrees for Transfer, Student Achievement Standards, the Scorecard, and the Student Success Act. ([U.21](#), [U.22](#), [U.23](#), [U.24](#), [U.25](#))

Standard II.A

As an update to II.A.1.b, and in order to meet the current and future needs of its students, Mendocino College has engaged in various activities first to identify and communicate those needs and then to take appropriate action. The Foundation Skills Teaching and Learning Community (FSTLC) is continuously engaged in collecting and disaggregating data on success, retention and persistence of students through basic skills sequences and into transfer-level courses. This has helped the campus to identify specific trouble points (e.g. gatekeeper courses, achievement gaps) in the sequence of courses and rates of success among specific populations.

As a result, curricular and instructional changes have been made to better serve students and facilitate student success. For example, the math department has developed an accelerated pathway for non-science, -engineering and -math majors to complete transfer level statistics. This involves a new course, which reduces three non-transfer math levels into one. This course and pathway will become available to students in Fall 2014. These

changes have been made as a direct result of the data, which revealed how few students persist through basic skills and into transfer-level math. ([U.26](#))

Other curricular and instructional efforts have been referenced elsewhere, including the development of a section of English 80 (one level below transfer) which targets multi-lingual students. This section is linked with an “English Refresher” course. In addition to responding to the data described above, this effort is an important response to our increasing Latino population. ([U.27](#))

Our participation in the Research and Planning (RP) Group’s Study “Student Support (Re)defined” resulted in important data for informing us of current and future needs. Soon after the report was published a Mendocino College team attended a regional debriefing of the study led by the RP group. The team consisted of the Learning Center Director, an English professor, and the FSTLC coordinator. The FSTLC then led a Mendocino College Student Success Summit where the results of this study were closely analyzed and used to consider planning for ways to integrate instruction and student services and for planning efforts for the implementation of the Student Success Act. This summit resulted in the consideration and implementation of new learning support activities. ([U.28](#), [U.29](#), [U.30](#))

These actions reflect Mendocino College’s commitment to use data to consider and address students’ needs and implement plans to improve student success.

Course Syllabi

To further clarify II.A.6, all students in every class section receive a syllabus at their first class meeting. While this is a common practice among faculty, this is also a contractual requirement of all faculty as stated in the Collective Bargaining Agreements for both full-time and part-time faculty. Additionally, syllabi are consistently reviewed in evaluations, as indicated in #4, Course Organization and Materials, of the evaluation instrument. The instruction office collects copies of all syllabi each semester. Some online instructors also include a syllabus agreement tool, which students must complete and agree to before proceeding in the class to ensure that the syllabus has been read by the student. ([U.31](#), [U.32](#), [U.33](#), [U.34](#), [U.35](#))

Planning and Budgeting

The College has continued to actively engage in planning and budgeting to improve educational opportunities for District students. One recent example is the development of the viticulture Certificate, which demonstrates campus processes for connecting planning and budgeting.

During the academic year 2011-2012, agriculture faculty Jim Xerogeanes, was approved for a professional development leave in which he planned to gather information about developing a sustainable small farm management certificate to meet local needs. During his sabbatical, Professor Xerogeanes also found a strong need for a Viticulture Skills Certificate through his consultation with local agriculture groups, viticulture groups and the UC extension. He subsequently presented the findings from his sabbatical to the Mendocino College Board of Trustees. ([U.36](#), [U.37](#), [U.38](#))

In accordance with the College Guidelines for Program Management for new programs, Professor Xerogeanes completed a new program concept form which was reviewed by the Educational Action Planning Committee (EAP), and a Program Advisory Team (PAT) was assigned to review the proposal. The PAT gathered information in regard to each of the criteria delineated in the Guidelines for Program Management Document and created a report detailing their findings and recommendation. The PAT report was sent out to all college faculty in order to capture any concerns or suggestions. The PAT report was discussed at the October 3, 2013, EAP meeting and was approved to move forward to the Planning and Budget Committee (PBC) for consideration. The PAT report for the proposed Viticulture Skills Certificate was presented and approved at the October 15, 2013 Planning and Budgeting Committee (PBC) meeting. The PAT report included not only anticipated curriculum needs but also the projected cost of the program. PBC's review and approval included consideration of all of these factors. When the June tentative budget is approved this year, these newly approved costs will be included as ongoing District expenses. ([U.39](#), [U.40](#), [U.41](#), [U.42](#), [U.43](#), [U.44](#), [U.45](#))

As required for all career and technical programs, the Agriculture Program Advisory Committee was engaged in the discussion about creating a Viticulture Skills Certificate, providing its feedback and approval for proceeding. ([U.46](#))

Once the new Viticulture Skills Certificate was approved by the Planning and Budgeting Committee and the Agriculture Program Advisory Committee, Professor Xerogeanes created the associated curriculum and brought it forward to the curriculum committee for approval. ([U.47](#), [U.48](#))

In addition to our internal processes, the possibility of a new viticulture skills program was announced to the North/Far North Regional Consortium on August 30, 2013, and the regional Deputy Sector Navigator (DSN), Greg O'Farrell, was consulted during the development process. Agriculture has been designated as a priority sector in regard to economic development within the North/Far North Region, so it was particularly important to gather feedback from the regional DSN in regard to the proposed new certificate. The information provided by Mr. O'Farrell was incorporated in the PAT report and subsequent application to the North/Far North Consortium for program endorsement. The proposed certificate was endorsed by the Consortium on January 10, 2014. At this time, the proposed Viticulture Skills Certificate of Achievement has been submitted to the Chancellor's Office and is awaiting final approval. ([U.49](#), [U.50](#), [U.51](#))

General Education Student Learning Outcomes

To clarify and update the Self Evaluation segment for II.A.2, SLOs for all General Education Courses have been assessed and mapped as the attached samples indicate and as the database on the SLO Team portal site will support. Regretfully, the phrase, "no assessment of those courses has yet been fully evaluated as we are in the first cycle of evaluation" was a carry-over from the 2008 Self Study, which was inadvertently included in this document during the drafting of the current Self Evaluation. The College regrets any misunderstanding that may have resulted from this editing oversight. ([U.52](#), [U.53](#))

Standard II.B

Letter to Online Students

In II.B.1, the College stated in the Self Evaluation that a letter would be sent via email to all online students explaining the online program as well as services available to them from the College. As the attached letter indicates, students were informed of a variety of informational items to assist them in their pursuit of an online education at Mendocino College. Through the letter, students are directed to take the Self-Assessment for Online Learning, which will help them determine their learning styles and how their learning styles match with an online learning environment. The students are also directed to several links regarding Etudes, the online learning management system for Mendocino College courses. The letter provides students with log-in information, resources for when they need help, and links for student services, such as the bookstore and DRC counseling. ([U.54](#))

Online Tutoring Technology

In II.B.1, the following Actionable Improvement Plan was noted, “Increase extent of services by collaborating with faculty from diverse disciplines and the Distance Education Coordinator.” Again, in an effort to make improvements beyond the standard, which is met as described in II.B.1, and in support of constant improvement based on self-assessment and student needs, the Learning Center has ordered and received new technology to facilitate and strengthen online tutoring: the Wacom Intuos Pen and Touch Medium Tablet. The pen and tablet will allow tutors to work math problems or demonstrate grammar and composition points in real time with students. The new technology will first be implemented with the Math department. On Tuesday, February 25, the Math faculty and Learning Center staff tested the new equipment and new account with CCC Confer. On Thursday, February 27 a Math tutor met with the lead Math faculty and Learning Center staff to practice using the new tablet and CCC Confer. A larger training session with the lead Math faculty, Learning Center staff, MESA tutors, various Math faculty, and Learning Center Math tutors will be held in March. The Learning Center has also begun researching how to use CCC Confer for tutoring other disciplines. It is hoped that online tutoring will be rolled out in various disciplines by Fall 2014, beginning with online English tutoring and writing labs. ([U.55](#), [U.56](#))

Increase in Services

Another key piece in the increase of services beyond the standard is the recent work in Covelo and Round Valley. While the College has had a long-standing presence in this remote community, it has recently sought to increase those services. In September, the Superintendent / President and the Vice President of Education and Student Services met with the Covelo/Round Valley Coordinator and the North County Center Faculty Coordinator for a day long visit in Covelo/Round Valley. Key activities included meetings at Tribal TANIF and the Round Valley Indian Health Center (RVIHC) as well as a meeting with Round Valley Unified School District and Round Valley leaders. From this visit and these meetings, an improved services plan emerged which is currently being implemented in Spring 2014. Better internet and technology have been added to the Round Valley classroom, and extended outreach and student support services have been accomplished. Future items include synchronizing and leveraging the use of technology

at RVIHC with the Distance Education Classroom at the Ukiah campus to bring further instructional opportunities to this remote area. ([U.57](#), [U.58](#), [U.59](#), [U.60](#))

Native American Students

The Mendocino-Lake Community College District has a long history of serving its Native American students. One way in which the District receives input on the needs of this community is the Native American Advisory Committee (NAAC), which was formed in 1992 and was charged with the task of developing a Native American Studies program. Since the development of the Native American Studies program, the NAAC has continued to provide guidance and insight to the College as to how to best serve Native American students. ([U.61](#), [U.62](#))

Since the writing of the 2014 Self Evaluation, two key Native American events have occurred: Native American Motivation Day and Native American College Night. This year's Native American Motivation Day was attended by over 225 students from various Lake and Mendocino County schools. Topics included Building Communities, Money Management, Career Information and connecting with College Representatives. A keynote speaker also addressed the group on making healthy choices and battling substance abuse. The College Night was attended by 20+ local high school seniors who are preparing to attend Mendocino College in the Fall of 2014. ([U.63](#), [U.64](#), [U.65](#))

Finally, the Institutional Researcher has recently compiled a "Fast Fact" sheet regarding our Native American student population. For example, the total percent of Native American students for the 2012-2013 academic year statewide was 0.50%, while Mendocino College's percentage was 5%. Additionally, although the statewide average transfer rate of total transfers for Native Americans is 1%, the average of total transfers rate for Mendocino College is 6%. This is providing the campus with compelling information which warrants further discussion. ([U.66](#))

Standard III.A

New Faculty Positions

In Standard III.A.2, the College stated that, "Planning and Budgeting Committee recommendations for new faculty positions will be finalized in January, 2014." As an update to this activity, minutes from PBC indicate that faculty positions were discussed, the rubric for prioritization was reviewed and a re-ranking activity occurred. Recommendations from this re-ranking activity were made to the Superintendent/President, who then communicated the hiring decisions to the College during the Spring 2014 Inservice general session. ([U.67](#), [U.68](#), [U.69](#))

Policy Updates

To update III.A.3 / III.A.3.a, a recent activity that has occurred which illustrates how the campus systematically develops personnel policies and procedures and that these policies are equitably and consistently administered is the updating of the EEO plan and related Administrative Procedure. In compliance with the EEO guidelines from the State Chancellor's Office, the EEO plan was updated in the Fall of 2013. To dovetail with this

activity, the EEO Administrative Procedure was also updated through the President's Policy Advisory Committee (PPAC). In the PPAC process, a draft of the Administrative Procedure (AP) came to the committee for a "first read," and then was distributed to campus constituent groups through constituent leadership for comment. The comments were brought back to PPAC and considered, and then the AP was forwarded to the Board of Trustees for approval. A special EEO training for the Management / Supervisory / Confidential group was led by legal counsel. Finally, in the Spring 2014 semester, two EEO trainings were held by Human Resources: one for hiring committee chairs and one for hiring committee members. In this way, the District developed a personnel procedure and equitably and consistently administered it. ([U.70](#), [U.71](#), [U.72](#), [U.73](#), [U.74](#))

Upon review of its equivalency process, the District has embarked on a revision of the administrative procedure, with the Academic Senate taking the lead. New forms are being developed, and drafts of the procedure have gone through a Senate process. The College is currently receiving input from legal counsel. After this input and feedback, the new procedure will go to PPAC. ([U.75](#))

In III.A.1. the College stated, "As a result of recent hiring policy review, pending District hiring policy changes will ensure that faculty members play a more central role in faculty hiring policy development and are more directly involved in the development, approval and implementation of the faculty hiring process." Currently, this hiring policy is under review in PPAC. Constituent members have been given the policy for review, and input from their members is being forwarded to PPAC for further discussion and consideration. ([U.76](#), [U.77](#))

Finally, to update III.A.6, when managers submit staffing requests, they are required to re-evaluate the position within their programs to determine the relationship between the request and the College mission. This form is primarily used for "off-cycle" staffing requests, that is, requests that are not made through program review. In the program review cycle, all requested positions must be evaluated and justified to meet the staffing rubric, which is connected to a variety of key campus planning documents. Recent work in the Planning and Budgeting Committee has re-emphasized the importance of the process. ([U.78](#), [U.79](#))

Evidence List – Self Evaluation Update

1. Committee Goals Template
2. Committee Goals Report to PBC
3. Committee Chair Training Agenda
4. Fall 2013 Strategic Planning Retreat Documentation
5. Board Workshop Agenda and Minutes, February 22, 2014
6. Fall 2013 Full-time Employee Survey
7. PBC Goal Worksheet 2013-2014
8. SLO Assessment Evaluation Form
9. Student Achievement Standards Outlook Meetings 2013
10. Spring 2013 Student Achievement Standards
11. PBC Minutes Spring 2013 Student Achievement Standards
12. Spring 2013 Student Achievement Standards
13. Clarification of Student Transfer
14. Superintendent-President PowerPoint Student Achievement Standards
15. Student Achievement Standards Vice President's PowerPoint
16. Student Achievement Standards Session Agenda Inservice Spring 2014
17. Student Achievement Standards Institutional Research
18. Syllabi Analysis PowerPoint
19. Supporting Student Engagement and Success
20. Student Success ESL and AUT
21. EAP Master Plan Review Cycle
22. EMP Planning Priorities
23. EMP Student Services Integration
24. EMP Update for PBC
25. PBC Minutes EMP
26. Math Pre-Statistics Flyer
27. English 80 and English 41
28. RP Group Student Support (Re)defined College Summary Mendocino
29. Connecting Instruction and Student Success Agenda
30. Connecting Instruction and Student Success PowerPoint
31. Sample Syllabi
32. MCFT and MPFA CBA Pages – Syllabi
33. Evaluation Instrument – Syllabi
34. Instruction Office Email – Syllabi
35. Etudes Syllabus Agreement
36. Sabbatical Proposal – Viticulture
37. Professional Development Leave Report – Viticulture
38. Board Agenda and Minutes Viticulture Presentation
39. Guidelines for Program Management New Program
40. New Program Concept Form
41. EAP Minutes – November 1, 2012
42. PAT Report – Viticulture
43. Faculty Comments – Viticulture
44. EAP Minutes – Viticulture

45. PBC Agenda and Minutes – Viticulture
46. Advisory Committee Minutes – Viticulture
47. Viticulture Skills Certificate of Achievement
48. Curriculum Committee Minutes – Viticulture Certificate
49. NFN Minutes – Viticulture
50. NFN Application Form – Viticulture
51. NFN Endorsement – Viticulture
52. Sample GE SLO Assessments
53. II.A.2.i 2008 Self Study
54. Distance Education Welcome Letter Spring 2014
55. PO and Information Wacom Intuos Pen and Tablet
56. Notes from February Meetings – Online Tutoring
57. Round Valley Trip Meeting Agendas
58. Services in Covelo and Round Valley Spring 2014 Draft
59. Board of Trustees Update Covelo
60. Covelo and Round Valley Follow Up Email
61. Board Item NAAC Formation 1992
62. Native American Studies Flyer
63. Native American Motivation Day Spring 2014
64. Native American Motivation Day Confirmation Email
65. Native American College Night
66. Native American Fast Facts
67. PBC Minutes – Staffing Ranking
68. PBC Staffing Ranking Results
69. Superintendent-President PowerPoint Inservice Staffing
70. EEO Plan
71. PPAC Minutes – EEO
72. BOT Approval of EEO
73. EEO Training Packet
74. HR EEO Training Spring 2014
75. Equivalency Process Draft Policy and Procedure
76. PPAC Minutes – Hiring Procedure
77. Draft Hiring Policy
78. Staffing Request Form
79. Staffing Flow Chart