



MENDOCINO COLLEGE

EDUCATIONAL
MASTER
PLAN

2010 - 2018

2014 - 2015 UPDATE



Educational Master Plan

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2010 – 2018

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Planning Priorities

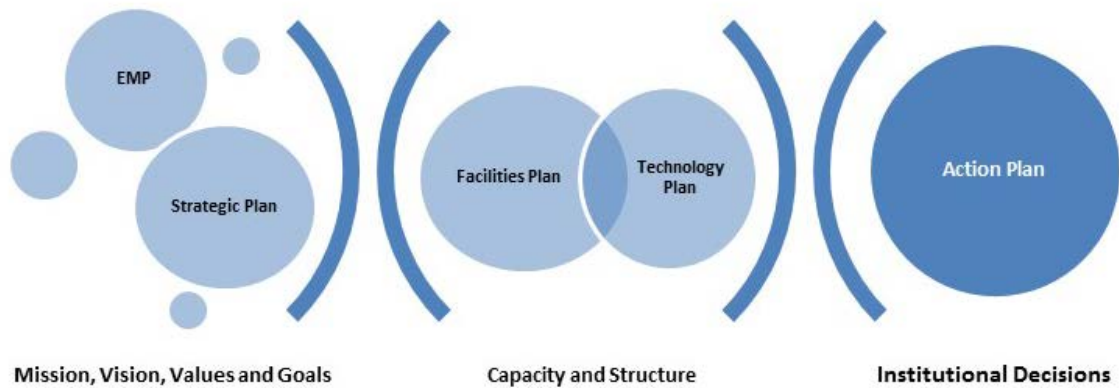
Based on the Educational Master Plan and Program Review, EAP initially identified the following institutional planning priorities in 2012. For the 2014 revision of the Educational Master Plan, EAP has set the following specific planning priorities:

2012 Planning Priorities	2014 Additions to ongoing Planning Priorities
Addressing professional development needs	Address professional development needs as related to Student Equity and the implementation of the Student Success and Support Program
Building K-12 alliances	Develop a Dual Enrollment/Middle College/Early College program
Developing effective technology	Maximize Distance Education classroom technology to broadcast classes to remote sites throughout the District
Improving retention and student services	Meet the needs of Veterans, Foster Youth, Native American, African American and other special populations of students as determined by the institution.
Addressing growth in areas beyond the main Ukiah campus (including North County and Lake County)	Continue to grow and expand efforts to deliver instruction in the Fort Bragg/ Mendocino Coast area.
Addressing growth in Latino population District-wide	Maintain Hispanic Serving Institution (HSI) status
Addressing aging of community and faculty	Address the changing demographics of our District
Meeting state mandates	Implement the Student Success and Support Program and Student Equity Plan mandates
Linking facilities planning to educational needs	Maximize completed Measure W projects
Scheduling maintenance/sustainability	Utilize four –semester sequence and student education plan data to inform scheduling
Supporting Basic Skills	Link Instruction and Student Services

Executive Summary

The Educational Master Plan (EMP) is prepared by the Educational Action Plan (EAP) committee. The EMP is a living document which is a part of the College's overall planning process. The EMP is revisited yearly and updated, as needed, to reflect changes in the external or internal environment, the needs of the community and our students, and the changing nature of higher education. By providing the foundation for the Facilities Master Plan and the Technology Master Plan (see Figure 1), the EMP is a key document in the College's planning efforts.

Figure 1: Relationship Among Educational Master Plan, Facilities Master Plan, Technology Plan and Strategic Plan



Because Mendocino College is the only full-service postsecondary education institution within the District, it is the primary provider of education for job enhancement or retraining for many adults. For in-District high school graduates (a slowly shrinking pool), it is the postsecondary educator of choice. Each year, Mendocino College transfers 87 students to in-state private and out-of-state schools, 94 to the California State University system, and 13 to the University of California system, which totals 194 students on average. The institution also enrolls a large part-time student population; as of 2013-2014, the predominant age group is students between the ages of under 18 to 29.

The Mendocino-Lake Community College District spans portions of Mendocino County and Lake County and serves a diverse and demographically changing population. In terms of economics, the largest sectors of the District economy are in public service (government and education), leisure and hospitality, retail and agriculture. Since 1990, there has been an overall decline in the manufacturing and natural resources sectors of the economy. Limited job growth is projected in the areas of the environment, allied health and green technologies.

The EMP addresses the need for expanding the student population at Mendocino College over the next decade. Because of external forces, including increased District contributions to the state retirement funds, lower community college enrollment resulting from an improved economy, and natural increases in personnel costs, the College will need to re-examine budget priorities. This will include a review of enrollment management practices. It will be vital to increase the persistence of enrolled students, expand current programs to serve the changing population and develop new programs to meet workforce needs. In part, growing the integration of technology and related pedagogy may help the College balance the need for growth with a tradition of personalized instruction.

As Mendocino College engages in planning, it must balance maintaining traditional strengths while meeting the challenges of the future:

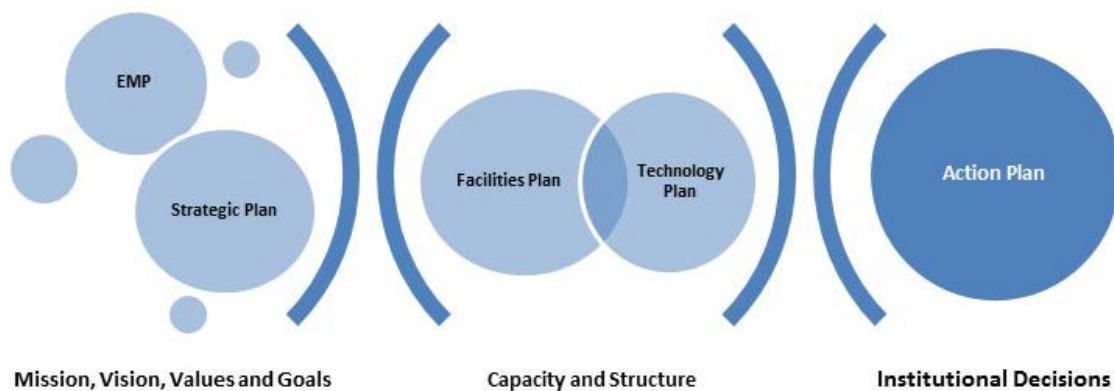
- The College needs to preserve the breadth of choice in programs and courses in the Arts & Sciences and to continue to support Career and Technical Education. At the same time, changes in demand will force the re-examination of existing programs, leading to modification or discontinuance in some cases.
- There is a considerable challenge in maintaining the high quality of instruction that Mendocino College is known for as the College develops more distance education and makes greater use of technology in all aspects of the college experience. This increase in the use of technology will require increased professional development for end users.
- Quality of instruction will also be challenged as the College expands to provide more services in Lake County and Willits and explore other new geographic venues. The recruitment of high quality part-time and full-time faculty will be a constant priority.
- As a comprehensive community college, Mendocino College needs to continue to preserve and expand the full breadth of the curriculum while managing new guidelines and regulations related to course repeatability.
- With changes in state mandates with regard to enrollment versus completion, there will be greater demands on counselling and student support services. Continued integration of instruction with student support services will be necessary in order to support student achievement.

Chapter I: Philosophy and Role of the Educational Master Plan

Introduction

The Mendocino College Educational Master Plan (EMP) offers direction for the future and a foundation for meeting the educational needs of the students and communities of the Mendocino-Lake Community College District. Informed by SLO assessment, labor market data, the Student Success Scorecard and other measures of student success, it provides the basis for the ongoing development of Mendocino College programs and services by outlining a general plan for the future through 2018.

The plan acknowledges the College's strengths, documents current mandates, provides data about future trends, and makes reasonable planning assumptions about how the College can best meet the needs of its ever-changing rural Northern California community. It is intended to be viewed as a "living document" to be used as the primary guide in planning and decision-making over the next decade. It will be used as the basis for shaping the content of its component support plans: the Facilities Master Plan and the Technology Plan. All three master plan segments work in conjunction with the Strategic Plan to address emerging demographic and educational trends in response to the evolving needs of students.



Objectives of the Educational Master Plan

1. Document current mandates and practices.
2. Produce a plan that is flexible enough to accommodate changes in instructional methodology, technology, and delivery systems.
3. Encourage the delivery of college curriculum including transfer education, career and technical programs, special interest courses (when possible), and instruction and support for the under-prepared student.
4. Anticipate the instructional program needs of the community for the next decade.

5. Provide a planning document that will serve as a decision-making tool/reference for the future.
6. Maximize efficiency and productivity of instructional programs.
7. Drive the planning of staffing, capital expenditure, technology, facilities, professional development, and budget.

College Characteristics and Planning Assumptions to 2018

For the purposes of planning the next decade of activity at Mendocino College, it can be assumed that, in order to preserve and sustain its fundamental current characteristics the College will:

- Continue its role as the primary local institution of public higher education within the Mendocino-Lake Community College District meeting the mission and operational requirements of the California Community Colleges System as supported by the State of California;
- Continue to recognize the responsibilities inherent in the College's designation as an Hispanic Serving Institution (HSI status effective 2011) and to include service to this growing student population in college planning priorities;
- Maintain a small college setting where excellent faculty, relatively small classes and personalized support services allow individual students from small regional communities to participate actively in the educational process and flourish in ways not possible at larger colleges;
- Foster student-centered learning environments and maintain quality instruction by supporting faculty in being innovative and passionate about teaching and learning;
- Develop new avenues of student and institutional financial support in cooperation with Financial Aid and the Mendocino College Foundation, as well as the pursuit of grant opportunities;
- Support expanded facilities and student-centered learning environments which have resulted from the completion of projects funded by the 2006 Measure W Bond
- Maintain accreditation by the Western Association of Schools and Colleges
- Implement requirements of the Student Success Act through new programs in the Student Success and Support Program and a re-examination of the Student Equity Plan

In conjunction with the fundamental characteristics of the College listed above, research for the Educational Master Plan suggests several key planning assumptions:

- Mendocino College serves an increasingly diverse student population, with a variety of needs. The College views diversity through a broad lens which values inclusivity.
- On average, Mendocino College students have more financial need than those in many areas in the rest of the state, and the College needs to invest in initiatives to assist them.
- Mendocino College will continue to utilize ongoing assessments of Student Learning Outcomes (both at the course and program levels) to inform college planning and budget processes.
- The College needs to preserve -- and expand when possible -- breadth of choice, even if it chooses to discontinue some classes and programs.
- As the only full-service local institution of higher education, the College has an obligation to meet community demands for job training and upgrading of career skills as well as providing preparation for students transferring to four-year institutions.
- Demographics suggest an opportunity to increase the high school capture rate and level of service in Lake County and Willits, as well as other new geographic venues such as the Mendocino Coast Center.
- New alliances with secondary school throughout the District will help increase enrollments in both Transfer and Career and Technical programs.
- Given Mendocino College's current status as a Hispanic Serving Institution (effective 2011), planning priorities will reflect the need to adequately serve this growing student population.
- The College will preserve lifelong learning opportunities within the limitations of new state funding parameters and regulations related to course repeatability. Similarly, the College will continue to value education in the area of workforce development and skills enhancement, recognizing the value inherent in students completing an educational goal even in the absence of a related degree or certificate.
- Improved and innovative programs should expand comprehensive opportunities to support the persistence of all students.

About Mendocino College

Mendocino College is a single college district within the public California Community Colleges System, serving geographically distinct rural communities within the Mendocino-Lake Community College District. The District occupies major portions of both Mendocino and Lake Counties in northern California.

Founded in 1973, Mendocino College has become an important center of higher education, serving its students from a main campus in Ukiah and two off-campus centers in the cities of Lakeport in western Lake County and Willits in northern Mendocino County. Furthermore, in Fall 2014, the College began offering courses in Fort Bragg through an agreement with College of the Redwoods. During its 35 years, the College has become a primary resource for surrounding rural Northern California communities and a leading force in regional higher education, economic development and community improvement.

The College plays an increasingly important role in the lives of area residents by providing diverse academic programs leading to certificates and associate degrees. These programs include Career and Technical Education, Foundational Skills, and the Arts and Sciences. The College serves the needs of students who ultimately plan to transfer to other colleges and universities. Finally, the College provides a range of social, cultural and athletic activities which enrich the lives of students and members of the community.

In response to the changing demographics and job opportunities in the rural region Mendocino College serves, the College strives to maintain a breadth of choice in programs and courses. It also recognizes the importance of the ability to react quickly and effectively to immediate needs brought forward by the community.

As evidenced in this Educational Master Plan, it is anticipated that continuing population changes will gradually re-shape the character of the region, providing opportunities to strengthen existing programs and to adapt and respond to new needs. For instance, in 2012, the College became a Hispanic Serving Institution. Along with the increased funding that comes with this distinction also comes an increased responsibility to serve students in this demographic group.

As California Community Colleges share the responsibility of meeting a broad range of needs, often in the absence of adequate resources, it is even more critical for Mendocino College to establish a clearly articulated plan as part of an ongoing commitment to providing the communities it serves with a dynamic educational, social, and cultural environment dedicated to student success.

Mendocino College's vision and roadmap through Fall 2018 is addressed in the following pages. This document represents the collaborative efforts of faculty, staff and student representatives. It is based on campus-wide discussions, research, the Program Review process, and the contributions of members of several institutional planning committees. The plan articulates the shared vision, mission, values, and goals that will continue

moving the College toward excellence in classroom teaching and learning, work force preparation, online education, economic and community development, and services to students.

College Mission

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.

College 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.

College Core Values

Student Success:

We are committed to helping students achieve their educational goals.

Collaboration:

We participate in our communities to become informed about and engaged in local and global issues. We work and communicate collegially, both on campus and in our communities.

Respect:

We recognize the worth of individuals by encouraging active participation, open exchange of ideas and collaborative decision making.

Integrity:

We maintain public trust by being honest, fair and equitable and by honoring our commitments to our students, staff and communities.

Diversity:

We respect the dignity of each individual; we value the creativity and insight that emerge from individual differences; and we recognize the importance of diversity in achieving our goals.

Continuous Improvement:

We work to integrate the best practices in education and to ensure progress toward achieving our goals by operating in a culture of evidence.

Sustainability:

We embrace sustainable practices and recognize our responsibility as global citizens.

College Strategic Goals

Within our learner-centered partnership:

1. Foster student success and learning as measured by outcomes and with consideration for diversity, equity and the individual needs of each student.
2. Promote student access to College programs and services.
3. Support and enhance a diverse student experience while addressing the needs of under-represented and culturally diverse student population through a vibrant, inclusive, equitable student-centered experience in the classroom, campus and community.
4. Maximize the efficient, sustainable and student-centered use of financial, human, physical and technology resources.
5. Through effective partnerships, increase our involvement in community economic development activities that include workforce development, small business development, and business incubation.

The Role of the Educational Master Plan

The Educational Master Plan (EMP) reflects the College mission, vision and core values as it guides the campus in reaching its strategic goals and directions through the year 2018. The EMP describes current College practices in order to create future plans. The EMP also meshes with and reinforces the Facilities and Technology master plans, to create a unified strategic plan for the College.

The EMP should be considered a dynamic and flexible document that is consistent with the emerging educational trends and the needs of the students and the community. Inherent in its logic should be the understanding that institutional change takes time and that internal and external factors may affect plans. The EMP is kept by the Educational Action Plan committee which is responsible for reviewing and updating it regularly. It is also synchronized with the Program Review process and evolves in response to new community and program needs.

In addition to providing general direction for academic programs, the EMP is a document which informs the Planning and Budgeting Committee, the Staffing Committee and other committees engaged in planning and budgeting at Mendocino College, including the Facilities and Technology planning committees.

The EMP discusses programs as they fall into four areas:

Established Programs

These are the core programs at the College, which are consistently offered. The EMP, in identifying these programs, also discusses how they can be maintained and developed.

Transitional Programs

These are programs which are developed in response to an immediate need in the service area, but which may not become established offerings from semester to semester or year to year. Factors affecting these transitional programs may include internal factors (enrollments, faculty, resources/ facilities) or external factors (economic or social factors, demand for graduates).

Potential Programs

These are programs for which courses may not currently exist or which may be created by combining existing courses. In considering developing programs, the College will consider research which reveals current community needs.

Student Services Programs

These are programs which support student access and success in each of the three instructional programs addressed above. With passage of California's Student Success Act and findings of the Student Success Task Force, these programs will become even more vital to supporting student achievement at Mendocino College.

Assumptions of the Educational Master Plan

Growth

Between 2008 to 2018, Mendocino College anticipates that any growth will be achieved through incremental increase in enrollments combined with greater success in student retention. Another potential area of growth may arise through expansion into the Mendocino Coast / Ft. Bragg area. The need to experience growth is largely financial: all costs associated with the operation of the College will continue to rise. Low or no growth in FTES, the primary state funding mechanism for the College assumed for the current planning period, would likely result in loss of faculty and services.

Flexibility

While Chapter 3 provides some projection of population and employment trends for the near future (through 2020), these are statistical projections based upon past experiences. Radical changes in the economy of the North Coast region (e.g. a major new manufacturing facility, a new regional medical/health care facility, new consumer technologies) could place unforeseen demands for new or expanded programs upon the College. The EMP needs to incorporate enough flexibility to accommodate unforeseen changes over the next decade, including budget fluctuations at the state level, but have enough detail to be an effective planning guide. Flexibility also refers to the use of alternative methods for instruction and adoption of current information and communications technologies.

Community

The EMP defines how Mendocino College can best continue to serve the communities of Mendocino County and Lake County. Doing this requires analysis, evaluation and planning for the “optimal mix” of career and technical, transfer, basic skills, special interest and degree courses and programs offered by the College.

Organization of the Educational Master Plan

Chapter 2 discusses the methodology used in constructing the Educational Master Plan. This refers to the planning groups, committees and constituencies within the College that participated in the development of the plan.

Chapter 3 presents research and analysis about trends which are affecting the College at present and will likely affect the College in the future. This chapter draws upon information from the College as well as information from State and Federal agencies. Student demographic and enrollment information is also presented.

Chapter 4 draws upon information from the Program Review documents as well as internal data to assess current programs and develop planning assumptions for current and future programs.

Chapter 5 discusses potential trends in pedagogy, instructional delivery and needed professional development.

Chapter 6 presents a vision for Mendocino College through the year 2018.

Chapter 2: Methodology

Background: Participants and Process of Planning

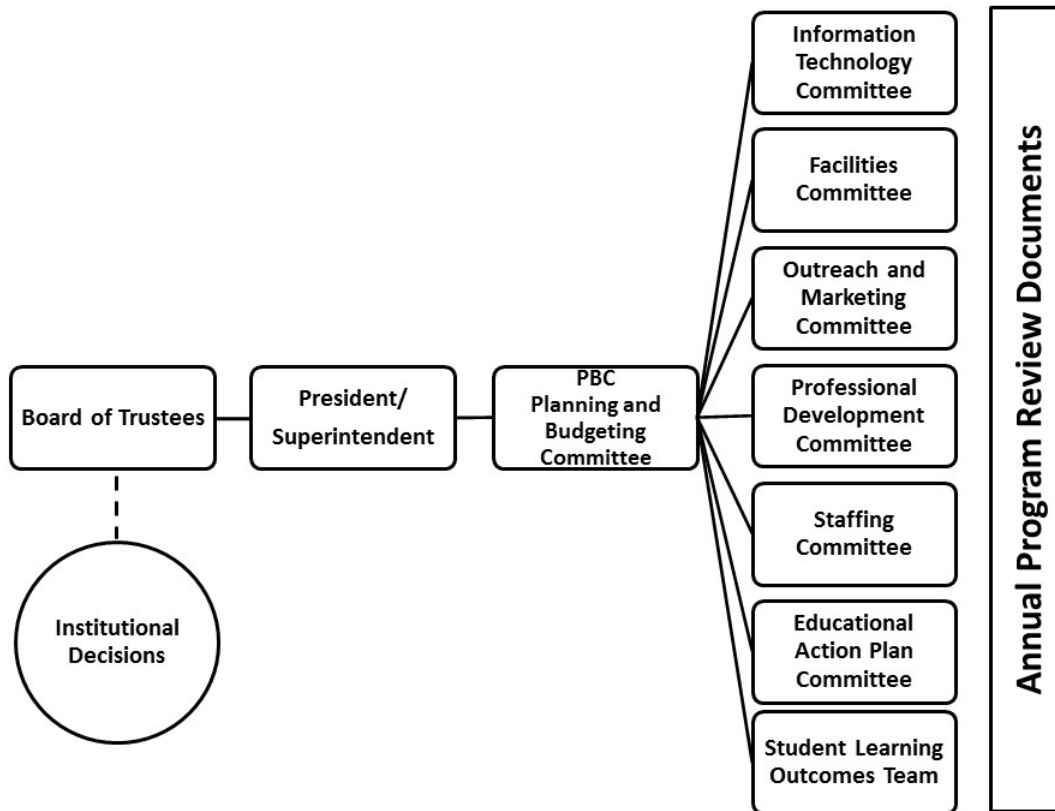
At the core of the planning process at Mendocino College is Program Review. The Program Review process is conducted annually by each academic and student services program as well as by each administrative department. This is a process of self-assessment in which programs, areas and departments evaluate areas of strength and weakness, evaluate progress, report upon Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs) and project their budget and staffing needs for the coming year. Programs, areas and departments are also asked to project their objectives over a rolling three-year period. Program, staffing, facility, technology, professional development, marketing and other budget information is drawn from Program Review documents as the basis for annual planning efforts coordinated through the eight campus planning committees.

Originally, the function of the Institutional Master Plan Steering Committee (IMPSC) was to coordinate institutional planning efforts, recommend staffing decisions, and develop processes that improve program review and planning at the College. In Fall 2007, IMPSC was also given the task of coordinating the production of the Educational Master Plan in collaboration with its three institutional planning committees: Educational Action Plan Committee (EAP); Administrative Services Master Plan Committee (ASMPC); and the Physical Resources Master Plan Committee (PRMPC).

In order to streamline campus planning efforts, in the Spring of 2008, the planning structure at Mendocino College was revised and IMPSC was transformed into a new body, the Planning and Budgeting Committee (PBC) which, true to its name, brings these two elements of the process into a unified body. Eight standing planning committees, representing particular portions of the Program Review process, report their recommendations to PBC. The eight committees are:

- Staffing
- Facilities (replaces PRMPC)
- Outreach and Marketing
- Professional Development
- Technology
- Educational Action Plan
- Curriculum (subcommittee of the Academic Senate)
- Student Learning Outcomes Team

Below is a flowchart depicting Program Review at the apex of institutional planning and decisions:



Additionally, the Vice Presidents evaluate any information from Program Review, which does not fall under the purview of the program review driven committees. Following the completion of this annual process, specific feedback is provided to all Program Review completers.

Development of the Educational Master Plan

In 2010, in order to accomplish the task of writing a ten-year educational master plan PBC identified three goals, which also align with College strategic goals:

1. Collect and utilize data and economic health indicators to provide structure and focus to the Educational Master Plan.

2. Synthesize the information into enrollment and other educational trends and implications in order to revise the goals, objectives and strategies with input from various institutional groups and the larger campus community, using Program Review.

3. Create a Master Plan document that will guide the College in establishing an efficient, sustainable and equitable road mark to ensure student and institution success.

The Educational Action Plan Committee was formed to revise and refine the former Educational Master Plan. The committee consisted of Administration, Students, Full and Part Time faculty; headed by the VP ESS and president of the Academic Senate. From this initial research, a preliminary working draft was created in late Fall 2007 and early Spring 2008.

In Spring 2008, a subcommittee of the Educational Action Planning (EAP) Committee, composed of the VP of Education and Student Services, the Instructional Deans, officers of the Academic Senate and additional faculty began the process of defining the goals and directions for the College's master plan, a review of Chapters 1 – 3, and the development of Chapters 4 – 6.

In Fall 2008, the work of the subcommittee was shared with EAP. Throughout the '08-'09 school year, EAP continued to refine Chapters 1 – 3 and develop Chapters 4-6.

Based upon the input of the full EAP committee, in Fall '09 a revised draft of the EMP was shared with faculty constituent groups (Academic Senate, Curriculum Committee) for further review and input prior to completing an interim draft for the consideration of the Planning and Budget Committee (PBC). In November '09, PBC reviewed the EMP and forwarded comments to EAP for incorporation prior to the EMP being presented to the Board of Trustees in January 2010.

In the Fall of 2014, the master plan was updated to reflect new changes and institutional direction which were influenced by state, federal and local factors. This update included the addition of a coastal site, HSI status, the Student Success and Support Program, and shifting District demographics. The 2014/2015 EAP members who participated in the update were as follows:

Virginia Guleff, Vice President, Education and Student Services

Debra Polak, Dean of Instruction

Steve Hixenbaugh, Interim CTE Dean

Ketmani Kouanchao, Dean of Student Services

Minerva Flores, Director of Institutional Research

Reid Edelman, Academic Senate President

Jason Edington, Academic Senate Vice President
Daniel Jenkins, Academic Senate Senator
Rebecca Montes, Curriculum Chair, History Faculty
Vivian Varela, Distance Education Coordinator/Sociology Faculty
Tim Beck, Physics and Astronomy Faculty
Moses Kempthorne, ASMC

Chapter 3: Research and Analysis

Introduction

Mendocino College relies on an examination of current conditions and forecasts to provide a context for educational decision making. This chapter details current College conditions and provides a backdrop for considering new academic and support programs, by examining both external and internal trends.

External trends are largely outside of the control of the College and include factors such as community demographics; local, state and national economic conditions; state and federal policies and regulations; and policies and practices of other institutions of higher education. While external trends may be outside of the direct control of the College, the College may, through its own decisions, discussion, policies, be able to mitigate the effect of a trend or factor upon the overall operation of the College.

Internal trends are more directly a consequence of policies or decisions made by members of the Mendocino College community, including faculty, staff, board members and students. Internal trends can be addressed and redirected to a much higher degree than external trends.

External Trends

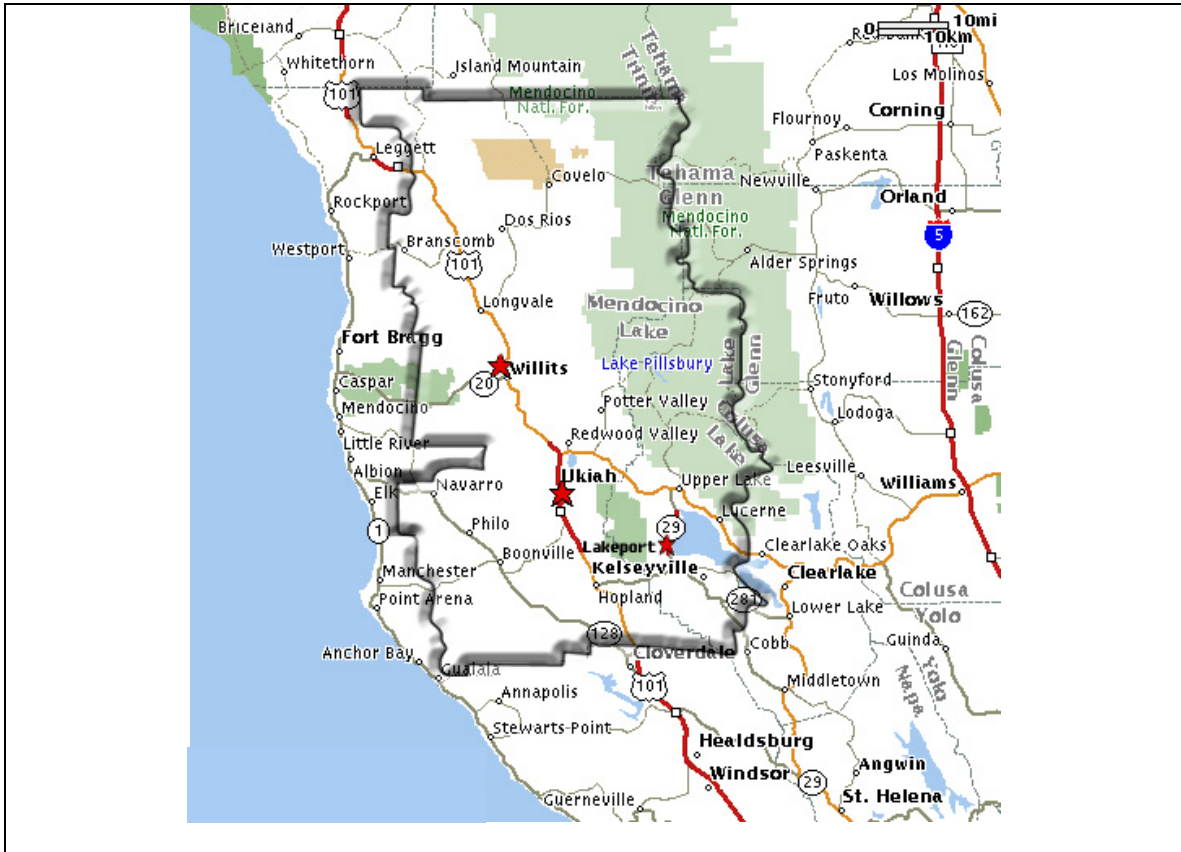
The following information highlights several trends in the external environment which may affect the academic and general operations of Mendocino College in the near-term.

Geography

Geographically, the Mendocino-Lake Community College District serves an area of roughly 3,200 square miles. The area encompasses most of Mendocino County and the western portion of Lake County. In addition, as of Fall 2014, through an agreement with College of the Redwoods and approval from the California Community Colleges Chancellor's Office, Mendocino College now serves the Mendocino County Coast on a limited basis. A proposal to formally incorporate the Mendocino Coast into the Mendocino College service area is currently in progress (see below). The District is shown in Figure 1.

Figure 1: Mendocino-Lake Community College District Map

District borders outlined in black



The District encompasses nine school districts and serves a population of about 150,000 people. The main campus is located in Ukiah with service centers in Willits Lakeport, Fort Bragg and a research site in Point Arena. The recent offering of sections at the College of the Redwoods Mendocino Coast Campus in Fort Bragg has further expanded Mendocino College’s service area, in full cooperation of College of the Redwoods. It is expected that Mendocino College will fully absorb the Fort Bragg center, pending the completion and approval of a final Substantive Change Report, in Spring 2017.

Population Changes

Most striking is the combination of demographic trends that are taking place within the populations of Lake and Mendocino Counties. According to projections from the California Department of Finance, the confluence of two trends will markedly alter the complexion of the population of the two counties served by the College:

- At present, the two largest segments of the population of Mendocino County are in the 21 to 54 age group and 55 and over. As Mendocino County residents become “grayer” over the next several years, it is expected that this college-age student population will increase by 51% in both counties.
- The California Department of Finance projects that the population of Hispanic or Latinos in Lake County will increase 254% and 103% in Mendocino County by 2060. It is further projected that the proportion of population identified as Hispanic will continue to grow in each county over the next 20 years or longer.

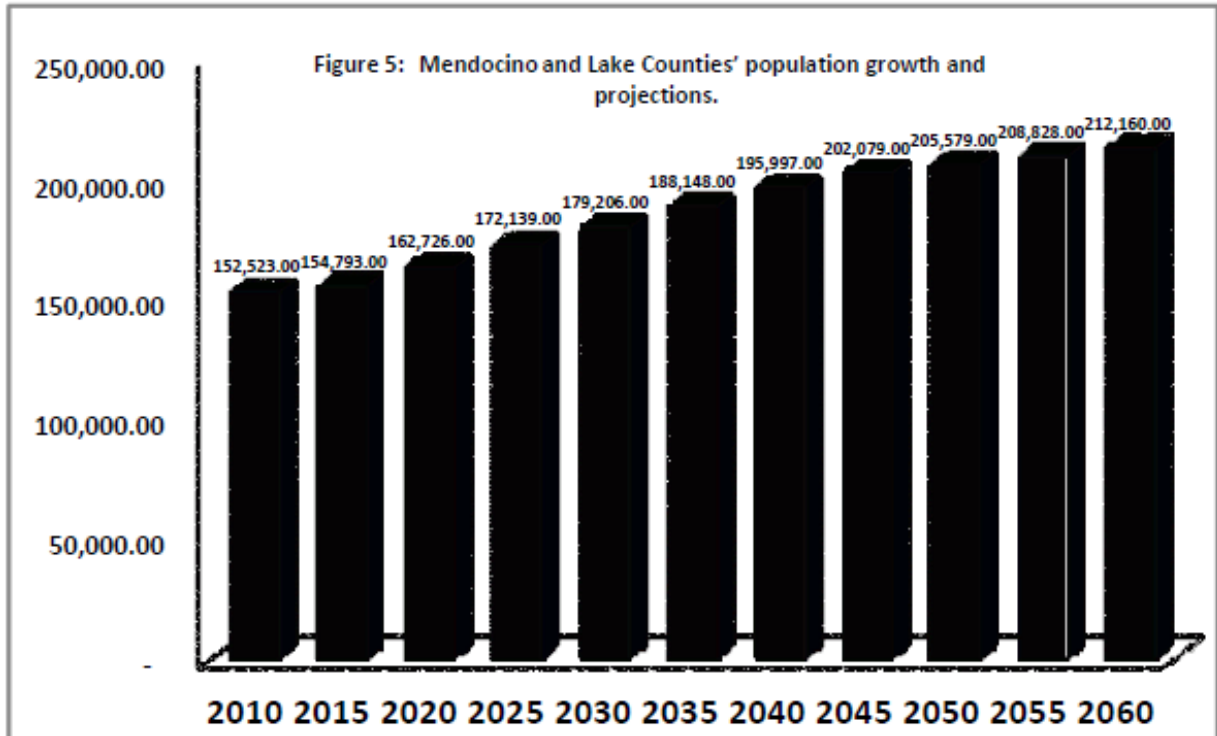
The growth of the Hispanic population in both counties may require a substantial alteration in the course offerings of the College. Not only is the Hispanic proportion of the population growing (see below) but population data from the 2010 US Census indicates that the Hispanic population is considerably younger than the majority (White) population in Mendocino and Lake Counties.

In-District population

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 the counties as of 2010 was estimated at 152,523. Projecting out to the year 2060, the population will continue to grow at an average rate of about 1% per year. Although overall growth will hold steady, demographics will change significantly with a rapidly growing Latino population. At present, the two largest segments of the population of Mendocino County are in the 21 to 54 age group and 55 and over.

As Mendocino County residents become “grayer” over the next several years, it is expected that this college-age student population will increase by 51% in both counties. The California Department of Finance projects that the population of Hispanic or Latinos in Lake County will increase 254% and 103% in Mendocino County by 2060.

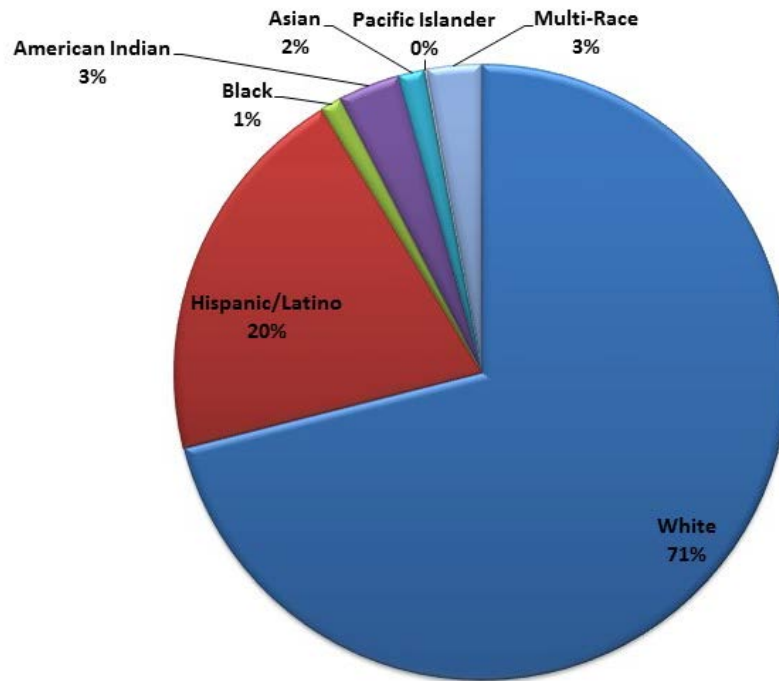
Figure 2: Mendocino and Lake Counties' Population Growth and Projections



In most respects, the demographics of the student population reflect the population of Mendocino and Lake Counties. One significant difference is the representation of Latino students at Mendocino College. Together, Mendocino and Lake Counties' population is 40% Latino while the College enrollment is 28% Latino. Another exception is gender distribution. The Fall 2012 student population was roughly 63% female and 37% male, significantly different from the distribution in the general population, which according to the 2010 Census was split almost evenly at 50%.

Figure 3: Lake and Mendocino Counties' Population by Ethnicity

Source: California Department of Finance Population Estimate, 2010



Economic Indicators

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 becoming college students.

According to the California Employment Development Department, the seasonally unadjusted unemployment rate in Mendocino County in 2013 was 7.1%. For Lake County, the same statistic was 11.5%, an increase of 100% since 2006. As a result of the stressed economic times and shortage of employment opportunities, particularly in the agricultural sector, unemployment has drastically increased in Lake County since 2006.

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%¹. Both counties have a higher poverty rate than the State of California, by 3% and 4% respectively.

Figure 4: Comparison of Median Household Income, 2012

Source: U.S. Census Bureau

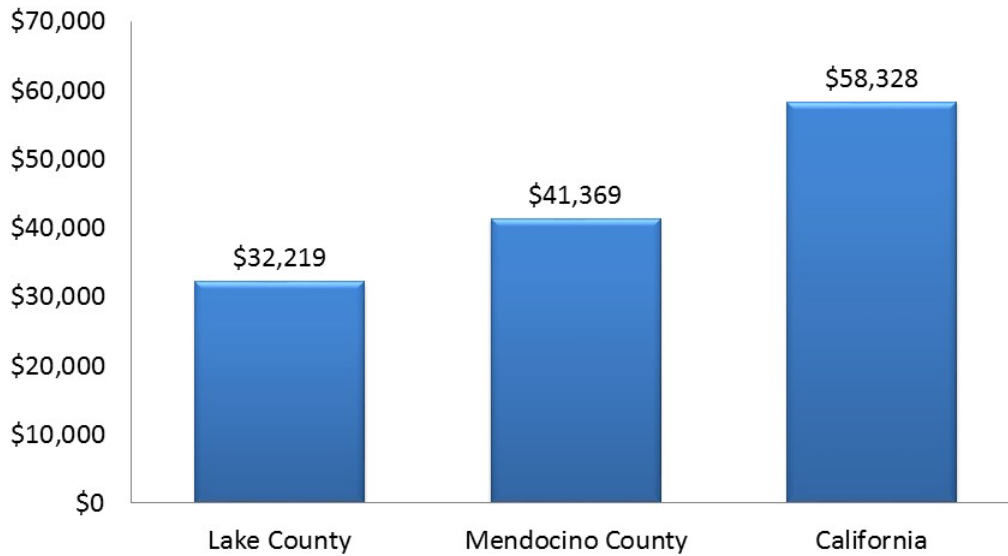
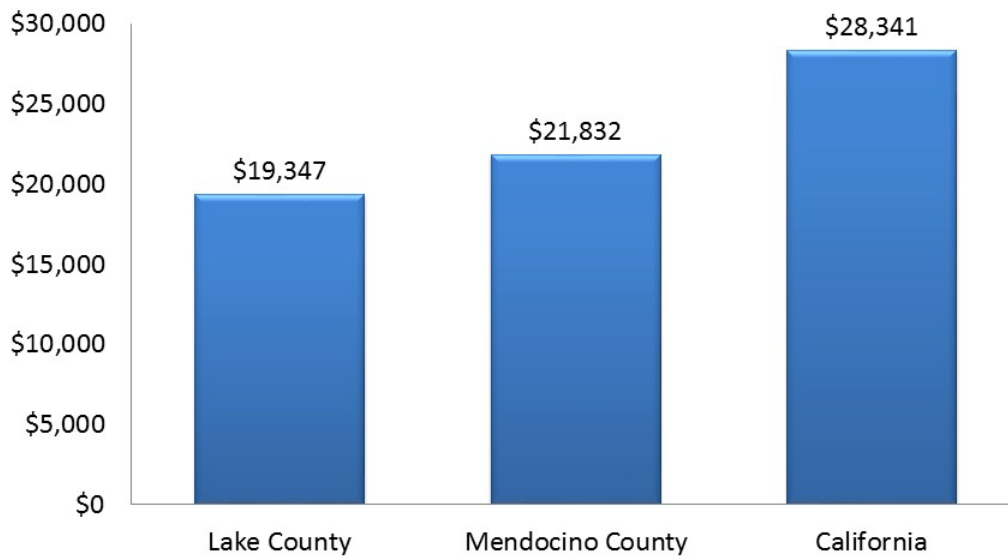


Figure 5: Comparison Per Capita Income, 2012

Source: U.S. Census Bureau



Although Lake and Mendocino Counties have a rich agricultural sector focusing on the production of wine and harvesting of fruit and nuts, this work is primarily seasonal.

Figures 6 and 7 reflect the fact that, in both counties, the education and health services sector has eclipsed manufacturing, agriculture and other industries. In both counties, the largest numbers of people are employed in the Education and Health Services sector.

Figure 6: Sectorial Employment in Lake County, 2012

Source: U.S. Department of Commerce, Bureau of Economic Analysis

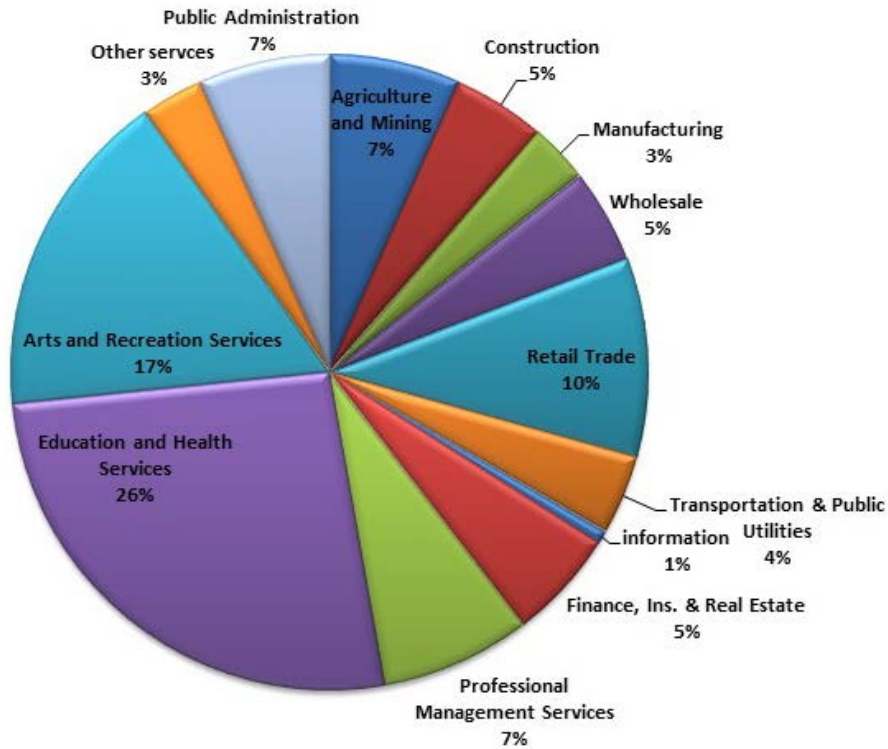
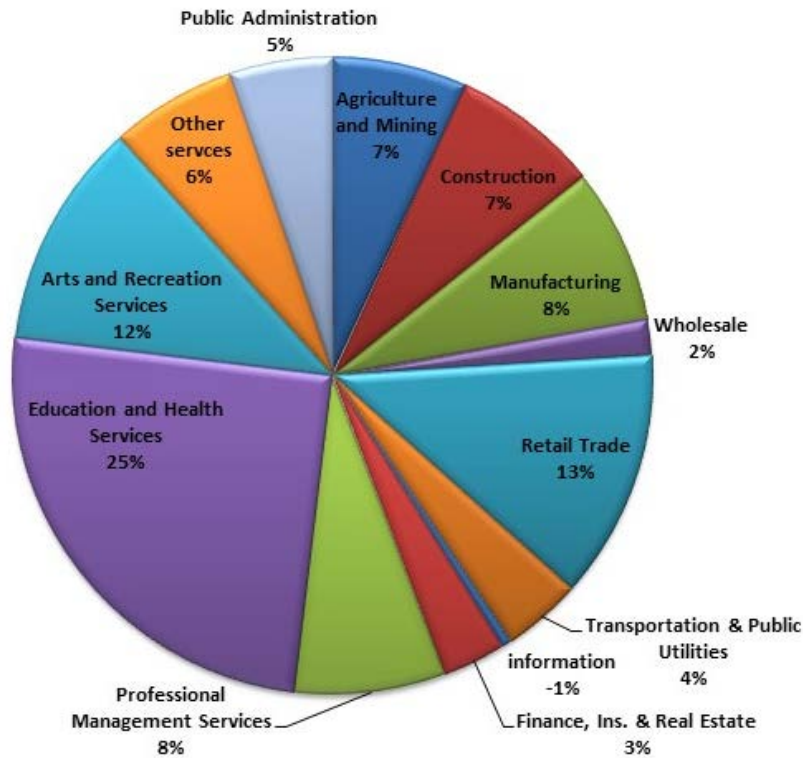


Figure 7: Sectorial Employment in Mendocino County, 2012

Source: U.S. Department of Commerce, Bureau of Economic Analysis



K-12 Education

The District is not experiencing the same population growth that is reflected in many parts of California. Recently, the population has grown by about 1% per year, and the K-12 population is increasing at a much lower rate than the general population. The District has met this challenge by continually developing relevant and high-demand programs and appropriate and effective outreach strategies to sustain enrollment. The College continues to design new associate degrees for transfer, as well as Career and Technical Education certificates and physical education programs that meet the interests and needs of our students.

In Mendocino County, according to the California Department of Education (ED-Data), the total number of students in K-12 continues to decline from 14,679 in 2003-2004 to 13,148 in 2013-2014. By comparison, the overall K-12 population in Lake County has dropped slightly from 10,416 in 2003-2004 to 9,016 in 2013-2014.

According to the California Department of Education, of 2012-2013 in-District graduates for Lake and Mendocino Counties, only 19% meet the CSU and UC requirements. Of all

high school graduates in both counties, the average capture rate for the 2013-2014 academic year was 35%.

Relationships with 4-Year Institutions

In terms of transfers, Mendocino College successfully transfers students to both the UC system (principally UC Davis) and the CSU system (principally Sonoma State, Humboldt State and Chico State). Below are charts showing the most recent transfer class for 2012-2013:

Figure 8: 2012-2013 Mendocino College UC Transfers

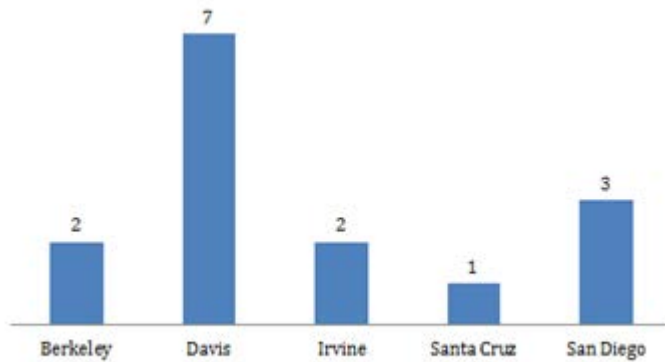


Figure 9: 2012-2013 Mendocino College Total Transfers

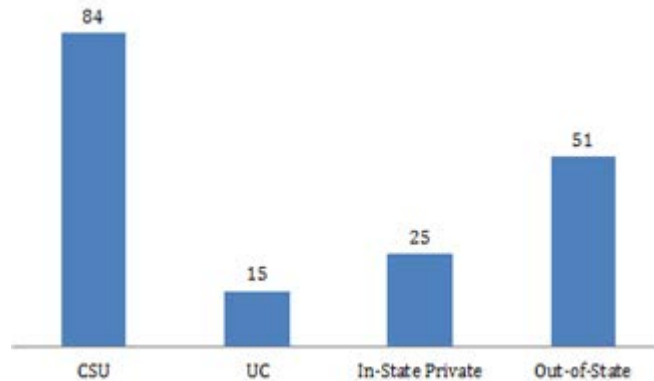
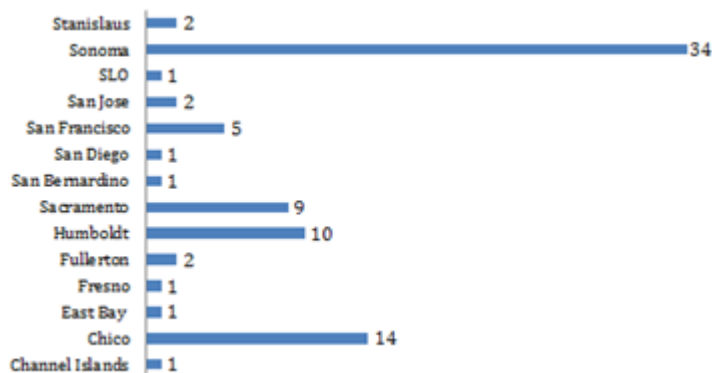


Figure 10: 2012-2013 Mendocino College CSU Transfers



Mendocino College is in a somewhat unique position in that it has little or no higher education competition within the District. Within the District, students can, however, access distance education from any available public or private provider. In terms of physical facilities, though, only Dominican University and Sonoma State University have service centers within the District. Any other feasible provider, be it a community college or a 4-year public institution is outside the District. Both Yuba College and the College of the Redwoods have facilities within easy driving distance of population centers within the District. Santa Rosa Junior College (SRJC), the largest community college north of San Francisco (enrollment in excess of 30,000) is more than an hour's drive from Ukiah. Moreover, SRJC's facilities expansion has been directed to southern Sonoma County, rather than northern Sonoma County, so there is a smaller likelihood that commute times to SRJC will shrink in the future. However, because the fees of the community colleges are relatively equal (barring small local differences) there are students who opt to drive out of the District for their education.

Students opting to start at a UC or a CSU campus face two financial barriers. First, the basic fees at UC and CSU campuses are considerably higher than the typical fees at a California Community Colleges. Over the past several years, the fees at both the University of California and the CSU have grown considerably. From 2006-07 to 2010-11, UC fees have increased by 72.3%. During the same period, CSU fees have increased 70.4%. On the other hand, fees at the California Community Colleges have increased only 13.0%. This fee increase certainly tempers the number of students who may transfer from Mendocino to a four year school.

The second financial barrier is simply the cost of living. UC campuses are situated in many of the highest cost of living areas in the state (e.g. Berkeley, Los Angeles, San Diego, Santa Barbara, and Davis) where basic costs for rent, food, and utilities are considerably more expensive than Ukiah.

State Budget Concerns

Clearly, the budget of the State of California is an external force which directly impacts Mendocino College, either positively or negatively. Currently, the unemployment rate in the state of California has improved. Mendocino College, like many rural community colleges is counter-cyclical to the economy. When unemployment rates drop and more people enter the workforce, less people enter education. Our current drop in enrollment coupled with state community college allocation restrictions, is proving to be a challenge. State funding is the primary provider of financial support at community colleges. However, future budget indicators show difficult times ahead:

- Little or no annual “Cost of Living Adjustments” (COLA)
- Decrease in enrollment (due to economic upturn in rural areas)
- Increase in STRS and PERS
- Increase in Health Benefit Costs

The decrease in enrollment directly affects the College’s state funding allocation. Although grace periods are allowed to recuperate lost FTES, employment forecasts and state budget allocations indicate that the College must find ways to decrease its expenditures and stabilize FTES generation.

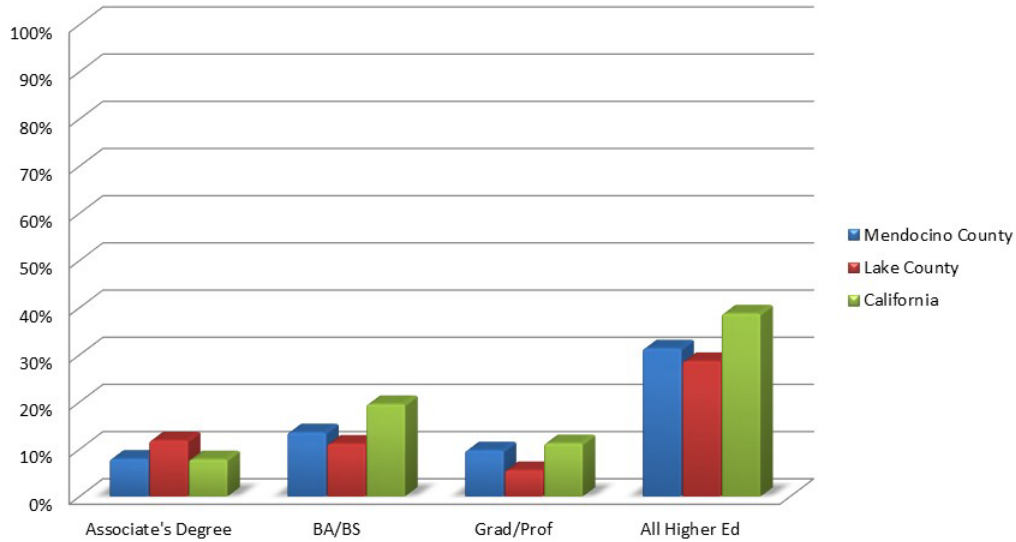
In the early years covered by this document, through 2013, the California economy was in a downturn, and the College experienced reduced funding. Recently (since 2014), the State budget and national economy have shown signs of improvement. Nonetheless, Mendocino College has not fully benefitted from this recovery due to local challenges which limit growth, and because when the economy improves, many students in our region choose to pursue employment options rather than education. Hence, in good times we struggle to achieve student growth and in bad times we struggle to maintain state funding.

Community Needs and Demands

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 (shown in Figure 11). 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 becoming college students.

Figure 11: Distribution of Adult Population by Educational Attainment

Source: U.S. Census Bureau



While most of the external trends are functions of events or forces at the national or state level, Mendocino College also needs to be sensitive to the changing needs and demands of the community which it serves. This means reviewing the mix of academic programs and courses offered. In a period of limited resources, the College may not be able to be “all things to all people” and will need to decide on measured responses to particular constituencies. For example, the development and offering of a new degree or vocational program may not be possible within the College’s current level of resources. The College will continue to evolve processes for the allocation of resources for various programmatic needs and community services and explore the development of new, alternative funding sources.

Mendocino College needs to continue to assess and address the changing needs and demands of the community which it serves. This means continuing to review the mix of academic programs and courses currently offered while also considering emerging needs and opportunities.

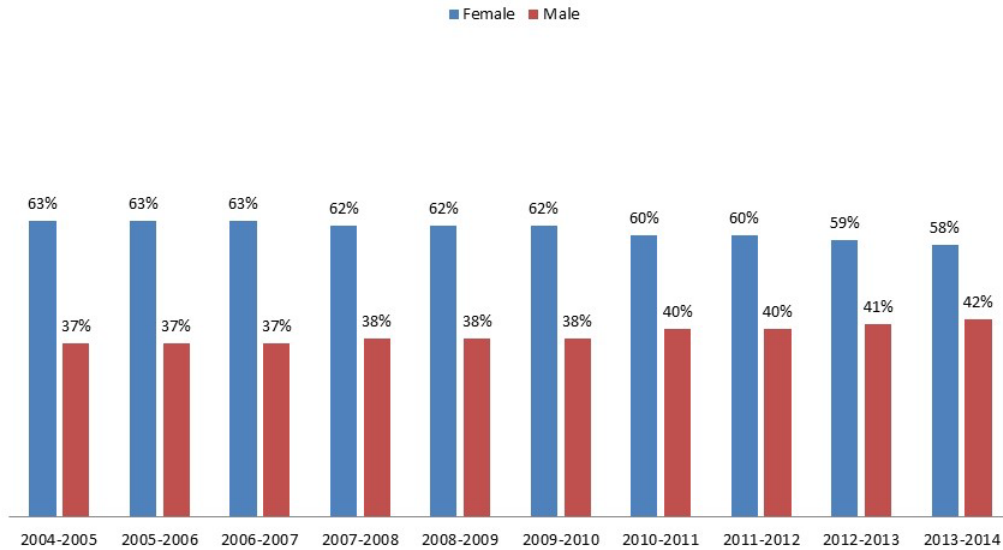
Internal Trends

Internally, the trends which affect the College the most are related to its student population. In many respects, the student population is representative of the greater community which the College serves, and the College has made large strides to meet the needs of the community and reflect the overall community in terms of student body.

Student Enrollment: Gender

Since Fall 2000, the proportional distribution of students according to gender has been remarkably stable, as shown in Figure 12. Over time, the student body at Mendocino College has averaged 63.0% female and 37.0% male. As of Fall 2014, the percentage difference between Females and Males is 23 percentage points. Below is a chart that shows the overall progression of gender since 2004:

Figure 12: Student Enrollment by Gender



Student Enrollment: Ethnicity

In several respects, the projected trend in ethnic distribution of students mirrors projected changes in the population of Mendocino (and to a lesser extent) Lake County. The proportion of White students is projected to slowly decline. From Fall 2000 to Spring 2011, the proportion of White students declined from 80.8% to 56.6, this decline has been maintained for the past 3 years.

This change is offset by two increasing trends. First, the proportion of Hispanic students has increased from 15% in Fall 2004 to 28% in Fall 2014, to 30% for the 13-14 academic year. The trend is projected to continue.

Figure 13: Student Enrollment by Ethnicity, Fall 2004

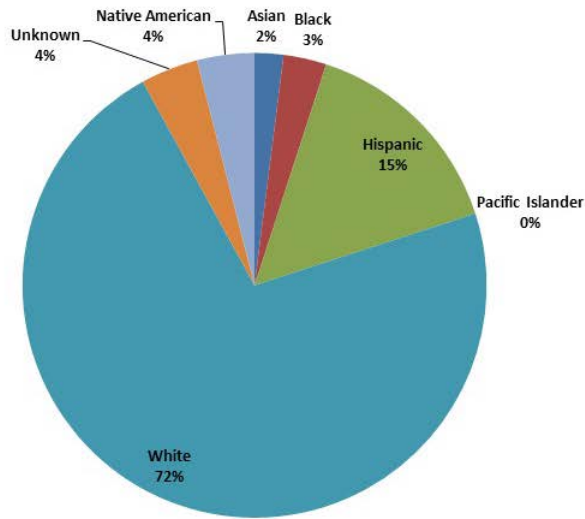
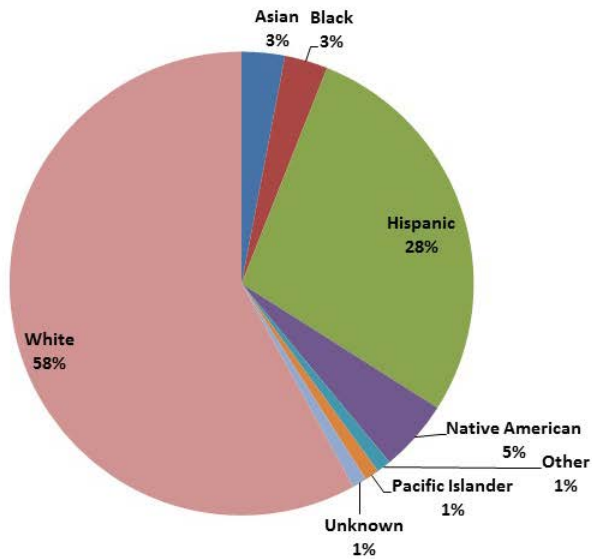
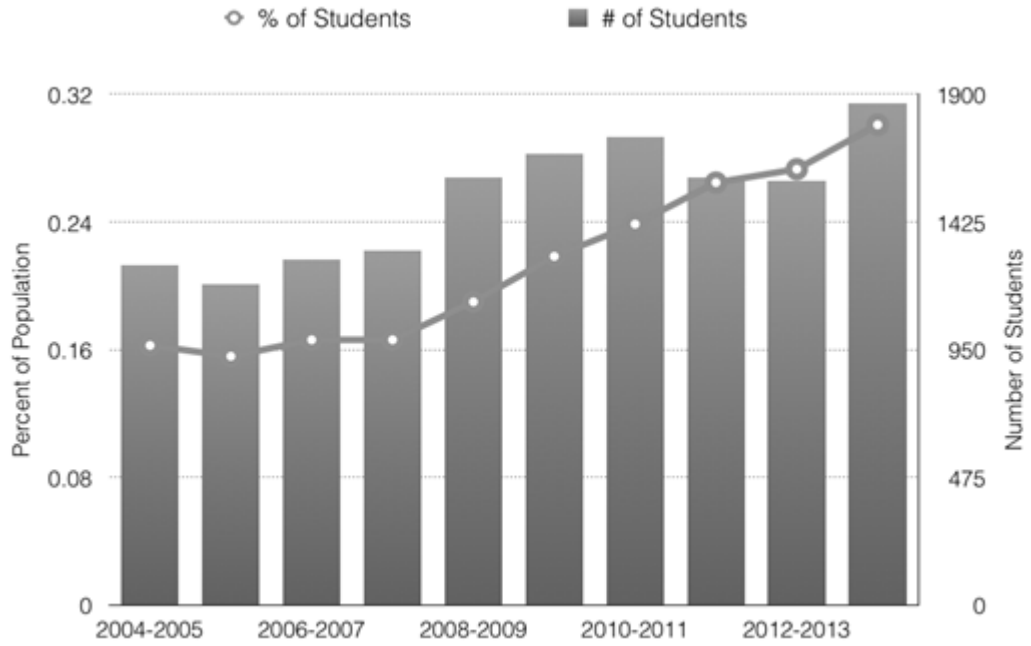


Figure 14: Student Enrollment by Ethnicity, Fall 2014



Over the past decade, both the number of Hispanic students and the proportion of the student population they represent have been increasing:

Figure 15: Hispanic Student Proportion of Student Population

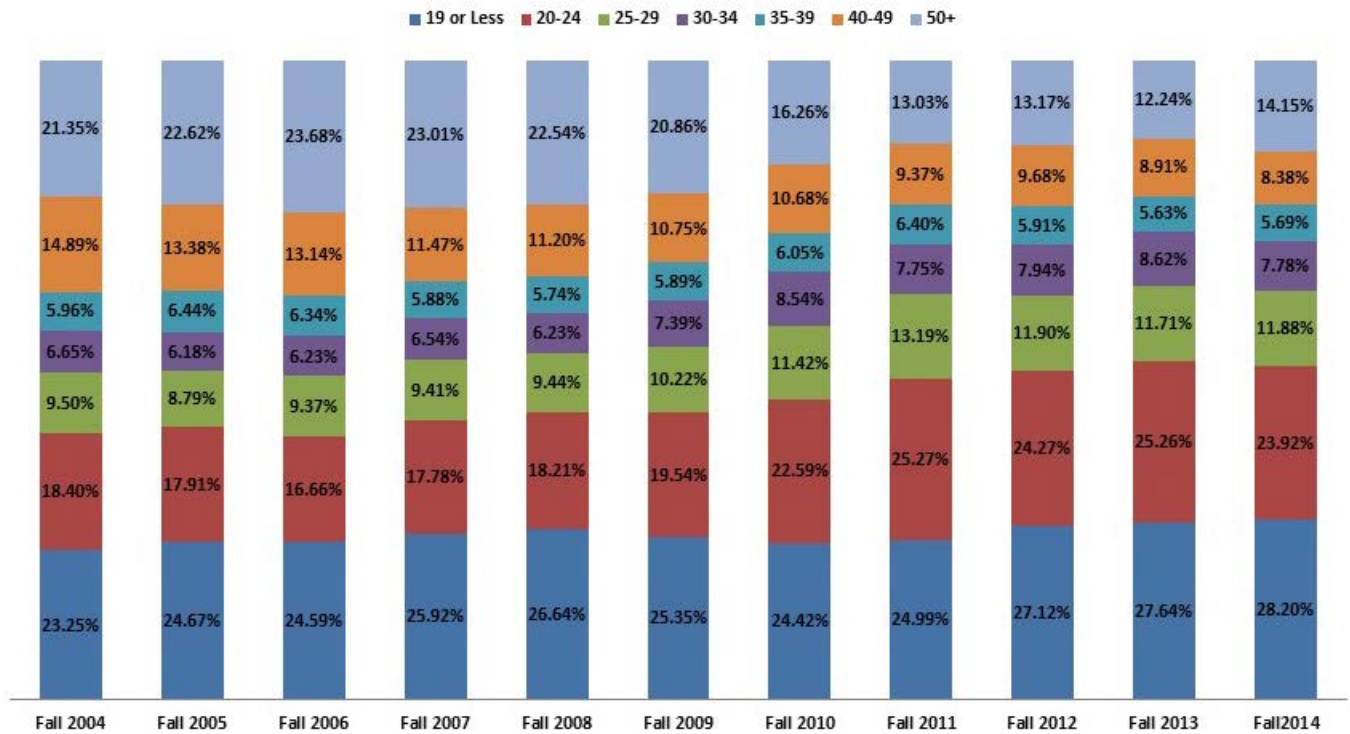


In 2004-2005, there were 1,287 Hispanic students enrolled in Mendocino College, representing 15% of the student population. By 2013-2014, the number of students had increased to 1,867, which represented 30% of the total student population.

Students Enrollment Age

In Fall 2004, the 41.65% of all enrolled students were between the ages of 17-24. By Spring 2014, that percentage had steadily increased to 50.93%. Also of note is the average age of first-time students.

Figure 16: Student Enrollment by Age



Where Students Take Courses

Of the 3,840 unduplicated students enrolled at Mendocino College in the Fall of 2014, 62.8% of them take one or more courses at the Ukiah campus. The next largest percentage, 50.6% enrolled in an on-line course.

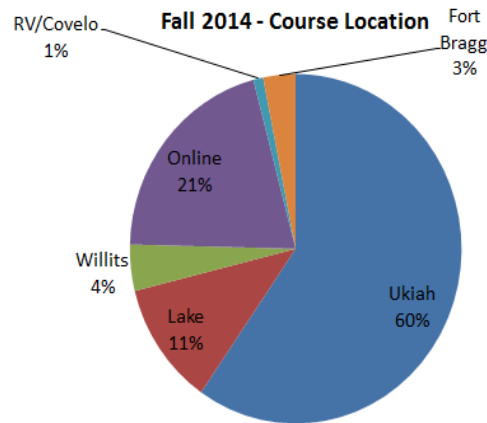
Approximately 476 students are enrolled in one or more classes at the North County Center and 554 students enrolled at the Lake Center for the Fall of 2014.

Methods of Delivery

While traditional methods of course content delivery (Lecture, Lecture/Lab and Lab) will continue to dominate course delivery at Mendocino College, there is a growing percentage of enrollments in courses delivered through distance education, as shown in Figure 17. In Fall 2010, 87.09% of enrollment, occurred in Lecture courses and Laboratory courses. Only 12.9% of enrollment was in Distance Education courses. By Fall 2014, Distance Education courses accounted for 19.7% of enrollments and Lecture

and Laboratory courses for 80.27% of enrollments (however, these numbers reflect a decrease in overall enrollment).

Figure 17: Fall 2014 Course Location



Student Enrollment and Mission: Transfer, Basic Skills and CTE

Over the past several years, the Office of the Chancellor of the California Community Colleges has consistently focused upon the tripartite mission of the community college:

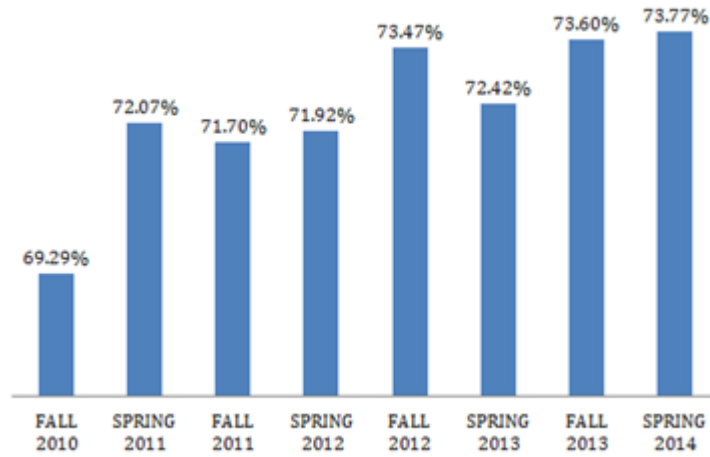
- Transfer and General Education
- Basic Skills
- Career & Technical Education (CTE)

Over the past four Fall semesters, between 87% and 90% of all section offerings have been in courses that fall within these three areas. Each year, an additional 5.5% to 6.0% are sections of learning labs which principally act as a supplement to English and Mathematics courses. The remaining courses fall into the categories of non-transferrable Physical Education courses and courses numbered less than 100, which are below transfer level.

Student Enrollment: Student Successful Course Completion

From Fall 2010 through Fall 2013, student success has generally increased at Mendocino College (success is defined as completing a course with a grade of A, B or C or Pass which enables a student to progress to the next course in sequence). In an eight semester period, student success has seen a 4.48% increase from 69.29% in Fall 2010 to 73.77% in Spring 2014.

Figure 18: Successful Course Completion



However, student success is not equal among all students and the Mendocino College Equity Plan committee has identified disproportionate impact among African American students, utilizing the 80% index as well as the proportionality index. As part of the California Community College's Chancellor's Office requirement for colleges to develop an Equity Plan, in order to close achievement gaps among impacted students while increasing overall achievement of all students.

Figure 19a: 80% Index

ETHNICITY	ENROLLMENT COUNT	SUCCESS COUNT	SUCCESS RATE	80% INDEX
African-American	944	589	62%	78%
American Indian/Alaskan Native	1,122	757	67%	85%
Asian	554	441	80%	100%
Hispanic	5,020	3,887	77%	97%
Multi-Ethnicity	22	16	73%	91%
Pacific Islander	104	75	72%	91%
Unknown	125	91	73%	91%
White Non-Hispanic	11,635	8,730	75%	94%

Figure 19b: Proportionality Index

ETHNICITY	ENROLLMENT COUNT	SUCCESS COUNT	SUBGROUP %	SUCCESS RATE	PROPORTIONALITY INDEX
African-American	944	589	.048%	.04%	.83
American Indian/Alaskan Native	1,122	757	.057%	.05%	.87
Asian	554	441	.028%	.03%	1.07
Hispanic	5,020	3,887	25.7%	26.6%	1.03
Multi-Ethnicity	22	16	.001%	.001%	1
Pacific Islander	104	75	.005%	.005%	1
Unknown	125	91	.006%	.006%	1
White Non-Hispanic	11,635	8,730	58.7%	59.8%	1.01
TOTAL	19797	14586			

Facilities Expansion

With the Measure W Bond, Mendocino College experienced major facilities expansion including permanent facilities in Lake County and Willits, construction of an Allied Health/Nursing facility on the Ukiah campus, and construction of a new Library/Learning Resource Center. These new facilities will require ongoing planning for effective utilization and maintenance.

Figure 20: Measure W Bond Facilities Expansion



Developing a “Culture of Evidence”

Unlike other trends discussed, this trend is not as quantifiable and reflects more of a qualitative change in the nature of how we operate as an institution, what processes we have in place and how we measure effectiveness. The term “culture of evidence” refers to the development of policies and practices that are based upon information and not tradition, personality or personal preference. According to EDUCAUSE, the elements of a culture of evidence include:

- Acquiring the right information
- Establishing the information’s validity
- Understanding what is significant
- Knowing what is actionable
- Rendering it in a compelling and useful format
- Getting it before the right decision-makers

At Mendocino College, indicators that a culture of evidence is developing include the following:

- The development and measurement of institutional, program and course-level Student Learning Outcomes (SLOs) as well as SAO's
- The evolving Program Review process, which integrates performance, planning and budget.
- A growing use of information technology and information in decision-making
- The acquisition and implementation of the Datatel Colleague integrated information system

Summary

The purpose of this chapter is to provide a sense of the setting in which Mendocino College operates presently and will be operating in the future.

This chapter provides information regarding external and internal forces that affect Mendocino College. External forces include socioeconomic and demographic characteristics and projections for the region. Other forces, which will affect the College but cannot be projected, include State and Federal budgets and policies, the policies of accreditation and the policies of other public systems of higher education with which we interact.

Internally, student demographics and projected trends in student demographics will likely be a force the College will need to address. Other internal forces include decisions regarding curriculum, course delivery and technology, facilities expansion and the development of a culture of evidence.

Chapter 4: Program Responsiveness, Growth and Improvement

Introduction

Mendocino College is committed to sustaining and improving existing programs while continuing to be flexible in meeting the needs of the community in which it is located. This chapter begins with a description of current program and course offerings, with an eye towards examining them in terms of sustenance and change. A discussion of growth follows, with two models of projecting growth presented. Finally, the chapter ends with a discussion of the need for continued growth in FTES.

Planning for Program Sustenance and Change

The program offerings listed in the Mission Statement (Basic Skills, Transfer Preparation, and Career Technical Education) with the addition of Workforce Improvement can provide a useful framework for examining long-term planning for the College.

Academic Programs

The College offers a breadth of academic programs. Currently (2014-15 Catalog), Mendocino College offers 50 Associate Degrees and 29 Certificates of Achievement. In Fall 2014, this translated to about 744 unique course offerings in 84 discipline areas. This includes areas such as Chemistry, which do not offer a degree program but are an integral part of one or more degree programs such as Nursing.

In 2013-14, the Curriculum Committee and full-time faculty members engaged in a comprehensive review of courses and programs. This was undertaken to ensure compliance with Title V regulations and to meet state requirements for the development of Associate Degrees for Transfer. In 2006-2007, out of 317 degrees awarded, 81 were in General Studies and 71 were in Liberal Arts. 60 degrees were awarded in one of three Business areas: Administration, Management or Accounting. With the exception of Registered Nursing and Psychology, which awarded twenty three and twenty degrees respectively, all other programs awarded fewer than ten degrees. Many awarded none over the past several years.

In September of 2010, the State legislature passed SB 1440 which required community colleges and their CSU counterparts to collaborate to create Associate Degrees for Transfer. These degrees facilitate students seamlessly transferring from the community

college to the CSU and completing their baccalaureate degree in a total of four years. In response to this legislation, Mendocino College created 18 new Associate Degrees for Transfer: Administration of Justice, Art History, Business Administration, Communication Studies, Early Childhood Education, Economics, Elementary Teacher Education, English, Geology, History, Kinesiology, Mathematics, Music, Political Science, Psychology, Sociology, Studio Arts, and Theatre Arts. As a part of this process, the course outlines for many courses included in these degrees were updated to align with a new statewide course description system (known as C-ID) designed to facilitate articulation. These changes have shown fruit in new articulation agreements between Mendocino College and local CSUs.

Through the Program Review process and Program Management Guidelines, the breadth of course offerings, certificates of achievement and degrees will be continually evaluated on a six-year cycle. This examination, in terms of student needs, programmatic goals, statewide trends and demands, and institutional directions will be directed by EAP in accordance with the Program Management Guidelines. These guidelines insure that before programs are added or eliminated, a review is conducted which takes as many academic, community, and institutional factors into consideration as possible.

Transfer Preparation

Transfer preparation will likely continue to be an integral part of Mendocino College. It is a central part of our mission and of the California Community Colleges system. Transfer preparation tends to be an area of interest for younger students (18 – 26) who tend to enroll full-time rather than part-time.

Fortunately, Mendocino College provides a solid offering of the lower division courses needed for transfer to a four year institution. As it currently does, the College will need to continue being flexible and responsive to student needs in scheduling ample sections of the courses while maintaining a fiscally responsible schedule.

In serving students who choose to transfer, the College must also be continually updating curriculum and responding to the demands posed by articulation requirements of the four year institutions. In addition, serving transfer students optimally means being responsive to new articulation opportunities-

The Curriculum Committee provides important support for keeping the College's transfer preparation viable. The Committee's calendar, processes, and forms for approving and activating transfer level courses reflect the demands of the Articulation process. In addition, a system for updating courses on a six year cycle is critical to keep our courses

articulated. These processes will provide an infrastructure for planning and changes that occur in campus-wide course offerings.

The needs associated with transfer preparation are less volatile than other areas – requirements for lower division general education and major prerequisites are fairly stable. However, State-wide processes and local demand do change. Also, other issues such as availability of part-time instructors can impact planning and decision-making in this area, making it difficult to offer multiple sections beyond the full-time faculty member load for the department.

Basic Skills and English as a Second Language (ESL)

Offerings in Basic Skills and English as a Second Language (ESL) are imperative to the sustenance and development of all our other areas. Most of our students (80%) are not eligible for transfer courses in either math or English or both upon enrolling at the College and may be placed up to three levels below transfer level work for English (non-ESL) and up to five levels below in Math.

With the Fall 2009 increase of level in English and Math of Associate Degree graduation requirements, the longtime need for increased attention on Basic Skills and ESL has begun to be addressed on the statewide as well as local levels with the Basic Skills Initiative. Locally, the College has formed a Foundation Skills Teaching and Learning Community to focus on this work. This “committee” has broad membership from full- and part-time faculty (including counselors), instructional administrators, and the Institutional Researcher. It is through the leadership of that group that planning, research and development will occur.

District demographic data indicate that Latinos are the fastest growing ethnic group. This includes adult immigrants, who benefit from ESL, but also the children who immigrated with those adults as young children or teens. Mendocino College became a Hispanic Serving Institution in 2012, and is projected to soon have 30% of its student body consisting of Hispanic students. The College will need to continue to research community demographics with increased attention on Generation 1.5 and implement educational programs which work to recruit, retain, and promote the success of these students while also reaching out to the language learning community in general.

Basic Skills and ESL provide the foundation for the success of all other courses and departments. Most students rely on at least some preparation in pre-collegiate work to move on to degree-level courses. It is imperative that the College consider this area a critical area of development, not only to serve the increasing language learning community described above, but also to be vigilant in our efforts to strive for equity. Providing access to degree and transfer programs for all students entails making a strong

basic skills program. For example, forty percent of Mendocino College students are served by EOPS. These low income and first-generation college students are most likely to place into Basic Skills courses and benefit from curriculum and programs geared toward them.

Career and Technical Education

In addition to transfer, basic skills and ESL courses, the College continues to offer Career and Technical Education (CTE) as part of its mission. CTE represents the arm of the College for students seeking direct employment after obtaining a certificate or associate degree. Before offering a new CTE program, the College engages in a rigorous feasibility study to determine the relevance and viability of the potential program, addressing such issues as sustainability and ongoing employment potential. Established programs are reviewed on a biennial basis to determine their continued relevance in our community.

Currently, the College offers a wide-range of CTE programs and courses to meet the varying needs of employers/employees, including: Accounting, Agriculture, Alcohol and Other Drug Studies, Automotive Technology, Business, Business Office Technology, Computer Science, Culinary Arts, Emergency Medicine, Nursing, Sustainable Technology, and Human Services courses in areas such as, Public Safety, and Nursing have long been the mainstay of CTE at Mendocino College. Instructors in these programs continually strive to update and improve their outcomes through the Program Review process, by analyzing the Core Indicator Data provided by the Chancellor's Office and by actively engaging with community members through Advisory Committee meetings.

Internships – Job Placement Services

Development of effective career pathways depends on collaboration with the K-12 system, agencies, and employers. The College continues to strengthen these relationships through participation in the Statewide Career Pathways project. Working together and with industry input, secondary and post-secondary faculty creates a sequenced pathway of courses for their disciplines, creating articulation agreements where course content overlaps. This information is then uploaded into a database, which is easily accessed by counselors, instructors, parents, and students. Joint pathways work, further development of articulation agreements, dual and concurrent enrollments, enhanced career counseling, and the development of related marketing materials is anticipated to continue.

The College is a primary resource for the community in terms of postsecondary career and technical education and training that produces a labor pool of qualified employees. As such, existing and emerging labor market needs must be continually monitored,

particularly in terms of areas of high skill, high wage or high demand occupations. Resources allocated for new program development must be carefully weighed against the strengths and needs of existing programs. Recent local, regional, and national data indicates areas to strongly consider expanding fall within Allied Health, Public Safety and Green Careers areas. As CTE offerings are expanded and new programs are developed, Mendocino College is diligent in assessing its own CTE program effectiveness in terms of meeting student and employer expectations. This is done through 2-year review cycles, advisory committees, Perkins reporting, Program Review and other methods of analysis.

Workforce Development & Skills Enhancement

Many of our programs and courses, both transfer as well as career technical education, offer skills and knowledge necessary for incumbent and aspiring workers to become or remain competitive in the workforce. Additionally, CTE courses provide educational opportunities for students who may not necessarily be seeking to complete a certificate but would like training in a targeted area, such as using Excel efficiently.

Student Support Programs

Student Support programs provide the principal extracurricular connection between the student and the College. The particular focus of these programs is student persistence. The research of Vincent Tinto and numerous other researchers over the past 40 years has shown the importance of co-curricular and extracurricular programs and services for engaging students and decreasing attrition.

A very direct contribution that Student Support programs and student services can make is increasing the Fall-to-Spring persistence of Mendocino College students. Over the past three years, the average Fall-to-Spring persistence of first-time students has been approximately 58%. Conversely, Continuing students have averaged 70% persistence or higher. First-time students are particularly important because many of them are full-time students in the 18-26 age group. With an attrition rate of 40%, a large proportion of new enrollments each Spring semester are filling empty seats rather than filling new seats in classes. Research on Mendocino College students indicates that each percentage point in Fall-to-Spring persistence among first-time students is the equivalent of between 1.7 and 2.1 additional FTES in the spring (average of 1.951 over 7 years).

Since most of our students enroll in Basic Skills courses during their first semester at the College, some of the work connected to persistence has been focused in that area. For example, the Foundation Skills Teaching and Learning Community referenced earlier have developed Learning Communities, new Guidance courses, and new Academic Excellence workshops in support of student success. In addition, tutoring and other

Learning Center activities have been examined and enhanced to increase persistence. Also, support activities which include collaboration between counseling and teaching faculty are an essential part of implementing the Student Success and Support Program (SSSP).

As in all areas of planning, it is important to take the specific needs and characteristics of diverse students into consideration in the development of support programs. An examination of which students are and are not persisting will be important in deciding how to best support them. As information regarding student need and disproportionate impact comes forward from the SSSP and the Student Equity Plan, the College will continue to respond directly and effectively.

Characteristics of Growth

The discussion above on persistence is part of a larger conversation on “Growth.” Growth at Mendocino College can occur in many ways. It can be due to an increase in the overall number of student attending, it may be due to the addition of sections of existing courses or it may be due to the addition of new sections of new courses. A discussion of growth also should take into account factors from our external environment, including population, economy and jobs provide both limits and opportunities for growth.

For example, the size of the population within the District is fairly stable and is characterized by low projected growth rates. Assuming these trends continue, it would be fairly unrealistic to set a target for growth which would not be sustainable based upon population with these characteristics. Over the period 2002 – 2006, the unduplicated annual headcount of Mendocino College students represented about 5% of the population of Mendocino and Lake Counties, combined. Fall enrollment over the same period steadily represented 4% of the combined population of both counties 18 years of age and older. It would be unrealistic, for example, to expect that Mendocino College would be able to consistently increase student enrollment by a double digit percentage over the next 5 – 10 years. On the opportunity side, increasing tuition and fees at CSU and UC campuses make Mendocino College a more affordable alternative.

In general terms, growth is characterized as follows:

Achievable

Achievable growth is growth that can reasonably be met given current resources. It is unlikely that increased resources will be provided by the State in order to foster growth; rather, resources flow from growth using existing resources.

Sustainable

Growth must be at a level which can be sustained over an extended period of time. Sustainable growth provides a solid footing for further planning. One-time growth can be achieved through concerted, highly focused efforts. However, sustaining that level of growth for an extended period overtaxes people and resources. Ultimately, that growth surge is lost.

Non-linear

Growth in FTES is not a straight line process, even though a straight line projection (e.g. x% per year) is often used as a heuristic device for planning purposes. Instead, growth in enrollments and FTES will fluctuate from year to year as student interest in programs changes.

Projecting Growth

In Figure 1, student enrollments for Fall semesters are projected out to the 2017-18 academic year using three different models. Each model is an alternative scenario based upon prior experience. Statistical models are based upon a set of assumptions that reflect a projection of past behavior into the future. They suggest outcomes of what is likely to happen if a certain set of assumptions remain true.

The first model, the “forecast model” based upon the following set of assumptions:

- Our enrolled student population will represent a constant 5% of the adult population of Mendocino and Lake Counties, combined.
- The population projections from the California Department of Finance are sound and likely to hold true for the period through 2018. In other words, there will not be a significant amount of immigration into or emigration from the region which is not accounted for by their model.
- The population growth for the two counties is distributed rather uniformly in each county and not clustered in areas which fall outside District boundaries in the two counties.

This model is developed using a forecast (regression) model. It is based upon the relationship of our enrolled student population (number of students enrolled in one or more courses) to the populations of Mendocino and Lake Counties. It assumes there is no change from past conditions.

The second model, the “Average” model, projects enrollment growth for Fall semesters through 2018 using our average growth rate. This rate was calculated by averaging the historical change (growth or decline) in enrollments from one Fall semester to another over the period Fall 2000 through Fall 2007. Projected years are incremented annually with this constant. The assumption is that, over time, we can maintain some level of growth which will be normally distributed.

The third model, “1.5% growth” uses a constant multiplier of 1.5% growth from one Fall semester to the next Fall semester. This is a more aggressive model and presumes that Mendocino College can, over time, maintain a growth rate in enrollment equal to 1.5% of the previous Fall enrollment.

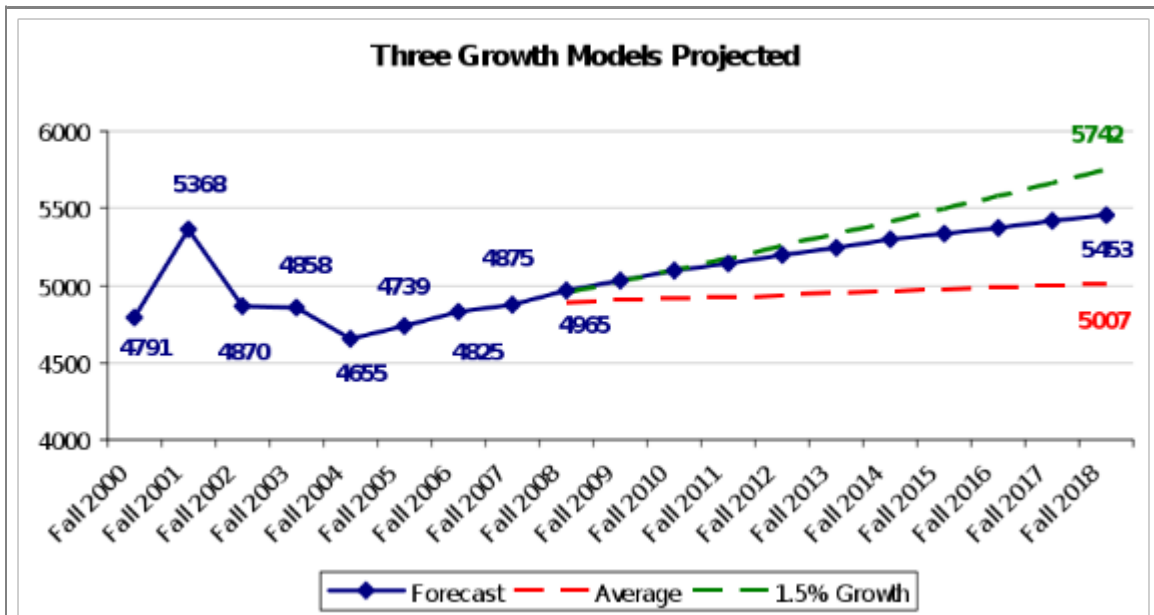


Figure 1: Fall enrollment, actual and projected, Fall 2000 – Fall 2018 using three different models.

From the projection of our enrolled student population, the models then estimate the number of Full Time Equivalent Students (FTES) generated by that enrollment. As shown in Figure 2, our FTES/Enrolled student ratio for Fall and Spring semesters moves within a fairly narrow band. For Fall semesters, the average FTES/Student ranges from 0.251 in Fall 2001 to a high of 0.286 in Fall 2005. Given the relative stability of the range, a forecast model was used to project the FTES/Student rate for the period from Fall 2008 to Fall 2018. While not included in Table 1, the model projected a slow but steady growth in this proportion, from 0.281 in Fall 2007 to 0.3327 in Fall 2018.

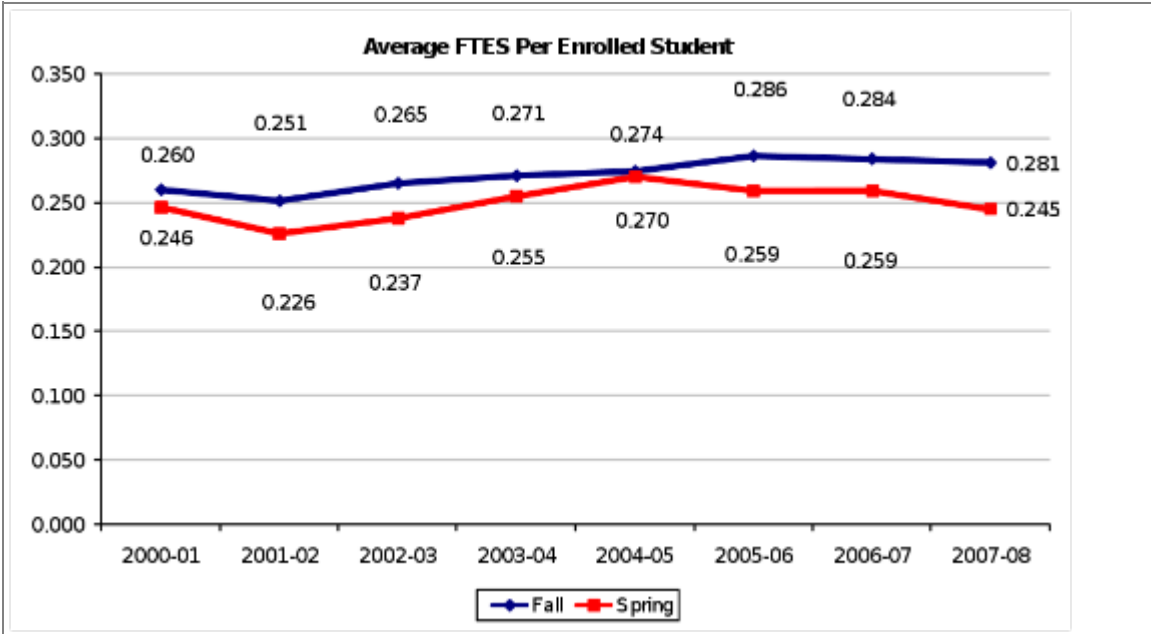


Figure 2: Average FTES per Enrolled Student, Fall and Spring semesters.

Based upon the projected FTES/enrolled student ratio, FTES for Fall semester can be projected for each of the three models shown in Figure 1. The estimated growth in FTES for Fall semester for each of the three models is illustrated in Figure 3.

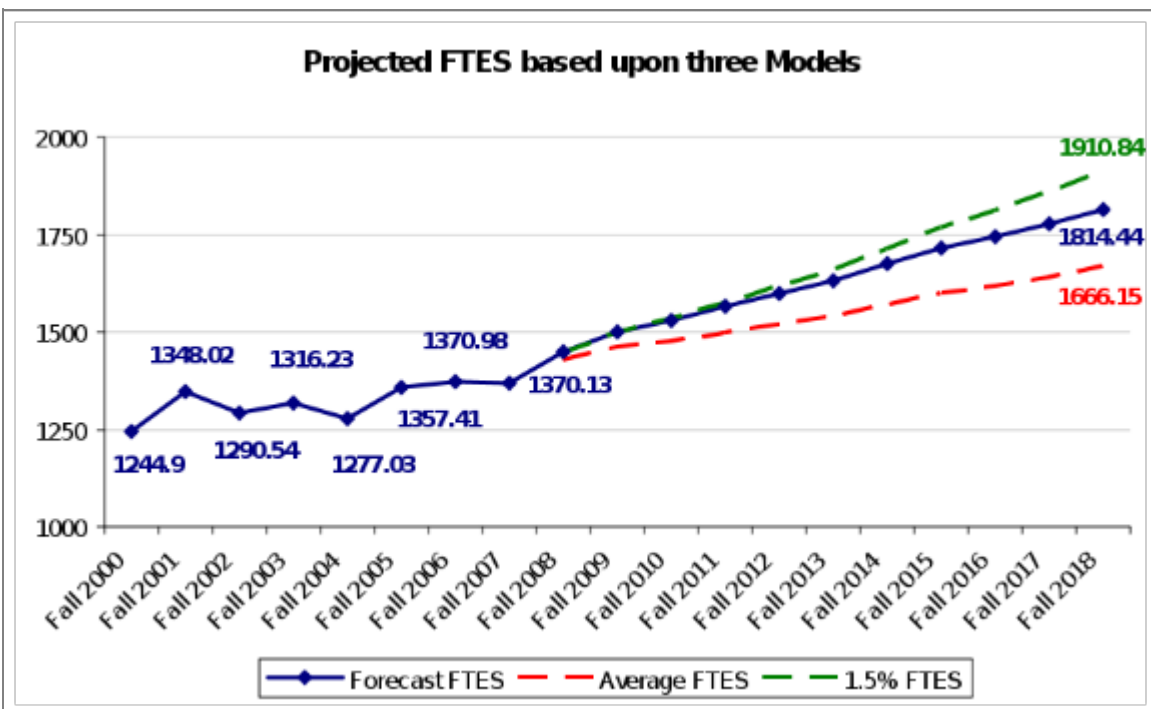


Figure 3: Projected Fall semester FTES through Fall 2018 for each enrollment model.

The three FTES projections vary from 1666.15 for the “Average” model to 1910.84 for the “1.5% growth” model. This is a considerable difference of about 350 FTES. The “Forecast” model is roughly in the middle of the range with a projection of 1814 FTES in Fall 2018. Each of these models is based upon the assumption that growth in enrolled student numbers will directly yield a particular FTES. However, based upon enrollment patterns, the actual number of FTES is sensitive to:

- Age of the student: younger students tend to enroll in more classes and, therefore, yield more FTES per students than older students, the “lifelong learners;”
- The mix of full-time and part-time students.
- Goals of enrolled students: students who are degree-seeking or transfer-directed tend to enroll in more courses (more full-time students) than students who are here to improve current skills, explore opportunities, enhance basic skills or are lifelong learners.
- The programs offered by the College.

Methods for Increasing FTES

The generation of FTES constitutes the principal funding mechanism for the College. Each FTES translates to approximately \$4600 in General Fund revenues from the State of California. This funding supports on-going operating expenses as well as resources for program expansion and new program growth which reflects the needs of the community. (Categorical funding, which may support program expansion or new program growth, may be more reflective of state needs or trends.)

FTES can be increased in a number of ways, including the following:

(1) Increasing the number of students

The models projected in Figure 1 are based upon the fundamental premise that the number of students served by Mendocino College can be increased over the next ten years. On a year-to-year basis, the models project quite different growth rates, anywhere from 4.2 students per Fall semester to a high of 77.7 students per Fall semester. The actual growth in students will likely fall somewhere between these parameters based upon programmatic decisions that the College may make.

(2) Increasing the average FTES per student

If it is not feasible to increase the number of students at a rate projected by the forecast model, a second alternative would be to focus efforts on increasing the average FTES per student. As shown in Figure 3, the average FTES per student (using Fall 2006 as an example) varies considerably within particular clusters of students.

Students who fall into the “Transfer” cluster have the highest average FTES per student, 0.504. These are predominantly Full-time or nearly Full-time students. This population is projected to decline, according to California Department of Finance projections. The cluster with the lowest FTES per student average is the “Lifelong Learners”, with an average of 0.127 FTES per student.

Summary

This chapter provides a general overview of programs and courses at the College as well as a discussion of both the need to sustain and improve what is currently offered or discontinued as well as to explore new offerings in response to community needs. This chapter reflects the academic strengths of the College, projected changes in the economy and forecast demographic trends. Transfer preparation will remain a mainstay of the College, but because of shifting demographics, it will likely become more integrated with both Basic Skills and CTE courses. Planning for new academic programs in CTE reflect defined community needs and the potential for contributing to growth in enrollment and FTES. Lifelong learning may expand its offerings and become more flexible in its delivery and programming.

Chapter 5: Pedagogy, Course Delivery and Professional Development

Introduction

Mendocino College has continually recognized that one of its chief resources is its faculty. Student and peer evaluations consistently reveal that students and community members are pleased with the quality of instruction and counseling available at Mendocino College.

Statewide initiatives such as Student Success Support Programs (3SP) and Student Equity support the College in addressing student achievement in new ways. These initiatives require that the institution focus on student educational planning, achievement gaps, financial aid availability, and maximizing student opportunities for success at and beyond Mendocino College. The College is also challenged by these initiatives to develop and implement comprehensive and integrated student services and instruction.

To support the excellence achieved in our classrooms (on-the-ground and online), the College provides professional development for faculty. Mendocino College has an established offering of professional development activities, including inservice days, teacher institutes each semester, and an annual Teacher on Teaching conference. The College needs to continue to work on developing a comprehensive annual professional plan derived from student learning outcomes assessment, institutional needs and external demands. In particular, the College needs to develop and implement Distance Education training. Additionally, CTE faculty need on-going professional development in terms of pedagogy as well as maintaining currency in their fields.

As the student population and the world in which they live in continue to change, faculty need to be supported in providing relevant curriculum, effective pedagogy, and engaging in innovative collaboration.

This chapter will describe current practices and developments in pedagogy, course delivery, and professional development. In addition, it will explore how Mendocino College can build on its success as a teaching institution to respond to current trends and needs in these areas.

Pedagogy

Current Practices

Mendocino College lists as its first Strategic Goal to “become a learner-centered institution by focusing on student success.” Currently, the College’s faculty employs a variety of pedagogical practices to create learner-centered environments. Classrooms include cooperative learning, project based learning, traditional lecture laboratory practice, and hands-on training (especially in CTE areas). Diverse student learners drive the institution’s pedagogy.

These current practices not only promote learner-centered classrooms but also develop students as effective communicators and collaborators. Educators in general, and community colleges in particular, are charged with not only imparting academic skills, but also preparing students for their future and career. The College has long recognized the value of communication, interpersonal skills and the ability to collaborate as some of the soft skills most needed for career success and employment. In addition to employing effective, overarching methodologies for teaching, Mendocino College, as a small college with relatively small class sizes, is able to deliver instruction which keeps the individual student in mind. Teachers know their students, and as one of only a few teachers in their discipline, are likely to see students in more than one of their classes.

Emerging and Future Trends

Clearly, Mendocino College should continue to encourage and support learner-centered teaching practices at the College. There are some key ways these practices are being rethought and ways the College can continue to be responsive to students. Mendocino College can engage more deliberately in what it already does well – that is, knowing students, individually and collectively, and respond to their learning needs effectively and empathetically while maintaining academic standards.

Incorporating instruction which is responsive to different learning styles, including a variety of disabilities, is critical to student success. In general, the College has been effective in employing a variety of teaching strategies to respond to students’ learning needs. Also, there has been a significant amount of collaboration between the Learning Center, Disability Services (DRC), and faculty.

The current Foundation Skills Teaching and Learning Community are working to further develop that collaboration along with the Student Equity and 3SP working groups. With the current emphasis on increasing the success of students from Basic Skills to college and transfer-level classes in conjunction with the development and completion of a

comprehensive education plan, this support structure will need to expand in new ways. For example, projects include supplemental instruction (tutors assigned to specific sections), academic workshops targeting specific skills, and learning communities with faculty and counselor collaboration. Future College plans should include pedagogy which integrates student support services with classroom instruction.

As the demographic shift described in earlier chapters has occurred in the District, faculty have been engaged in exploring practices which best reach the English language learning population. While this is a current concern among faculty, it will need to be explored with greater intensity, including pedagogy most effective for students described earlier as *Generation 1.5*. In addition, it has been discussed in earlier chapters that students in the District are poorer than most of the State and many are first generation college students. These are demographic features which impact students and their learning. Mendocino College faculty, in general, as empathetic individuals, already effectively support and guide apprehensive students as they embark on a college education, sometimes as the first in their family. However, much of this is done instinctively, without explicit attention to classroom practices that best reach these demographics.

Culturally responsive pedagogy must also reach the region's Native American population. Course content and pedagogy relevant to this population is not only important for the success of Native Americans (recruitment and retention), but also to ensure an awareness in the general college community of the Native experience. The Native American advisory committee has a long-standing history at the College. Future plans should include more collaboration with faculty to ensure integration of the Native American experience into curriculum and pedagogy.

The current State legislation and allocation associated with the Student Equity Plan will support the College in the work necessary to address achievement gaps as disparities and disproportionate impacts are identified. This new initiative will support the work described above and identify new needs. The newly formed Student Equity Committee is comprised of members from across constituent groups, including students and community members. This will ensure that participatory governance is utilized to tackle these important issues.

Employing pedagogy which is responsive to students' individual and collective identities is a complex and dynamic process. There are no "magic methods" which will reach all of the students all of the time, and the College should resist pedagogical approaches which make such promises.

Technological and Architectural Support

Often, the discussion of technology in education is concerned primarily with online instruction—delivering courses through the Internet. While online instruction is a key direction for Mendocino College, using technology in classroom instruction and as support for teaching and learning is an area the College is committed to with current activities and future plans. Additionally, the passage of the bond Measure W has allowed the College to open new facilities which support a learner-centered campus as well as reach students with the latest technology.

With the passage of Measure W, the campus has been able to upgrade classrooms to have “smart classroom” technology, making the Internet and other resources available in each classroom on the main campus and at the Centers. Other upgrades have occurred at the Centers to continue this process of bringing the latest technology to assist in providing the best support for student learning. In addition to opening new Learning Commons with computer access for students, the College now has live-streaming capabilities at the North County and Lake Centers. Beginning in the Spring 2015 semester, courses will be taught from the main campus using this delivery system

The implementation of Datatel has allowed for faculty to interact with students electronically as rosters and contacts are automatically created through the enrollment process. Additionally, the Portal is being used to provide class documents for students. The District is also utilizing technology in the creation of Student Educational Plans. Soon, data from these educational plans will be available for schedule development, which will create an even stronger link between instruction and student services.

Future technological support for classrooms should include making the District’s learning management system available for all courses/sections, including on-the-ground classes. Additionally, text messaging has been minimally implemented. This mode of communicating with students should be explored further and expanded.

In support of classroom teaching, the College provides access to many computer applications for students through the Learning Center, Library, and Career/Transfer Center. The Library has already embraced more eBook technology with 34,000 eBooks in the collection to support teachers and students. The Library subscribes to millions of electronic articles through its research database subscriptions; additionally, Films on Demand for instructors and students for in class, online or as additional resources. These resources are available on campus and remotely. It should be noted that these electronic collections now surpass the physical collections in the libraries. Furthermore, in the Career/Transfer Center students have access to career and employment sites and

software, addressing areas such as career aptitude, transfer planning and goal setting, and social and personal development.

New directions in technology and learning spaces at Mendocino College enhance person-to-person learning, communication, and effective interaction among small groups of people. The new Library/Learning Center provides more spaces for students to study in pairs or small groups as well as provides space for individual learners.

The Learning Center includes space for Math Tutoring and Math Labs, a Language Lab, MESA Center and Tutorial Center. The new Library includes ten group study rooms so that small groups of students may work together without interrupting individuals wanting quiet study. Both spaces of this new facility have plenty of computer access with the latest applications to support student learning for different subject areas.

Clearly, the upgrades of technology support online education in new ways; however, the design is also to emphasize the value of effective in-person communication and cooperative learning, enhanced but not replaced by computer-based instruction. The additions and improvements made to the College should be further integrated with the classroom teaching strategies and communications between teachers and students.

A continuing challenge for Mendocino College will be to respond appropriately to changes in technology in a way that helps students and teachers engage in effective teaching and learning. An inherent conflict in embracing and integrating technology into everyday classroom practices is that at the same time that access to learning is improved for some students, other students' access may be hindered. A student's ability to use technology effectively is a Basic Skills issue (user skills) as well as an economic issue (exposure and ownership of equipment). Concerns of access will need to be considered throughout the adoption and integration of new technology. The new spaces and technology available in the Library/Learning Center and the Centers have made great strides in addressing the issue of accessibility, and courses in computer skills are offered. However, more can be done to further address access issues and technology skills to support online and on-ground learning.

Course Delivery

Currently, Mendocino College employs a variety of ways that course content is delivered to students. Besides an on-ground classroom or lab setting, students are able to take classes over the Internet through class management software (Etudes) and via live-streaming.

Building on current success in on-ground classroom and laboratory settings, the College has been growing its distance education program to offer many more sections of courses online. Overall, the College as a whole works diligently to teach students effectively through relevant pedagogy and utilizes a variety of course delivery modes to reach its student population in the classroom and across the vast geography of our District.

While online and live-streamed courses offer flexibility, space for students to have access to campus facilities is needed. Students need access to computers, WiFi, and online library resources, Live-streamed courses will require the maintenance of equipment and spaces for teachers to deliver and students to receive instruction. Students and teachers also need tech support.

A major advantage of online courses is the ability to establish learning communities across geographic boundaries. Effective online courses harness the power of technology with instructional design and adult learning needs. For some students, the learning environment of an online course can pace learners through instructional content (Swan 2004) and the use of hyperlinks provide the opportunity for learners to expand and connect knowledge. Asynchronous communication via discussion boards allows all students the chance to speak up and thoughtfully engage with both the material and other learners.

Recent research indicates that online discussion/learning may be more supportive of experimentation, divergent thinking, and exploration of multiple perspectives, complex understanding, and reflection than face-to-face discussion (Swan 2004). Another component of online learning communities is the opportunities available for collaborative learning activities and projects. Using the social networking tools of Web 2.0, as well as engaging and effective group assignments will expand learning opportunities.

As stated previously, students at the North County and Lake Centers have been able to gain new access to courses not offered at the Centers through the Distance Education classroom which was part of the new Library/Learning Center. This classroom will give the campus the ability to connect the Ukiah campus to the Centers, making classes that would not be available at the centers linked through audio/video connectivity.

Distance Education will continue to be an important course delivery mode at Mendocino College. As courses are modified to include distance education as a method of instruction, the College will need to monitor the quality of instruction, success rates of students, and learning outcomes to ensure our reputation for excellence in instruction is maintained in cyberspace and beyond.

Learning Communities

While course offerings online are continuing to grow in number, Mendocino College will also need to continue to explore new ways to package courses for students attending class on-campus, including the centers. One direction the College has been working on is to group students into Learning Communities – a cohort of students taking two or more linked courses.

Research in community college education indicates that this is an effective strategy for increasing student success and persistence, especially when augmented with other learning support, such as tutoring and counseling/advising. The Foundation Skills Teaching and Learning Community have offered Learning Communities at the basic skills English levels, pairing English with College Career Success courses. The College can work to further explore learning communities. This direction will likely be influenced by the work of the Student Equity Committee.

Learning Communities require collaboration and cooperation across many facets of the campus, including multiple faculty, counselors, as well as admissions and records. This will be a valuable direction for the future as it enhances the small school qualities we already have and further connects students to each other, to faculty and to their counselors. Learning Communities will continue to enhance the learner-centered focus of the College.

Professional Development

Mendocino College offers a variety of ways for faculty, staff and administration to participate in professional development. A primary way is through District-wide in-service activities at the beginning of each semester. These activities are extended to part-time faculty and opportunities are provided at both the Lake and North County Centers and the Ukiah campus in the evening. Additionally, full-time faculty perform 42 hours of flex activity of professional development each academic year that is approved by a subcommittee of the Academic Senate and the deans.

Another way that faculty participate directly in professional development opportunities on the Mendocino College campus is through work in such areas as the Basic Skills Initiative, CTE: Tech Prep – Articulation workshops, and through faculty workshops sponsored/presented through Academic Senate. Beginning in Spring 2007, a group of core faculty began working on developing a plan for Basic Skills and spent three days between academic sessions to complete a review of the Basic Skills Initiative Self Study. The results of this Self Study indicated that there existed a lack of on campus professional development.

This led to further planning throughout the 2007/08 academic year and the appointment of a Basic Skills Coordinator. With these positions in place, the College has provided a Teacher Institute each semester and annual Teachers on Teaching Conference.

As the College considers providing professional development opportunities, it will need to keep in mind the Education Master Plan and provide opportunities for faculty and staff to collaborate and share best practices around the themes relevant to our plan, such as becoming a learner centered institution, developing learning communities, and increasing knowledge of our student population and ways to meet their needs. While it is important to continue to support faculty in their individual pursuits, an on campus professional development program needs to be developed as a cohesive effort in carrying out our Education Plan.

Chapter 6 – A Shared Vision for Mendocino College

The Educational Master Plan (EMP) is a living document, providing a foundation for the College's overall planning process. The EMP is updated regularly to reflect changes in the external and internal environment; the needs of the community and our students; and the changing nature of higher education. Developed in coordination with the College Strategic Action Plan and applied as the basis for the Facilities Master Plan and Technology Master Plan, the EMP is a key document in the College's planning efforts.

The Mendocino-Lake Community College District spans portions of California's Mendocino and Lake Counties and serves a diverse and demographically changing population. The EMP addresses the need for expanding the student population and other revenue sources at Mendocino College over the next decade. Because of external forces, such as varying state funding, changes in enrollment and other factors that may increase costs, the College will need to effectively manage and plan for a level of FTES consistent with sound allocation of fiscal resources in order to sustain programs and services.

Emphasis on the use of technology and improved pedagogy may help the College balance potential growth with its tradition of personalized instruction. As Mendocino College continues to plan, the challenge is to maintain and build upon traditional strengths while meeting the challenges of the future.

CHARACTERISTICS AND ASSUMPTIONS

For the purposes of planning the next decade of activity at Mendocino College, the EMP assumes that the following characteristics and planning assumptions will continue to influence College programs, services and future planning. From 2010-18, it is assumed that Mendocino College will:

- Continue its role as the primary local institution of public higher education within the Mendocino-Lake Community College District meeting the mission and operational requirements of the California Community Colleges System as supported by the State of California;
- Continue to recognize the responsibilities inherent in the College's designation as an Hispanic Serving Institution (HSI status effective 2011) and to include service to this growing student population in College planning priorities;
- Maintain a small college setting where excellent faculty, relatively small classes and personalized support services can allow individual students from small

regional communities to participate actively in the educational process and flourish in ways not possible at a larger college;

- Foster student-centered learning environments and maintain quality instruction by supporting faculty in being innovative and passionate about teaching and learning;
- Develop new avenues of student and institutional financial support in cooperation with Financial Aid and the Mendocino College Foundation as well as the pursuit of grant opportunities;
- Support expanded facilities and student-centered learning environments which have resulted from the completion of projects funded by the 2006 Measure W bond;
- Maintain accreditation by the Western Association of Schools & Colleges;
- Implement requirements of the Student Success Act through new programs in Student Success and Support Program and a re-examination of the Student Equity Plan; and
- Continue to pursue current EMP Planning Priorities (see p. 1).

In conjunction with the fundamental characteristics of the College listed above, research for the Educational Master Plan suggests several key planning assumptions:

- Mendocino College serves an increasingly diverse student population, with a variety of needs. The College views diversity through a broad lens which values inclusivity.
- On average, Mendocino College students have more financial need than those in many areas in the rest of the state, and the College needs to invest in initiatives to assist them.
- Mendocino College will continue to utilize ongoing assessments of Student Learning Outcomes (both at the course and program levels) to inform College planning and budget processes.
- The College needs to preserve – and expand when possible – breadth of choice, even if we choose to discontinue some classes and programs.

- As the only local institution of higher education, the College has an obligation to respond to community demands for job training and upgrading of career skills as well as providing preparation for students transferring to four year institutions.
- Demographics suggest an opportunity to increase the high school capture rate and level of service in Lake County and Willits as well as other new geographic venues such as the Mendocino Coast Center.
- New alliances with secondary schools throughout the District will help increase enrollments in both Transfer and Career and Technical programs.
- Given Mendocino College's current status as a Hispanic Serving Institution, planning priorities will reflect the need to adequately serve this growing student population.
- The College will preserve lifelong learning opportunities within the limitations of new state funding parameters and regulations related to course repeatability. Similarly, the College will continue to value education in the area of workforce development and skills enhancement, recognizing the value inherent in students completing an educational goal even in the absence of a related degree or certificate.
- Improved and innovative programs should expand comprehensive opportunities to support the retention and persistence of all students.

The EMP recognizes the inter-dependence of college programs and disciplines. Many degrees and certificates, for example, require a comprehensive course of study in several disciplines; virtually all require competence in basic skills; others rely on course content from one or more academic or career and technical disciplines that can be applied to courses of study in others.

Supporting this segment of the plan, the Main Campus in Ukiah, Off-Campus Centers in Lake and northern Mendocino Counties, Point Arena Field Station and other instructional locations rented or leased by the College can be characterized by the clusters of learning activity taking place in such facilities.

2009 Baseline: The Main Campus in Ukiah offers a home for comprehensive academic and student support services. Off-campus centers in private leased facilities in Lakeport and Willits provide access to College programs and services to meet local needs in the outlying areas of the District.

Current Ukiah facilities on the main campus include MacMillan Hall; Lowery Library; Vocational Technical Building and Ceramics facilities; Center for the Visual and Performing Arts; Science Building; Court Center complex, Physical Education buildings, fields, tennis courts; Agricultural area; Grove barbeque area; Maintenance complex in a variety of support structures including the historic Yokayo Ranch barn; delivery and parking facilities.

The current off-campus centers are housed in leased office buildings in the cities of Lakeport and Willits. The Point Arena Field Station, on the Mendocino Coast near the city of Point Arena outside the District, consists of basic scientific lab facilities in a former Coast Guard Loran Station and a magnificent coastal natural cliff and tide pool environment for scientific field study. Additional classroom facilities are rented or leased in various District locations as needed each semester.

2014 Update:

Student-centered learning facilities, funded by the local Measure W Bond Measure, have been completed and include the following:

MAIN CAMPUS, UKIAH:

- The creation of a new solar field array at the campus entrance along Hensley Creek Road.
- The new Ukiah campus "east campus village" classrooms, offices, parking lot and accompanying exterior public spaces will provide a cohesive setting for collaboration among career and technical education programs housed there. This includes a new state-of the art nursing facility and laboratory / simulation facility.
- The new Maintenance Warehouse now provides a permanent home for all College maintenance and facility management operations and frees other spaces for new uses.
- The new Library and Learning Resource Center (LLRC) now offers comprehensive student-centered learning resources and support services as well

as home-away-from-home study areas for students, especially those who may not have access to adequate study environments elsewhere. Expanded library collections, Learning Resource Center services and resources, a Disability Resource Center, new distance education facilities, classrooms, meeting areas, and faculty offices now support student learning in new ways. The LLRC is the heart of the academic environment within the higher education community, providing the necessary resources and support to encourage student learning.

- The New Student Center and Plaza “Heart of the Ukiah Campus” supports student and staff interaction and activities outside the classroom. Campus life requires that a student feels that there is a place that enhances their sense of belonging. The new student center, food service and bookstore facilities, and both indoor and outdoor public meeting spaces associated with the new student center and plaza between the student center and library have greatly enhanced campus life.

NORTHERN MENDOCINO COUNTY

- A new College-owned Willits Center now offers first access to the California Community Colleges System in northern Mendocino County, providing community-based education meeting ongoing and emerging needs in Mendocino’s inland north county region. The North County program is unique in that multiple communities in Willits, Round Valley and Laytonville must be served through innovative and responsive program development and management. Utilization of emerging technologies to enhance learning in remote areas now allows educational programs to be accessible to all District residents. Specific programs being developed in northern Mendocino respond to community needs that have emerged from demographic analysis and active community input through outreach and academic program planning. Areas of emphasis for under review in northern Mendocino include basic skills; small business development; green technology; hospitality and tourism; Native American community studies.)

LAKE COUNTY

- A new College-owned Lake Center now offers first access to the California Community Colleges System in western Lake County, providing community-based education meeting ongoing and emerging needs. Specific programs developed in Lake County respond to community needs that have emerged from demographic analysis and active community input through outreach and academic program planning. Areas of emphasis for under review in Lake County include small

business development; agriculture including introductory studies in viticulture and enology, organic farming, ranching, and agricultural marketing and tourism; public safety; environmental studies.)

POINT ARENA FIELD STATION

- Due to the loss of State matching funds and the subsequent re-prioritization of bond-funded projects, the facilities at the Point Arena Field Station (PAFS) were removed from the list of projects funded through the Measure W Bond. Nonetheless, PAFS continues to be a unique property in the California Community Colleges system and is a College gem. The site allows the College the ability for unique offerings of courses and field trips for science students. A process for securing community funding to support the revitalization of this facility is in process. Possibilities being considered by the College Board of Trustees include the sale of a conservation easement on the property (limiting future use to environmental and educational programs) with the revenue being used to fund necessary improvements to the facility.

Literacy Hub

The new Library / Learning Center at the Ukiah campus has become the primary literacy resource for both students and community members. The primary purpose of the new Mendocino College Library and Learning Resource Center (LLRC) is to create an environment that promotes intellectual growth. The architecture is designed to express this purpose and the space of the building promotes the expansion of knowledge and incubation of ideas and innovation. From an architectural standpoint, “the physical presence of the building in its context is a beacon for learning and signals the progress and commitment of Mendocino College.” (Schematic Design Document, TLCDC Architecture, May 2008)

The easily accessible location of the LLRC is attracting students and providing a more stable literacy hub. This literacy hub includes the LLRC as well as the Lowery Student Center complex and the College Plaza, creating an environment in which students remain on campus after classes to continue their class work as well as to connect with students, faculty and tutors in a variety of settings.

The accessible location of the LLRC makes it a resource for community members as well. As a two-story, 47,998 square foot building, the LLRC is one of the largest buildings in the county. Additionally, with over 30,000 in holdings and special collections, the LLRC has become a significant spot for research and exploration for both students and non-students.

With nine group study rooms available for small group interaction, the new Library is a place where collaborative learning, is fostered on the campus. Students gather to work on projects, discuss ideas, and help each other learn, extending learning beyond the walls of the classroom. Likewise, the Library serves as place for community events (such as author readings and lectures) that enhance student learning and enhance the communities that we serve.

Beyond the walls of the LLRC, the Library's electronic resources also assist students, faculty and the community to have access to information on a 24/7 basis, providing the latest access to over 134,000 eBooks, millions of full-text electronic articles from journals, magazines and newspapers, 8000 streaming videos and other resources to support students, faculty and staff on the main campus, at the centers, and those learning through distance education.

Some faculty have already embedded some of these resources into their distance education courses, and a future direction for the library is to have embedded library instruction in all online classes. As of 2014, the library staff conducts over 80 face-to-face class orientations to library resources annually, many focused on Basic Skills students and freshman courses.

Additionally, if discussions between College of the Redwoods and Mendocino College (currently in progress) result in Mendocino College incorporating Fort Bragg into Mendocino College's service area, Mendocino College may acquire the Fort Bragg Center Library collection of 6,010 library materials (including 5180 nonfiction books, 70-80 reserve texts, 450 reference books, and 300 fiction books.

The new Learning Resource Center (LRC) serves as a hub for student learning outside the class room. Students, through the use of the center, are able to work individually or in small groups to take ownership of their own learning. The LRC houses a large room with work tables that are located next to very large white boards (with over 320 square feet of writing space) that are incorporated into the walls of the center which allow for active student engagement in coursework.

Specifically the LRC now offers the following student support programs:

- **Special Topic Workshops** – These workshops are for special topics in English writing, specifically sentence structure, paragraph structure and essay structure. Students may also attend workshops in citation methods.

- **Academic Excellence Workshops** – These workshops are specifically for problem-based classes such as math and science. They allow students to develop a learning base that allow them to succeed in successive courses.
- **Student-led study groups**
- **Group tutorials for computer programming** – The new Learning Resource Center allows many students to give input during a computer programming tutorial.
- **Group writing projects**
- **Online course projects**
- **Intercom bios** – These language exchanges between two people who are proficient in different languages take place both in the LRC as well as in the adjacent Language Lab.

Additionally, the Library / Learning Resource Center houses expanded and updated facilities for the Disability Resource Center. Areas include a testing office as well as an upgraded technology center. The DRC is adjacent to the LRC testing area to provide testing accommodations for DRC students. The Resource Center also constitutes a classroom in which DRC students receive group instruction on classroom and study strategies.

Financial Need

The current economic crisis has already resulted in large increases of applications for financial aid. Mendocino College now has more students who need financial assistance and the overall student population is more desperate for help than ever before. Over the next five years the demand for aid will increase. Mendocino College must prepare to further disseminate information about the aid available and the process required to obtain the aid.

Community colleges are usually considered a low-cost college option, but the enrollment fees are only part of the real cost. The increased cost of textbooks has put a college education further out of reach for at-risk under-represented students. Students often struggle to cover child care costs, transportation and living expenses. Financial aid can be a big help, but many community college students have a harder time paying for college than their peers at four-year schools. Community college students are in the best position to receive financial aid, yet they still face economic challenges that can put their educational goals out of reach.

Many students are eligible for a Board of Governor's (BOG) Fee Waiver, but many never apply. An even larger percentage of students who appear to be eligible for a Pell grant, never complete the process to receive grant aid.

In 2007-08 Mendocino College awarded 2489 BOG Waivers. 840 of these were BOG-C which is the result of a student completing a FAFSA and having \$1 of need. The other 1649 BOG Waivers were students who by definition should have met the federal guidelines for simple-needs test or auto-zero EFC. Mendocino College awarded 859 Pell Grants in 2007-08. Even allowing for students who fudged their income figures, defaulted on loans, or were only taking a personal enrichment class, realistically another one-thousand students should have applied for and received a Pell Grant.

In the Advisory Committee on Student Financial Aid Assistance's September, 2008 report *Apply to Succeed: Ensuring Community College Students Benefit from Need-Based Financial Aid*, they surveyed community college students who appeared to be eligible for financial aid, but did not apply. They obtained the following surprising results:

- Students thought they were not eligible for financial aid (39 percent).
- Students had sufficient funds to pay for college expenses (35 percent).
- Students found the financial aid application form too complex (6 percent).

There is considerable literature about the fact that students who receive assistance and are able to reduce the number of hours they must work are more academically successful. There are three areas Mendocino College must strive to improve if we hope to meet the increased financial needs of our students:

- 1) Commit real dollars and real positions to its Maintenance of Effort match for the State Financial Aid Administration funds. The match is currently met with too many in-direct costs.
- 2) Increase the ability of financial aid and outreach offices to improve the message to students and speed up the processing. Outreach should be done as early as middle school so parents and students understand the availability of aid AND the connection between taking A-G and academic success in college.
- 3) Develop College-wide buy-in that applying for aid and completing the financial aid process is only one part of the formula for success. Students

must take placement tests, see a counselor to get help making program/certificate choices, follow their education plan, attend classes and complete the classes. Students should not get repeated waivers for sub-standard performance.

Career and Technical Education

Career and Technical Education programs have multiple goals for the future. The College will become highly responsive to employer needs and will have established strong partnerships and tech prep / collaboration models with the two counties it serves. Career paths for all CTE programs will be completely fleshed out and marketed. Technology will need to be current and CTE faculty will also need to be current with their understanding of its use and application in industry. Student learning outcomes are assessed in alignment with industry standards whenever possible. The CTE faculty will be highly engaged with their advisory committees, receiving constructive feedback that is used to improve programs. Students who graduate from CTE programs at Mendocino College will be employable. Additionally, employers will be satisfied with the job preparation that the College provides.

Information Technology and Mendocino College

In the future of Mendocino College, information technology will become more enmeshed in the daily lives of faculty, staff and students. The full implementation of Datatel, including the student portal will be a major force in this direction. With the portal, students will have greater access to the services they require (admission and records, financial aid, etc.) as well as asynchronous access to faculty through synchronous chat rooms, email (extension of Mendocino College email accounts to students), blogs and other technologies.

Learning in general, even in traditional “on-ground” courses will incorporate many of the 24/7 features of distance learning. Student-faculty interaction will move beyond the confines of the classroom and the office. This will expand Mendocino College’s educational opportunities to more populations within the community, especially as broadband is extended into more rural areas of the District.

For faculty members, the combination of focused professional development programs and generational replacement of faculty will result in a more tech-savvy faculty willing to explore new uses and adaptations of the world-wide web to better serve students. For current faculty, professional development which focuses upon the uses of information technology, the so-called “Web 2.0” elements will enhance and expand the educational experience for “on-ground” students. New faculty, many of whom will have grown up

enmeshed in Web 2.0 technologies, such as social networking, blogging, etc., will be likely to extend this familiarity to the classroom.

One can foresee the use of both asynchronous technologies (chat rooms, social networking, blogging, podcasting, webcasting), and synchronous technologies (live chat, video conferencing) employed by faculty to make learning more active and alive for students. One small example of the changes might be the use of webcasting courses to various campus and center sites using synchronous technology, to make better use of faculty expertise and improve facility use efficiency.

Distance learning will continue to expand and serve more students, in essence becoming a “virtual campus” alongside the current Ukiah campus and Lake and Willits centers. It is likely that the line between “traditional” students and “on-line” students will continue to blur as students enroll in a greater mix of on-line and on-ground courses.

As recently as fall 2014, both the Instructional Technology Specialist and the Head Librarian participated in-service training on the video technology to support both live and streaming video. They plan to implement training opportunities in spring 2015 to assist with the development of video materials to support asynchronous and synchronous teaching opportunities.

With the growth of broadband and greater use of Web 2.0 technologies, even greater opportunities will be explored through distance education. These opportunities range from the delivery of targeted continuing education opportunities for adults, either as individuals or contracted by their employer or professional organization, to offering specific programs of study only through the on-line venue. By 2018, it is likely that Certificate programs, especially in areas dealing with informational technology, will be offered only as on-line courses to free valuable classroom space for other instructional activity.

Demographic Change and Responses

In 2018, Mendocino College will look somewhat different from the Mendocino College of 2008, in terms of its students, faculty and staff. For students, the continued demographic shifts in the population, especially in Mendocino County, will become more evident.

The proportion of Hispanic students, especially traditional college-age students, will continue to grow. At the same time, there will be a larger cohort of “life-long learners” at Mendocino College, reflecting the impact of external trends. The population of Mendocino County and, to some extent, Lake County is getting older. Higher

proportions of the population in “adult” age groups coupled with a concomitant decline in the number of high school graduates will mean that Mendocino College will also be serving an older pool of potential students.

Moreover, these students will be placing different demands upon the College. Rather than focusing upon leisure and life-style courses, the demand will continue to grow for job retraining, in order to move into second and third careers as the economy continues to evolve. Along with retraining, there will be a stronger demand for “retooling” courses, both credit and noncredit, to keep currently employed people up to date in their professions, especially in the public sector and in the health care fields. Some new areas of specialized training supporting local or regional career and technical needs may also develop in future years.

The net effect is that while Mendocino College will continue to serve the entire community, the mix of students representing the community and the needed course offerings will have changed over the past decade.

Faculty will also reflect demographic change. As the faculty employed in 2008 ages and retires, by 2018, it is likely that Mendocino College may have a significantly younger full-time faculty. These younger faculty members will bring with them the experiences of growing up in a culture linked through the internet and Web 2.0 technologies such as social networking. Culturally, these new faculty, instructors who are also likely to be more diverse culturally than their predecessors at Mendocino, will expect that they and their students will connect using multiple avenues outside the classroom.

A particular challenge in 2018 will be to locate and retain local part-time faculty, especially in CTE curriculum. Because of the rural nature of the District, and the distance to major population centers, the pool of available, highly-skilled individuals to fill part-time positions, especially in specialized technical fields is unlikely to grow.

For management and administrative staff, the prior decade will have been one where the growth of the technological infrastructure, spurred by the full implementation of Datatel, has dramatically changed the nature of work and presented new challenges. Part of the challenge will be dealing with the wealth and accessibility of data that has accompanied the implementation of an integrated student and financial data system. In other words, part of the change will be the need to decide which pieces of information truly are key performance indicators that need to be monitored and examined and which pieces of data are chaff or “noise.”

With more widespread technology, the other challenge will be the nature of “work” for administrative staff and managers. The work life of many administrative staff will have shifted from repetitive, non-people-oriented tasks (i.e. “shuffling paper”) to a greater focus upon interpersonal contact, service and problem resolution. This means that there will be greater attention paid to solving the problems of “outliers;” students and faculty who present issues or problems which fall outside the handling boundaries of information technology.

Professional development will need to focus on the cultivation of people skills (e.g. dealing with the difficult client) more than the cultivation of task skills (e.g. completion of purchase order forms). This shift may entail retraining of current employees to fulfill tasks that are more people-oriented and less task-oriented. In sum, an indirect result of information technology will be to free staff to more directly serve the members of the College community.

Valuing Environmental Sustainability

Sustainability and “green awareness” have been major themes over the past decade at Mendocino College. Beginning with the installation of a solar array in 2009-10, Mendocino College has worked toward reducing its carbon footprint. New buildings, including the Library/Learning Center, have included features that help the building blend with the existing oak-studded Ukiah campus and use energy more efficiently than some of the older buildings on campus.

In response to continued climate change and an effort to reduce water consumption, much of the Ukiah campus has been re-landscaped using drought-resistant, native plants. New buildings at the Willits and Lake Centers will include features that reduce energy and water consumption and support faculty and staff to “practice what they preach about our College's green efforts” in the classroom and elsewhere.

Conclusion

As the Educational Master Plan indicates, Mendocino College considers a variety of internal and external factors when planning and is committed to flexibility when responding to the needs of students and the community as well as to the changing nature of higher education.

The guidance of the Educational Master Plan, in concert with the campus Strategic Plan, the Facilities Master Plan and the Technology Master Plan and the work of committees such as the Educational Action Plan Committee and the Planning and Budget Committee, will continue to play a crucial role as a primary resource for College-wide recommendations and decisions.



MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT



LAKE CENTER

2565 PARALLEL DRIVE
LAKEPORT, CA 95453



UKIAH CAMPUS

1000 HENSLEY CREEK ROAD
UKIAH, CA 5482



NORTH COUNTY CENTER

372 E. COMMERCIAL STREET
WILLITS, CA 95490