

# Substantive Change Proposal

Proposal for Mendocino-Lake Community College District to Assume Responsibility for  
College of the Redwoods Mendocino Coast Education Center



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## **I. Introduction**

### **A. Brief Description of Mendocino-Lake Community College District**

Mendocino-Lake Community College District (MLCCD) is a two-year community college committed to an open-door admission policy and a comprehensive curriculum offering two-year Associate of Arts and Associate of Science Degrees, career-technical Certificates of Achievement, Associate Degrees for Transfer, contract education, and community education.

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

MLCCD is a rural college that serves communities in a district that encompasses the greater parts of Lake and Mendocino Counties in California. The 127-acre main campus is situated among the oaks on a country hillside that overlooks the Ukiah Valley. The District serves approximately 140,000 people and eight unified school districts over more than 3,200 square miles. To serve this large territory the College operates two centers in addition to the main Ukiah campus: The North County Center in Willits and the Lake Center in Lakeport.

In fall 2015, the College had 4,300 students enrolled throughout the District. Thirteen Hundred of these students were full time; the average student is enrolled in 5.76 units. Women comprise 60 percent of the student body; the average age for all students is 29. Demographics have been shifting slowly away from a homogeneous white population to one that is more diverse. In fall 2011, MLCCD reached Hispanic Serving Institution eligibility status with a self-identified student population of 25 percent. In fall 2015, 57 percent of the College's students identified themselves as White, 30 percent Hispanic, three percent Asian/Pacific Islander, three percent African American, and five percent Native American. These percentages mirror the District and K-12 ethnic make-up closely, although the College continues to look for ways to attract and support more Native American students.

<b>Race/Ethnicity of Mendocino and Lake County Populations 2015-2016 (In percent)</b>					
<b>Racial/Ethnic Group</b>	<b>MC Students</b>	<b>Mendocino County</b>	<b>K-12 Population</b>	<b>Lake County</b>	<b>K-12 Population</b>
<b>Hispanic</b>	<b>31</b>	24.5	42	19.6	34
<b>African American</b>	<b>3</b>	1	1	2.1	2
<b>Asian/Pacific Islander</b>	<b>4</b>	2.3	1	1.7	1
<b>Native American</b>	<b>5</b>	6.3	7	4.1	5
<b>Multi-Ethnicity</b>	<b>.5</b>	3.9	3	4.6	5
<b>White</b>	<b>56</b>	68.6	45	74.1	52

The College serves as the major education resource for its communities. The District has an excellent faculty and staff committed to providing quality education and service to the students and the community. Today the District employs more than 400 exceptional classified, faculty and management personnel.

The main Ukiah campus has expanded significantly to accommodate the growing needs of the Mendocino and Lake County communities. Originally the main campus consisted of only three buildings: The Lowery Library Building, the Vocational/Technical Building, and MacMillan Hall. In 1985, the College began its building program and has constructed the following: The Horticulture Center, the Child Development Center, the Physical Education/Athletics complex, the Maintenance building, the Center for Visual and Performing Arts, the Science complex, the Nursing complex, the Library/Learning Center, and the Lowery Student Center.

The completion of the permanent center in Lake County in December 2012 created increased opportunities for students to fully pursue their educational goals in Lake County. Additionally, the permanent North County Center was constructed in Willits and opened in fall 2013. The Lake and North County Centers provide administrative services and classrooms for outlying areas. Additional services offered in these locations include counseling, financial aid, and EOPS. Library and audio-visual services are offered through the main campus and online. Substantive Change Proposals for both Centers have been submitted to and approved by the Commission.

**B. Background for the Current Substantive Change**

Although geographically closer to MLCCD and located in the same county, the Mendocino Coast was allocated to Redwoods Community College District (RCCD) during the 1972 vote which formed the current MLCCD. Although these District boundaries have been adhered to since that vote, RCCD and MLCCD have held past agreements regarding MLCCD teaching

in the RCCD service area to best serve this region. In the fall 2010 semester, MLCCD was approached by RCCD to offer credit and non-credit English as a Second Language classes in its service area as RCCD was unable to do so. MLCCD offered these courses for one semester in spring 2011; however, after one semester, RCCD resumed offering these classes ([Appendix 1](#)). In 2014, MLCCD was approached by RCCD to absorb all instructional and operational obligations at the RCCD Mendocino Coast Education Center. Additionally, Fort Bragg community and city council members had a formal meeting with MLCCD administration about the feasibility of MLCCD having a permanent presence on the coast. Following this meeting and after MLCCD Planning and Budgeting Committee (PBC) discussions and Board of Trustee (BOT) direction, RCCD and MLCCD signed a Memorandum of Understanding (MOU) for a temporary transition of class offerings from RCCD to MLCCD and consideration of a more permanent presence by MLCCD. In October 2014, this MOU was updated to include spring 2015 and summer 2015 ([Appendix 2](#)). A final MOU was agreed to in July 2015 to include and plan for the semesters leading up to the eventual transfer of the Coast Center and territory. This MOU became effective August 15, 2015 and will terminate on June 30, 2017 ([Appendix 3](#)).

In fall 2014, MLCCD began offering classes at the RCCD Coast Center under the MOU. MLCCD continued to offer classes during the spring 2015 semester; however, the selection of course offerings were limited until the approved Substantive Change proposal from ACCJC to offer 50 percent or more of a degree which was submitted in April, 2015 and approved in May, 2015 ([Appendix 4](#)) ([Appendix 5](#)).

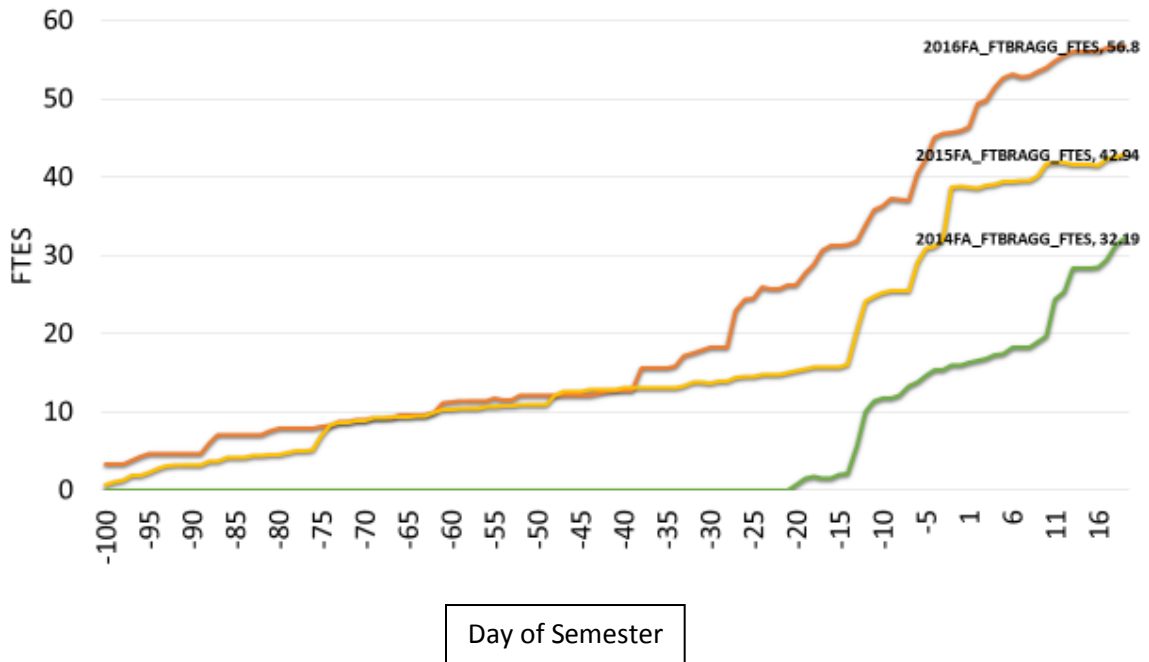
MLCCD was approved to offer 50 percent or more of the following degrees:

- 1) Certificate of Achievement: Culinary Arts Management
- 2) Associate Degrees for Transfer: Business, Communications, English, Sociology, and Studio Arts
- 3) Certificate of Achievement/Associate of Arts: Child Development ([Appendix 6](#))

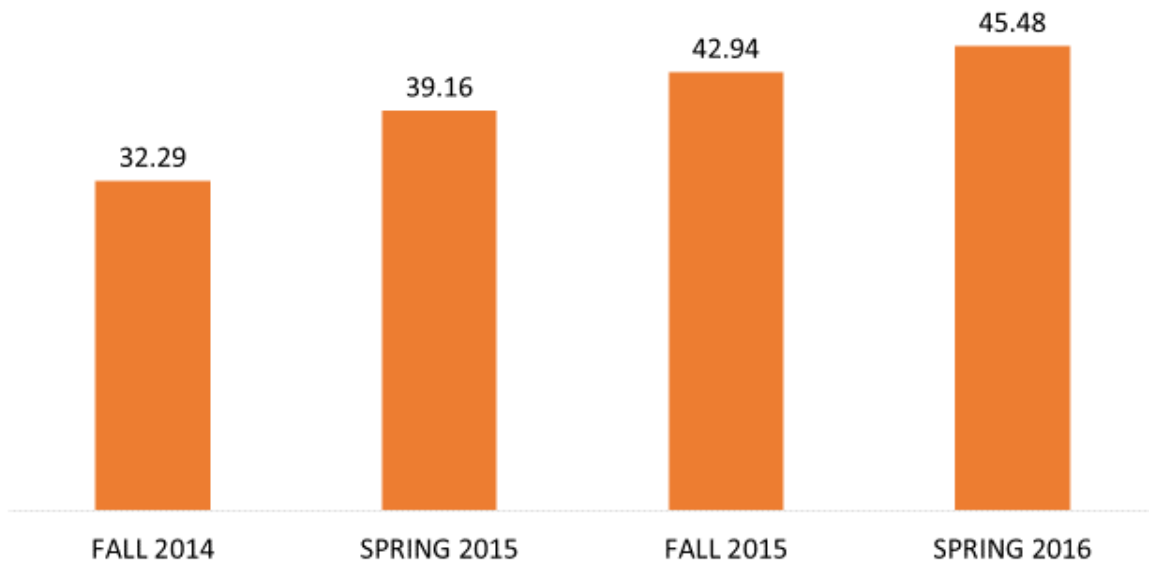
After approval by ACCJC, the fall 2015 and spring 2016 schedules expanded in the areas above and some GE areas ([Appendix 7](#)). This expansion is planned at a measured rate as the coastal community becomes increasingly aware of MLCCD's presence at the Coast Center and as they become increasingly confident that MLCCD is going to remain the "College on the Coast." Fall of 2016 is our biggest schedule yet, and enrollments continue showing growth ([Appendix 8](#)).

The tables below show the total enrollments from fall 2014 through spring 2016 and enrollment trends up to early September 2016. These tables allow for comparison of MLCCD enrollments on the coast over three fall semesters and actual enrollments for four semesters.

### FALL TO FALL COMPARISON



### FALL 2014 - SPRING 2016 FTES





In addition to the development of the course schedules, provision of student programs and services has been essential in building enrollments and relationships with students. The following student support services have been offered:

*Assessment/Orientation:*

Regular placement testing hours have been scheduled. Orientation is accessed either in person at the main Ukiah campus or online through the College website with assistance available from staff at the Coast Center.

*Registration:*

A temporary Center Assistant covers the admissions office at the Coast Center, processes applications, does manual registrations, processes fee waivers, and gives general assistance to new and returning students.

*General Counseling:*

Two part-time counselors are providing regular counseling services at the Coast Center and to high school students who are completing their matriculation requirements for admissions. Also, a CalWORKS counselor travels once a month to the Coast Center to meet with CalWORKS students.

*Veterans:*

Students needing these services have either traveled to the North County Center in Willits or the main Ukiah campus. If they were unable to do this, they completed the intake process through either phone, facsimile or email.

*Disability Resource:*

The DRC Coordinator/Counselor goes to the Coast Center to meet with DRC students. Also, a new internet ready computer with a flatbed scanner, headphones and microphone have been installed at the Coast Center with the following software to assist students:

- JAWS
- Kurzwell
- ZoomText
- Microsoft Office
- Dragon

*Financial Aid:*

The temporary Center Assistant is able to receive financial aid forms and documents at the Coast Center in addition to processing fee waivers. A representative from the financial aid office has also traveled to the Coast Center to provide additional support

for students requiring assistance with the financial aid application process and required documentation. Lastly, financial aid workshops were conducted in the last year at the Coast Center and at a nearby Mendocino High School to assist students and their families with the financial aid application process.

*Tutoring Services:*

MLCCD has not hired tutors yet for the Coast Center; however, part-time faculty have been assigned hours in the Library/Learning Center for both scheduled lab courses in English and Math and additional hours to provide general assistance to students.

While MLCCD has been developing and offering courses and student services at the Coast Center, MLCCD has also been working through the details of the property transfer and transfer of territory as described in the proposal below.

## II. Substantive Change Proposal

### A. Description of Proposed Change and Reasons

#### *Clear and Concise Description of the Change*

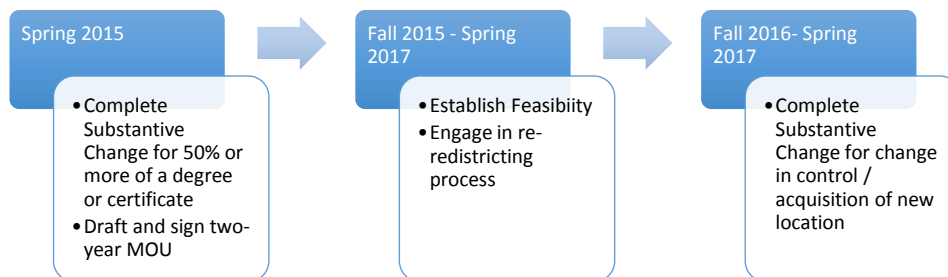
MLCCD and RCCD jointly propose that MLCCD assumes responsibility for the Coast Center located at 1211 Del Mar Drive in Fort Bragg and for all additional locations currently within the boundaries of the RCCD Mendocino County service area. These locations include, but are not limited to, the location of the Fine Woodworking Program at 440 Alger Street in Fort Bragg.

Per section 3.3.2 and 5.0 of the ACCJC Substantive Change Manual, with the approval of this proposal, MLCCD would acquire the Coast Center, a location currently owned by RCCD.

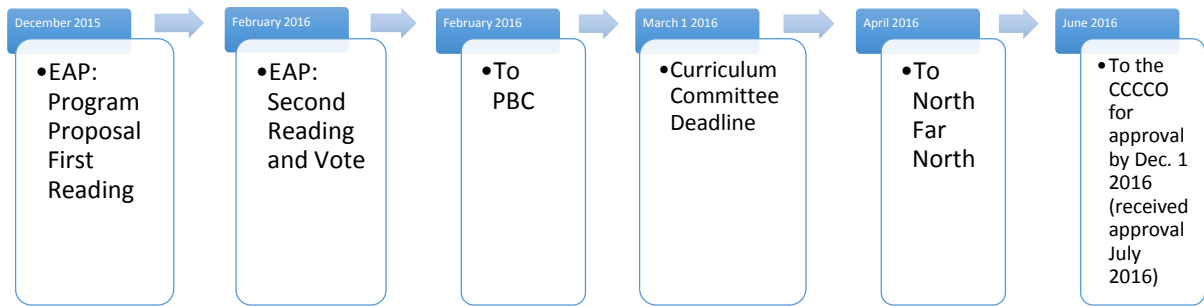
These proposed changes would constitute the final steps in a multi-step process after which MLCCD will assume control of the Coast Center—which will be named the “Mendocino-Lake Community College District Coast Center.” This process also included a series of MOUs between MLCCD and RCCD for the evolving agreements from fall 2014 until spring 2017; a redistricting process which has cleared the way for the transfer to occur; the acquisition of the Fine Woodworking program and course curriculum which has been achieved through approval from the local MLCCD Curriculum Committee, the North/Far North CTE Consortium, and the California Community College Chancellor’s Office. MLCCD has appropriately implemented an on-going monitoring process and has done its due diligence to assess the feasibility of operating the Coast Center. These steps have led to this final Substantive Change Proposal in which MLCCD and RCCD are mutually proposing that MLCCD acquire the Coast Center from RCCD.

The following timelines capture this process:

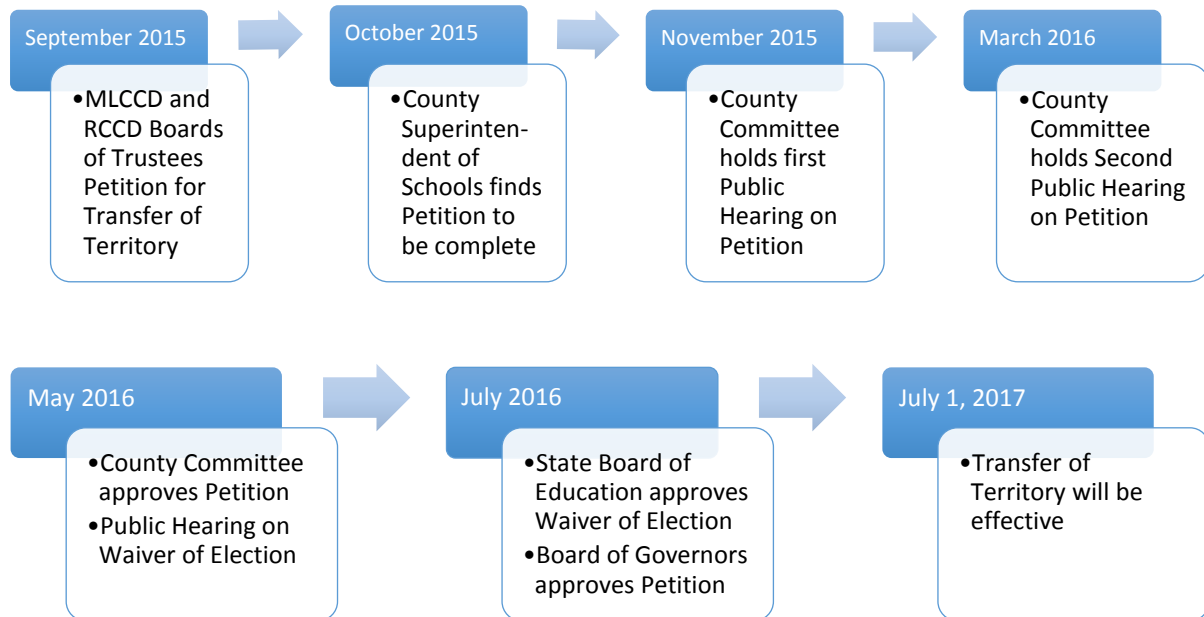
#### Substantive Changes Timeline



Fine Woodworking Program ([Appendix 9](#)) ([Appendix 10](#)) ([Appendix 11](#)) ([Appendix 12](#))



Transfer of Territory Timeline ([Appendix 13](#)) ([Appendix 14](#))



*Relationship to Mission*

The MLCCD Mission statement is as follows:

“MLCCD 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. MLCCD embraces its role as an intellectual, economic and cultural anchor for the region.”

As the College's Mission states, MLCCD is committed to serving all students in its region by offering basic skills, transfer preparation and career and technical education courses. The District is also keenly aware of its role as an anchor for intellectual, economic and cultural development. The Mendocino Coast is a significant part of Mendocino County in which the District is located, and MLCCD's assumption of the Coast Center would expand the District's capacity to provide programs and services to the residents within the county. MLCCD's presence on the Mendocino Coast will ensure access to a high quality college education for students in this remote coastal region.

*Rationale for the Change:*

RCCD's distance from the Coast Center has hampered its ability to adequately serve the coastal population. The Coast Center is situated 127 miles from RCCD's main campus in Eureka, and is a three-hour drive with no public transit connections. In contrast, MLCCD's main Ukiah campus is 55 miles from the Center, an approximate one hour and twenty minute drive, and is served by the local transit – MTA ([Appendix 15](#)). Additionally, MLCCD's North County Center is in Willits which is only 35 miles from the Coast Center, about a 50 minute drive, and a direct MTA bus ride. MLCCD's closer proximity allows for the College to be more responsive to and connected with the community and its needs.

Initially, in spring 2014, MLCCD received a number of key informational items from RCCD regarding its proposed teach-out plan for the coast. This information indicated an on-going student need. For example, the Mendo.xlsx spreadsheet included information for all students enrolled at the RCCD Coast Center for the fall 2013 and spring 2014 semesters. This document specifically focused on 333 students and provided data on units completed, awards received, and declared majors for students. Through this information, MLCCD was able to project future degrees and certificates it could offer, which informed the previous Substantive Change Proposal for 50 percent or More of a List of Degrees ([Appendix 16](#)).

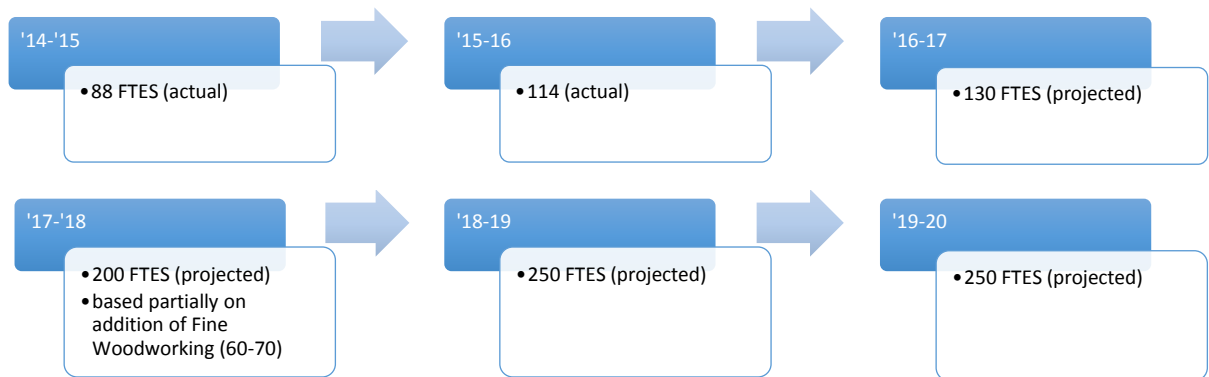
Additionally, MLCCD received a degree audit summary from RCCD. This document provided a "big picture" summary of the number of students with remaining courses in GE areas for Liberal Arts degrees ([Appendix 17](#)). Finally, the "Courses student's" document included the specific courses and the number of students who needed those courses based on program evaluations. This particular report focused on students who had completed 30 units or more of a degree ([Appendix 18](#)).

From this information, MLCCD was able to develop a crosswalk ([Appendix 19](#)) as well as the previously mentioned fall 2014 and a spring 2015 schedule to serve the coastal community. As a result, during the 2014/2015 academic year, MLCCD held classes at the RCCD Coast Center site as well as at the Ft. Bragg High School location. The classes held constituted less than 50 percent of any degree or certificate.

During the 2015-2016 academic year MLCCD grew the number of sections offered both at the Coast Center and at high school locations. Enrollments were responsive and the FTES grew at the Coast Center (see “Background” section). Continued growth is being experienced during the fall 2016 semester. The Fine Woodworking program will provide a large boost in enrollments (50-60 FTES). Based on the Transfer of Territory agreements made with the Chancellor’s Office and the Board of Governors, MLCCD will have until 2020 to enroll 250 FTES in order to maintain center funding at its current rate. Since this funding is an assumption to the success of the Coast Center, it is key that this is a manageable goal. To this end, MLCCD has been working extensively with the local high schools. By 2016-2017 all graduating seniors at Fort Bragg High School will be or have been registered as MLCCD students. Some high school students will graduate with as much as a semester’s worth of units through dual/concurrent enrollment opportunities. These are efforts that were not employed by RCCD and that will result in increased enrollment at MLCCD. MLCCD is also working with the other high schools on the coast, including Mendocino High School, Three Rivers Charter School and Noyo High School

Based on the timeline below, outreach work and schedule planning, and evidence of current growth, 250 FTES will be achieved.

*FTES Build Out:*



It is important to the coastal community that MLCCD assumes responsibility of the Coast Center. If RCCD continues to withdraw services from the Mendocino Coast area, then students within that area will no longer have access to high quality educational college courses and programs. Upon approval of this Substantive Change, MLCCD will be able to deliver access to courses and programs as well as degrees and certificates to a large group of students who would not otherwise be able to achieve their educational goals.

**B. Description of the Program to be Offered**

*The Education Purposes of the Change are Clear and Appropriate*

MLCCD did not initially offer new educational programs at the Coast Center, nor was there or will there be a change in delivery mode for classes offered at the Center. Based on the information received by RCCD and the data collected by MLCCD during the past

three years, MLCCD has built initial schedules of courses at the Coast Center which respond to student needs according to the following priorities:

- Information gathered from RCCD about continuing students, their declared educational goals and courses needed to fulfill those goals;
- Courses relevant to students as they begin their college education (e.g. math, English, general education requirements);
- Basic skills/ESL courses to help students become college ready and/or improve their employment prospects;
- CTE offerings relevant to coastal labor market (e.g. Business, Child Development, Culinary Arts, Sustainable Technologies);
- Course offerings developed as a result of a partnership with the K-12 districts, including adult education, on the coast.

As enrollment builds on the coast, and students participate in our matriculation process, data from student education plans will be used to further develop a schedule of courses.

Additionally, with the transfer of territory, Fort Bragg Unified School District's Adult Education Program will begin to benefit from the Adult Education Block Grant Consortium led by MLCCD. In the rest of the District this has resulted in increased MLCCD offerings for high demand programs for adults in CTE, ESL and programs for adults with disabilities.

The District is developing a district wide schedule which will consider cohorts of students from the coast defined by their educational goals and available time for classes. It will also leverage existing MLCCD resources at the North County Center, which is an approximately one-hour drive from the Coast Center, and the main Ukiah campus. For this reason, students will be able to build a reasonable course schedule or may opt for a schedule which might include travel to another MLCCD location. For example, a schedule for coastal students might allow for two days on the coast for core classes and travel to one of our Centers or the main campus for two other days. This scheduling paradigm has been employed at our North County Center in Willits with great success.

#### *Fine Woodworking Program*

Under the current MOU, RCCD continues to offer the highly successful Fine Woodworking program in Ft. Bragg. As described in the "Background" section of this report, MLCCD has developed and received approval at the local, regional and state levels for a program, courses and prerequisites which mirror the curriculum at RCCD. MLCCD is prepared to begin offering this program and courses in fall 2017. As outlined in the current MOU between RCCD and MLCCD, the full-time tenured faculty who directs this

program is guaranteed a transfer to MLCCD. This will ensure continuity in this program and provide for a seamless transition to its new institution.

### **C. Description of the Planning Process**

*The Change's Relationship to the Institution's Planning, Evaluation and Stated Mission:*

MLCCD has a long-standing history of serving northern Mendocino County. Soon after the founding of the College in the early 1970s, the North County Center in Willits was established to provide access to California Community College programs and support services in the outlying regions of the College district. The college has continued to confirm its understanding and support of “*our communities*” by establishing its two off-campus education centers in remote parts of its service area and by infusing its commitment to the rural communities which it serves in multiple passages of the College Mission, vision and values and in general institutional planning ([Appendix 20](#)). The opportunity to serve coastal students at the Coast Center dovetails perfectly with this focus and allows MLCCD to serve virtually all Mendocino County residents.

Up to this point, the process of taking on the Coast Center has been discussed within all of our planning processes and has been folded into a variety of planning documents, including a priority in our Education Master Plan ([Appendix 21](#)) and Enrollment Management initiatives ([Appendix 22](#)). With the approval of this substantive change proposal, the Coast Center, as a permanent MLCCD location, will be folded into all of the District's existing planning documents, including Strategic Planning, Program Review, SLO assessment, SSSP, Basic Skills and Student Equity Plans.

Through its experience in operating both the North County Center and the Lake Center, MLCCD has developed a highly effective model of providing educational and student services to students in remote areas. Because of the Coast Center's remote coastal location, existing buildings and facilities, and the need for a relatively small staff, the success MLCCD has had at running centers efficiently and effectively will ensure continued planning, assessment, and adherence to our Mission as we successfully provide services at the Coast Center.

*Educational Master Plan Priorities:*

In the 2014 revision to MLCCD's Educational Master Plan, the District identified the following as a planning priority: ([Appendix 21](#)) “Continue to grow and expand efforts to deliver instruction in the Fort Bragg/Mendocino Coast area.”

The direction to continue to expand services in this area comes from an acknowledgement that the coastal area students need to have access to educational



opportunities, as well as an expansion of an earlier 2012 planning priority which directed the College to address growth in areas beyond the main Ukiah campus.

The Enrollment Management Committee has also developed initiatives. While the plan is still in a draft form, the first initiative is “To build out the Mendocino Coast schedule to reach 250 FTES by 2020.”

Both of the documents cited above also prioritize building K-12 alliances through dual/concurrent enrollment programs. The Mendocino Coast, in particular Fort Bragg High School, has the largest dual/concurrent enrollment program in our region. In fact, our work on the coast acted as a spearhead for developing processes and priorities throughout our District for offering dual and concurrent enrollment.

#### *Assessment of Needs and Resources:*

##### Fiscal Needs and Resources

In 2016, the Vice President of Administrative Services drafted a four year cost analysis of expanding to the Mendocino Coast ([Appendix 23](#)). MLCCD has been highly successful in operating two cost effective educational centers in Willits and Lakeport. The VP of Administrative Services presented scenarios to PBC, which included various enrollment assumptions and staffing levels for the Coast Center similar to current centers ([Appendix 24](#)).

##### Facilities/Grounds Needs and Resources

In addition, staff from maintenance, custodial, grounds and information technology have visited the site multiple times to assess facilities, equipment and technological infrastructure to gauge the overall cost of updating and maintaining the Coast Center. Comprehensive inspections of all facilities led to the current MOU and an agreement with RCCD to provide facilities improvements before the transfer of the property/territory.

MLCCD continues to work with RCCD on a list of repairs and maintenance items ([Appendix 25](#)). MLCCD recognized that the Coast Center location, two blocks from Northern Californian ocean bluffs, will pose maintenance issues unlike those experienced on the inland campus and centers. Custodial equipment and supplies have been inventoried and purchased as needed. An inventory of all locks, interior and exterior, has been conducted and a plan for rekeying the facilities before the final transfer in July, 2017 has been developed ([Appendix 26](#)).

The functions and design of the space has also been evaluated and MLCCD has begun to refurbish the Library/Learning Center to mirror the design of its other Centers with a “Learning Commons.” This design not only creates an accessible collaborative learning space for students, but also maximizes efficiency of human resources. Admissions, registration and other student services have been moved within the offices around the

Library/Learning Center to create a “one-stop-shop” for students. This also allows for the space to be available during all open hours at the Center. MLCCD has a proposal from TLCD Architecture for a redesign of the space which is being evaluated for costs and feasibility ([Appendix 27](#)).

The Fine Woodworking facility and equipment appear to be in good working order.

It was determined that an alarmed security system did not need to be maintained. However, a security camera system will be installed. MLCCD installed a MITEL VOIP phone system at the Coast Center that integrates with the District system. Phones are being installed during the fall 2016 semester.

#### Technology Needs and Resources

IT staff originally surveyed the technology resources at the Coast Center before the start of the fall 2014 semester and did another formal inventory in January 2015. In fall of 2014 when MLCCD began offering courses at the Coast Center, the IT staff found the resources in place for the minimal classes offered at that time but that much equipment would need to be replaced soon. The MLCCD IT staff has worked closely with RCCD IT staff to keep RCCD’s equipment functional while transitioning to MLCCD updated networks and equipment ([Appendix 28](#)).

#### Staffing Needs and Resources

After the initial MOU to provide courses at the Coast Center was signed during the summer of 2014, supervision was assigned the Dean of Instruction. Initial services were provided by existing staff. It was determined that the only way to make staff available for registration and student support services was to start the semester later on the coast. This occurred for the first three semesters on the coast and allowed for Admissions and Records staff to be available to serve students on the coast. MLCCD hired a part-time counselor for coastal students and employed a part-time “faculty liaison” to assist the Dean with on-site coordination at the Coast Center. Because of the staggered start date and the need to send staff to the coast, students were served with registration events ([Appendix 29](#)). During the first three semesters, RCCD provided custodial services. Since fall of 2015, MLCCD has hired a Center Assistant and a custodian.

Note: Facilities and Technology accomplishments and plans and permanent staffing plans are discussed in future sections.

#### *Effect of Proposed Change on the Institution:*

This proposed change would increase overall enrollment and provide quality services to an isolated region of the Mendocino Coast. In the most recent cost analysis scenario ([Appendix 30](#)), it is projected that in order to effectively operate the Coast Center, a full-time center supervisor and full-time center assistant would be necessary, mirroring the College’s two current Centers. Other positions, including a part-time counselor, custodial/maintenance/security worker, and a technology support person are also included

in the four-year cost analysis. Additional positions will be added over time as enrollments support the need. MLCCD projects that minimal construction would need to occur because the site is already operational and in place, though some renovations and updates may be necessary for regular maintenance and deterioration.

Current full-time staff and faculty are also impacted by this change. Full-time faculty typically conduct part-time faculty evaluations throughout the District and oversee the assessment of SLOs, textbook ordering and generally ensure the consistency of course delivery. Classified staff who support technology, facilities, and admissions also help to support the work at the Centers. Finally, middle and executive leadership at MLCCD will provide oversight for this new Center. As permanent staff is hired and enrollments stabilize, all of this work will need to be continually monitored, and appropriately distributed.

*Statement of Intended Benefits:*

Assuming control of the Coast Center with the ability to offer 50 percent or more of a variety of degrees and certificates will allow for adequate educational services to be provided to an isolated and underserved region of Mendocino County. MLCCD will be able to provide increased and robust services to ESL, K-12, Vocational, Basic Skills and Transfer students through new partnerships. RCCD, due to the distance from its main campus to the Coast Center, has simply not been able to provide the services to the coastal community that MLCCD will be able to provide. With the approval of this substantive change request, the transfer of territory, and the ability to hire permanent staff that will result, MLCCD will become a permanent education provider on the coast.

*Description of Preparation and Planning Process:*

As stated previously, RCCD and MLCCD have held past agreements regarding MLCCD teaching in the RCCD service area. In the spring 2011 semester, MLCCD offered credit and non-credit English as a Second Language Classes in the RCCD service area. In 2014, MLCCD was approached by RCCD to absorb all instructional and operational obligations at the Center. Additionally, Fort Bragg community and city council members had a formal meeting with MLCCD administration about the feasibility of MLCCD having a permanent presence on the coast. Following this meeting, RCCD and MLCCD drafted a Memorandum of Understanding for a temporary transition of class offerings from RCCD to MLCCD until the site could be permanently acquired by MLCCD.

The initial MOU between RCCD and MLCCD was signed by both Superintendent/Presidents in June 2014. Prior to MLCCD's Superintendent/President signing the MOU, it was reviewed by the MLCCD Board BOT at their May and June 2014 meetings and was ratified by the MLCCD Board at its July 2014 meeting ([Appendix 13](#)). Prior to reaching the BOT, the MOU was discussed and reviewed in PBC, which is comprised of representatives from all constituent groups including

Academic Senate, Classified Senate, and Management/Supervisory/Confidential leadership.

In fall 2014, MLCCD began offering classes at the RCCD Coast Center under the MOU. MLCCD has also offered classes during the spring 2015 semester; however, the selection of course offerings was initially limited until the fall 2015 after the first substantive change request was approved to offer 50 percent or more of some of our certificates and degrees.

During the 2015/16 and 2016/17 academic/fiscal years, RCCD and MLCCD are operating under MOUs which describe a process leading up to the expected transfer of territory/property which is scheduled to occur in July, 2017. Superintendent/President Arturo Reyes and Vice President of Administrative Services Eileen Cichocki have been leading MLCCD in mapping out the transfer of territory. Updates on the transfer appear frequently in PBC minutes and President's reports for the BOT meetings ([Appendix 31](#)).

#### **D. Evidence of Analysis**

##### *Student Support Services:*

The student programs and services offered at the Coast Center will include assessment, orientation, admissions and records, counseling, Disabled Student Programs and Services (DSPS), financial aid, Extended Opportunity Programs and Services (EOPS), tutoring services, and student activities. Additionally, the Coast Center includes academic support services that include access to 30,000 physical materials accessible by courier from the main Ukiah campus. The Coast Center also has access to over 134,000 eBooks and millions of full-text articles that are available 24/7 through a remote access interface. The link to see the library interface is located at: <http://library.mendocino.edu>.

The following services have been provided and will continue to be developed and increased as enrollment increase and full-time permanent staff are hired:

##### Assessment/Orientation:

Regular placement testing hours have been scheduled. Orientation is accessed either in person at the main Ukiah campus or online through the College website with assistance available from staff at the Coast Center. With the growth in enrollment, orientation will be made available at the Coast Center.

##### Registration:

A Center Assistant covers the admissions office at the Coast Center, processes applications, does manual registrations, processes fee waivers, and gives general assistance to new and returning students.

##### General Counseling:

Two counselors are providing regular counseling services at the Coast Center and to high school students who are completing their matriculation requirements for

admissions. Also, a CalWORKS counselor travels to the Coast Center to meet with CalWORKS students. With the increased enrollment general counseling, DSPS counseling, and EOPS counseling will increase.

Veterans:

Students needing these services have either traveled to the North County Center or Ukiah. If they were unable to do this, they completed the intake process through either phone, facsimile or email.

Disability Resource:

The DRC Coordinator/Counselor goes to the Coast Center regularly to meet with DRC students. Also, a new internet ready computer with a flatbed scanner, headphones and microphone have been installed at the Coast Center with the following software:

- JAWS
- Kurzwell
- ZoomText
- Microsoft Office
- Dragon

Financial Aid:

Cash for College events have occurred and services will be offered on a regular basis.

Tutoring Services:

MLCCD will be hiring tutors for the Coast Center; however, part-time faculty have been assigned hours in the Library/Learning Center for both scheduled lab courses in English and Math and additional hours to provide general assistance to students.

*Sufficient and Qualified Faculty, Management, and Support Staffing:*

The College plans to operate the Coast Center in a manner similar to its centers in Willits (North County Center) and Lakeport (Lake Center). The Center will be overseen by a Dean of Centers. The Center will be staffed by a full-time center supervisor, a member of the Management/Supervisory/Confidential employee group, who will handle routine operations such as class scheduling, staffing, student complaints, facility issues, etc. There is an educational administrator (Director) on site at the Lake Center, so the Dean of Centers will primarily travel between the North County Center (Willits) and the Coast Center (Fort Bragg). The Dean reports directly to the Vice President of Education and Student Services and meets weekly with the VP and the other deans. The Dean also participates in several shared governance committees such as the PBC, the Educational

Action Plan (EAP) Committee, Enrollment Management Committee, and Staffing Committee.

Support staff will include a full-time Center Assistant responsible for student support services such as admissions and records, assistance with financial aid, student disability resources, EOPS; a full-time facility worker responsible for custodial, grounds, and light maintenance of campus; a Computer Technician will be assigned on a part time basis and will be responsible for instructional and administrative technology support; and part-time clerical support staff and student workers will be hired as needed to ensure sufficient support services.

Counselors will be assigned to the Coast Center. In addition to general counseling, specific student support services such as EOPS, DSPS, and CalWorks counseling will also be provided at the Center.

*Professional Development:*

While no specific additional professional development is needed to offer programs at an off-campus center, faculty who teach at the Coast Center—both full- and part-time – are included in general professional development offered all College personnel. This includes annual teaching institutes that focus on pedagogy for basic skills, CTE and transfer level instruction; periodic distance learning workshops; regular inservice professional development days; and a flex program that assures continued individualized professional development. Additionally, part-time faculty orientations which are held at each of the other District Centers and the main Ukiah campus will be held at the Coast Center each semester to provide professional development, go over the general MLCCD priorities and procedures as well as cover issues which are specific to the Center.

In the five semesters that MLCCD has been scheduling classes at the Coast Center, part-time faculty orientations have been offered. Also, faculty teaching on the coast have attended District inservice events and teacher institutes. Over the past three semesters, the College has hired a part-time temporary faculty coordinator/liaison position to offer some leadership for the part-time faculty teaching at the Coast Center.

Coast Center staff conduct their initial training with managers and staff at the main campus and at the established Centers. They will attend similar trainings as main campus staff in similar positions.

*Appropriate Equipment and Facilities, Including Adequate Control Over Any Off Campus Site:*

The site consists of 20 acres just off of Highway 1 on the south end of the City of Fort Bragg. The property is owned by RCCD. Under the conditions of the current MOU,

RCCD is responsible for the maintenance of the buildings and for providing repairs and maintenance to the site before the transfer of territory.

Situated on the property:

- Three permanent buildings
- Student patios and a central plaza
- Outdoor learning areas
- Natural coastal landscaped grounds
- Parking
- High visibility from Highway 1

The three buildings house 14 classrooms, including a computer lab, two science labs and two art studios; student services, including counseling, admissions and records services, and computers for electronic registration; administrative offices; IT support office and mechanical spaces; independent student learning spaces, library/learning lab, study room; and faculty and staff workspaces ([Appendix 32](#)).

The Coast Center also includes a separate Fine Woodworking facility located at 440 Alger Street in Fort Bragg.

As a result of the IT inventory described in section C.2, much work has already been done as MLCCD has hired temporary staff and increased the level of instruction and services offered at the Coast Center. It was determined that the Coast Center is eligible for CENIC (The Corporation for Education Network Initiatives in California) connectivity to CalREN (California Research and Education Network) which will provide connectivity from the Coast Center to the main Ukiah campus in the same manner as MLCCD's other Centers. As a result, a small network to support administrative computers has been established and communicates securely to the main campus.

MLCCD acknowledges that much of the Coast Center's wiring infrastructure is in need of replacement and will need to match the technology standards at all MLCCD locations. An inventory exists of what is currently known to be replaced and will be modified as new information emerges ([Appendix 33](#)). Recently, wireless services were expanded to include the Art building. However, that will need to be replaced with MLCCD equipment by 2017.

Some work has already been done on the replacement of the wiring infrastructure; fiber was upgraded before the start of the 2016 semester between the buildings and the wiring closets. The wiring to the wall jacks is currently CAT5E and will be sufficient until 2020.

MLCCD is taking possession of and upgrading phone systems at the Coast Center: PBX system was installed with handsets compatible with the MITEL/VOIP phone system in early fall 2016 and instructional areas are having phones installed by the end of fall 2016 semester.

The Coast Center has extensive office space and it may not be necessary to utilize all the space that is available. However, for a complete report, the inventory outlines the basic technology needs for all available spaces not currently used by the Charter School. Computers, printers and copiers for all administrative use will be provided. Currently, four administrative work areas have been upgraded with new computers and printers. New photocopiers were installed in October 2016 under lease by MLCCD.

The instructional classrooms currently use the SMART/AV setup. There is planned replacement of each of the computers and projectors. Other components such as monitors, sound equipment and DVD players will be transferred from RCCD to MLCCD inventory and will be replaced on an “as needed” basis. As of spring 2016, MLCCD set up three additional classrooms with SMART/AV technology; the existing computers got refreshed by RCCD to upgrade to Windows 7. For fall of 2016, the Art building was equipped with a color printer and scanner by MLCCD. The classroom technology maintenance and upgrading is a good example of how MLCCD and RCCD have worked together to plan for and implement a smooth transition for possession and responsibility of the Coast Center.

Other equipment/technology related planning include the following:

- For fall 2017 a computer classroom will be established in an area now leased by the Charter school
- Student ID card system was installed in late spring 2016 that works with and is supported by the MLCCD ID card system
- With the CENIC upgrade, staff is investigating having Polycomm equipment and capability by spring 2017 to provide similar synchronistic distance education as provided from the main campus to the other two Centers.
- New computers provided to the Coast Center will have Adobe and other college licensed software.

*Sustainable Fiscal Resources:*

As indicated in 6, below, MLCCD has engaged in both initial and long-term planning in anticipating the fiscal impact of offering classes and assuming control the RCCD Coast



Center. In the 2014-2015 academic year, and under the restriction of offering less than 50 percent of a degree or certificate, the fiscal position of MLCCD was improved by \$475,550 as a result of activities on the coast. MLCCD has also projected similar sustainable fiscal benefits going forward, based on the approval of this initial substantive change in which the institution could offer more than 50 percent of a degree or certificate.

*A Comparative Analysis of the Budget, Enrollment, and Resources; Identify New or Reallocated Funds:*

### **2014/15**

In 2014/15, MLCCD served 88 FTES at the Coast Center which resulted in \$411,488 in general apportionment. MLCCD spent \$190,000 in faculty salary and benefits and \$19,975 in travel and staff costs. Revenue exceeded expenditures by \$201,513. The current MOU with RCCD contains the following provisions:

- All revenue received by RCCD under the provisions for a “grand parented center” in the Service Area will be transferred to MLCCD after payment of actual costs of operating the educational center for the entire term of this agreement.
- The revenue from actual funded FTES and all student fees generated by the Fine Woodworking program will continue to be allocated to RCCD. RCCD will transfer all such revenue to MLCCD after payment of actual expenses incurred by RCCD to operate the Fine Woodworking program.

In 2014/15, MLCCD received \$274,037 from RCCD for 2014/15. Therefore, the fiscal position of MLCCD is improved by \$475,550 ( $\$201,513 + \$274,037$ ) by serving the Coast Center in 2014/15 ([Appendix 34](#)).

### **2015/16**

In 2015/16, MLCCD served 114 FTES at the Coast Center which resulted in \$538,422 in general apportionment. MLCCD also received rental income of \$6,061 from outside entities. MLCCD spent \$366,000 at the Coast Center in 2015/16. Therefore, for MLCCD, revenue exceeded expenditures by \$178,236. Expenditures included faculty, part time staff, counseling, travel, supplies, and equipment. MLCCD began investing in technology upgrades at the Coast Center. The Dean of Instruction provided administrative oversight of the Coast Center and North County Center. RCCD continued to operate the Fine Woodworking program and transfer enrollment revenue, net of expenditures, to MLCCD. RCCD continued to maintain the facility and transfer center funding, net of expenditures, to MLCCD. In 2015/16, MLCCD received an additional \$267,837 from RCCD for 2015/16. Therefore, the financial position of MLCCD is improved by \$446,073 ( $\$178,236 + \$267,837$ ) by serving the Coast Center in 2015/16 ([Appendix 34](#)).

## **2016/17**

In 2016/17, MLCCD plans to serve 130 FTES. RCCD will continue to operate the Fine Woodworking program and transfer enrollment revenue, net of expenditures, to MLCCD. RCCD will continue to maintain the facility and transfer center funding, net of expenditures, to MLCCD. MLCCD will begin to increase staffing levels to serve the growth in the student population. The Dean of Centers will provide administrative oversight to the Coast Center. In addition, recruitment will begin for a center supervisor, center assistant, and center facilities worker. This level of FTES and staffing is estimated to result in revenue exceeding expenditures by \$425,519 ([Appendix 34](#)).

### **Status of Center Funding of the Grandfathered Mendocino Coast Center**

The SB361 funding formula for California Community Colleges provides center funding to college's based on FTES served at each center. One level of funding covers a center with FTES between 250 and 500. In 2013/14 RCCD reported 235.68 FTES at the Coast Center. This FTES level was sufficient to receive the 250 FTES level of center funding due to the fact that FTES criteria had been reduced during the preceding years of budget reductions at the state level. The funding formula includes a three year center funding stability mechanism to address declining enrollments. From 2014/15 through 2016/17, both RCCD and MLCDD will be reporting FTES served by each institution in the Service Area, therefore neither college will report sufficient FTES to meet the center funding level of 250. RCCD will receive center funding under the stabilization mechanism for 2014/15, 2015/16, and 2016/17.

Under normal circumstances, 250 FTES will need to be reported in 2017/18 to retain center funding. However, in recognition of the unique nature of this transfer of territory, the District requested that the Chancellor's Office and Board of Governors agree to allow MLCCD an additional three years after the official transfer of territory on July 1, 2017 to restore 250 FTES at the Coast Center without loss of center funding. This agreement is detailed in the Petition for Transfer of Inhabited Territory in response to Education Code section 74108, subdivision (b).

## **2017/18**

In 2017/18, MLCCD plans to serve 200 FTES and assume complete control over the Service Area including the Fine Woodworking Program. MLCCD plans to hire the full time faculty member currently teaching in the Fine Woodworking program. Part-time faculty teaching in the Fine Woodworking program have been encouraged to apply to MLCCD. MLCCD will also assume utilities costs estimated to total \$100,000 annually. This level of FTES and staffing is estimated to result in revenue exceeding expenditures by \$286,865 ([Appendix 11](#)).

## **2018/19**

In 2018/19, MLCCD expects to be serving students at the 250 FTES level. Revenues are projected to exceed expenditures by \$429,065.

## **E. Evidence of Internal and External Approvals**

All Memorandums of Understanding (MOUs) between RCCD and MLCCD have been signed by both Superintendent/Presidents ([Appendix 2](#)). Prior to MLCCD's Superintendent/President signing each MOU, they were reviewed and ratified by the MLCCD BOT ([Appendix 35](#)). Prior to reaching the BOT, each MOU has been discussed and reviewed in PBC, which is comprised of representatives from all constituent groups including Academic Senate, Classified Senate, and Management/Supervisory/Confidential leadership ([Appendix 36](#)).

All courses and programs offered at the Coast Center have approval by the MLCCD Curriculum Committee and the California Community College Chancellor's Office. All faculty teaching courses or providing counseling/advising services at the Coast Center meet minimum qualifications for instruction, per the CCCCCO "Minimum Qualifications for Faculty and Administrators in California Community Colleges" disciplines list (2014).

The MLCCD and its activity at the Coast Center meet all legal requirements, as indicated above, including: California Community College Chancellor's Office approval for courses and programs; faculty qualifications; Division of State Architects approval; and mutual agreement between the trustees of RCCD and MLCCD. All activities at the Coast Center conform to the MLCCD Board Policies and Administrative Procedures.

As described earlier, MLCCD has engaged in all steps of the Transfer of Territory process and has received all approvals necessary from the public, the school districts, and the Chancellor's Office Board of Governors.

Throughout the redistricting process, MLCCD has engaged in building inspections to ensure that facilities are safe and in good condition. All construction was approved by the Division of State Architect and met the requirements for the Americans with Disabilities Act at the time of construction. Additionally, in the interest of student and staff health and safety, a comprehensive pest report was obtained as well as a property liability and risk assessment report. All pest and safety items will be corrected prior to July 1, 2017.

## **F. Evidence of Eligibility Requirements**

A summary of the eligibility requirements and the impact of this Substantive Change Proposal (if any) on the eligibility requirement follows. Documentation is either included in this Substantive Change Proposal or referenced for each requirement.

### 1) Authority

MLCCD is authorized to operate as an educational institution and to award degrees by the California Community College Chancellor's Office, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and

the U.S. Department of Education. MLCCD was first accredited by WASC in 1973, and accreditation was last affirmed in 2014.

## 2) Operational Status

Approximately 4,500 students enroll at MLCCD each semester, many of whom identify Associate Degrees as their educational goal. Others attend for transfer, certificate completion, or job advancement.

## 3) Degrees

MLCCD offers 31 Certificates of Achievement and 48 Degree programs. A substantial portion of its classes in any given semester will help students advance toward degree completion.

In fall 2015, 72 percent of students indicated enrollment in a degree or certificate program. All courses regardless of modality are reviewed and approved by the Curriculum Committee to ensure appropriate content, length, and levels of quality and rigor. Student Learning Outcomes and Assessment are determined by faculty for programs and courses. Each course and program Student Learning Outcome and Assessment is documented.

## 4) Chief Executive Officer

The Superintendent/President of MLCCD is a full-time, dedicated employee appointed by the BOT and empowered to administer Board policies.

## 5) Financial Accountability

MLCCD is audited annually by an independent audit firm, which notes any audit exceptions in writing. The BOT reviews the audit report as well as any exceptions and recommendations. Management responds to any exceptions on a timely basis. In all fiscal matters, the College adheres to specific, Board-approved policies and parameters governing the responsible allocation of funds to support its educational programs and support services.

## 6) Mission

MLCCD's Mission Statement clearly defines the institution's commitment to student learning and is appropriate to a degree-granting institution of higher education and its constituency. The Mission Statement is reviewed yearly and adopted by the Board. It is published in the College catalog, in the class schedule, in each classroom and on the College website.

## 7) Governing Board

MLCCD has a seven-member BOT elected from the communities within its District. The Board is an independent policy-making body that reflects constituent and public interests; in doing its work, it adheres to a conflict-of-interest policy. The majority of the Board

members have no employment, family, ownership or other personal financial interest in the college. The Board is ultimately responsible for the quality, integrity and financial stability of the college and ensures that its Mission is being carried out.

#### 8) Administrative Capacity

MLCCD has sufficient administrative staff with appropriate preparation and experience to provide the services to support its mission. As of fall 2016, the College has one Superintendent/President, two Vice Presidents and 21 managers. For the proposed Coast Center, staffing will include a 1.0 center supervisor, 1.0 center assistant, 1.0 a center facility maintenance worker, a 0.5 counselor, a .40 Dean of Instruction, and a .25 Technology Support person.

#### 9) Educational Programs

MLCCD's degree programs are consistent with its Mission, are based on recognized higher education fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. The college offers Associate in Arts and Associate in Science degrees in a variety of majors, as well as Associate in Arts and Associate in Science for Transfer in a variety of programs. The College catalog contains a listing of degrees offered, specific course requirements, and the number of units of study required to complete each program.

All courses, degrees, and certificates of achievement offered by the MLCCD have been approved by the College's Curriculum Committee, the BOT, and the California Community Colleges Chancellor's Office.

#### 10) Academic Credit

MLCCD awards academic credits based on generally accepted practices in institutions of higher education. The College follows California Education Code standards, Title 5 and the Carnegie unit when determining the appropriate amount of credit to grant.

#### 11) Student Learning and Student Achievement

MLCCD has developed Student Learning Outcomes for its programs and courses.

Program-level SLOs are published in the College catalog, and course-level SLOs are published in course syllabi. SLO assessment results are incorporated into Program Review and are used by faculty to make program improvements. Faculty members ensure that students who have completed a program have achieved the program's Student Learning Outcomes.

MLCCD has set Student Achievement Standards for the student course completion, student retention, degree completion, transfer to a four-year institution, and certificate completion. The College also monitors its licensure pass rate. The Student Achievement Standards are reviewed in PBC. Student Achievement data is presented regularly to the BOT.

## 12) General Education

All degree programs at MLCCD contain a General Education component designed to provide a breadth of knowledge to students. General Education programs and courses meet and exceed the requirements of Title 5 regulations. Requirements ensure breadth of knowledge and encourage intellectual inquiry. General Education requirements are listed in the catalog and class schedules, and on the College website.

## 13) Academic Freedom

MLCCD's Academic Freedom Policy (BP 4030) creates an environment where faculty and students may express ideas freely. The policy is stated in the College catalog and is available on the College website.

## 14) Faculty

MLCCD has 49 full-time faculty who have met minimum qualifications as determined by the California Community College's Statewide Academic Senate. Faculty duties are outlined in their job descriptions and in their collective bargaining agreements; these duties include development and review of curriculum as well as assessment of student learning.

## 15) Student Support Services

To assist students in achieving their educational goals, the College offers a wide variety of services consistent with its Mission and identified student and community needs.

These services include:

- Admissions and Records
- Assessment
- Career and Job Placement Center
- Center for Academic Success (Tutoring) and open computer labs
- Counseling
- Disabled Resources Center (DRC)
- Extended Opportunities Programs and Services (EOPS)
- Financial Aid and Veterans Services
- Library
- Student Activities
- Transfer Counseling

#### 16) Admissions

MLCCD has admissions procedures consistent with its Mission and California Code of Regulations, Title 5, that clearly identify the qualifications needed for admission. These requirements and procedures are printed in the catalog and schedules and are available on the College website.

#### 17) Information and Learning Support Services

MLCCD Library services are available to all enrolled students and staff. These services include a physical location on the main Ukiah campus with trained librarians on duty to assist students, as well as extensive online research databases available on and off campus. All Library holdings and services are developed in conjunction with faculty and support the Mission of the College and the instructional programs.

The College has increased digital eBook collections to 134,000 eBooks (from the previous 34,000 eBooks six years ago), of which 114,000 are multiple-user, and has added streaming video through Films on Demand, providing better video coverage for off campus Centers and for Distance Education courses by providing over 4,000 documentary films that are all closed-captioned.

The current physical collection consists of 34,570 volumes, 2,370 media volumes, 317 reserve texts, 104 audio books, 81 print subscriptions, 71 music CDs, 27 computer software programs, and 49 pieces of equipment for check-out. Additionally, the reserve books and other materials are available at the circulation desk for students to use in the library to support their coursework.

The College also has a student portal, WebAdvisor, providing access for all students to register for classes or access records. This provides 24/7 access to all students regardless of location.

#### 18) Financial Resources

MLCCD receives the bulk of its financial resources from state allocations based on enrollments, categorical funds and some federal sources such as Perkins. It has sufficient funding to support its Mission and educational programs, and it prudently carries a reserve adequate to address any unforeseen expenses without interrupting services to students.

#### 19) Institutional Planning and Evaluation

MLCCD has an Educational Master Plan, a Technology Master Plan and a Facilities Master Plan, which inform the Strategic Action Plan. Additionally, institutional planning is guided by an Integrated Timeline, which is reviewed yearly. MLCCD continues to refine its well-established Program Review process and its inclusive decision-making structure to better meet student needs and the College Mission. SLO and SAO assessments are fully integrated into the Program Review process. Through its Director of Institutional Research, the College regularly evaluates progress toward its goals and disseminates information to

the College community via all-college In-service sessions, meetings and the website. It also prepares press releases and research reports for the community at large.

## 20) Integrity in Communication with the Public

MLCCD publishes an annual catalog, which is available in printed form and on the website. It includes:

### *General Information*

- Official name, address, telephone numbers and website address
- Mission Statement
- Course, program and degree offerings
- Academic Calendar and program length
- Academic Freedom Policy
- Financial Aid information
- Learning and student support resources
- Names and degrees of administrators, faculty and classified staff
- Names of trustees

### *Requirements*

- Admission
- Student fees and other financial obligations
- Degree, certificate, graduation and transfer

### *Major Policies Affecting Students*

- Academic regulations, including academic honesty
- Nondiscrimination
- Grievance and complaint procedures
- Refund of fees

The catalog also identifies other locations where students may access other policies.

## 21) Integrity in Relations with the Accrediting Commission

MLCCD respects and complies with the eligibility requirements and other standards and policies of the Commission. It completes and submits annual, mid-term and other required



reports in a timely and professional manner and communicates regularly with the Commission about any changes or concerns that are relevant to accreditation.

MLCCD, as well as the Coast Center, will continue to meet and fulfill all the eligibility requirements, accreditation standards, and commission policies related to student learning programs and services. This change simply adds a new center to MLCCD, expanding upon the service area and providing an educational experience for students who are being underserved by the departure of RCCD from this center. All required college services are available at the Coast Center, either face-to-face or online.

### **G. Evidence of Accreditation Standards and Commission Policies**

MLCCD was fully reaccredited in June 2014 and meets all standards of accreditation. Previously, its Midterm Report was accepted without further recommendations in July 2011. The College completed its Self-Evaluation and submitted it to the Commission in January 2014. The team visit was held in March 2014 and accreditation was reaffirmed by the Commission. A Follow Up Report was required for March 2015. The College will hold all courses and all operations at the Coast Center to the same standard as those for the main campus and existing Centers.

The bulk of this Substantive Change Proposal provides evidence for the ways acquiring the new Coast Center will sustain current ACCJC standards. Further evidence and summary are provided below. MLCCD staff and faculty have pride in its record of participating in successful accreditation reviews with no sanctions and manageable recommendations.



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

*The Mission Statement*, which guides MLCCD, applies equally to MLCCD's courses and programs at the RCCD Coast Center. The College will establish programs aligned with this purpose and specific to the needs of the greater student population. As noted earlier in this document, the acquisition of the RCCD Coast Center is essential in helping the College meet its goals of increasing student access and realizing student achievement.

*Academic quality* is currently and will continue to be supported and sustained at the Coast Center through a rigorous faculty evaluation process which includes ensuring participation in the Student Learning Outcome assessment process ([Appendix 37](#)). Already, part-time faculty at the Center have collaborated with full-time faculty to develop curriculum and conduct SLO assessments.

*Institutional Effectiveness* has been maintained through integration of the transfer of the Mendocino Coast territory and the Coast Center into existing planning structures as described throughout this proposal. Additionally, an ad-hoc committee—the Mendocino Coast Implementation Steering Committee—with membership from all constituent groups, has been meeting to evaluate feasibility and lead the planning efforts ([Appendix 38](#)).

The Coast Center has also been integrated into institutional effectiveness practices through MLCCD's research department and information systems. Although it is not yet an official center, it has been included as a District location for budgeting/expenditures, scheduling, and schedule information. This allows for disaggregation of data, including enrollment, demographics, student success, and efficiency. Director Minerva Flores's tableau site which can be linked to from the MLCCD home page shows the disaggregation of data by location <https://public.tableau.com/profile/mfloresoc#!/>.

Furthermore, the Coast Center will be fully integrated into the Program Review process once it becomes an official center. Currently, planning, resources and needs are discussed and presented through the Mendocino Coast Implementation Steering Committee.

*Institutional Integrity* has been and will be maintained at the Coast Center as has been described throughout this proposal. The Coast Center is already included as a location in printed and electronic information resources, including the website, WebAdvisor, printed schedules and the catalog. The naming of the Coast Center and its subsidiary locations has taken place through the established President Policy Advisory Committee (PPAC) and was approved at the December 2016 Board meeting ([Appendix 39](#)).

The Center will conform to all of the practices of providing information to students and the public as it employs at the main campus and the existing Centers.



## **Standard II: Student Learning Programs and Support Services**

*Instructional Programs* will be of equally high quality as those provided throughout the MLCCD. Courses will adhere to the established course outlines for use throughout the District, with imbedded student learning outcomes that mirror those in the curriculum taught on the main campus. All courses will be taught with the most appropriate pedagogy for the respective curriculum of each course and with the use of state-of-the-art instructional technology. All sections will adhere to the appropriate depth and rigor of those taught throughout the District and will be scheduled in timeframes appropriate to the subject matter. All courses at the Coast Center require express approval by the Curriculum Committee and are assessed for Student Learning Outcomes.

The support services for Coast Center students will be sufficient to provide access to the College, guidance in the admissions and registration process, financial aid advice and assistance, orientation to the college, and individual academic counseling, including the development of an individual educational plan. Additionally, students will have access to online library resources, counseling services, enrollment support and technical assistance via the Internet.

*Library and Learning Support Services* have been and will continue to be offered at the Coast Center. As described in the proposal, MLCCD has been engaged in evaluating and changing the use and function of the Coast Center in order to provide for increased access to the learning lab and library holdings. While the print collections at the Coast Center and our other Centers are limited, every student has access and can order print copies from the main campus. These holdings will be shipped free of charge through the courier service to the Coast Center. Math and English labs have been and will continue to be offered for student support. Tutoring services will also be developed.

*Student Support Services* have been provided at this location from the start of our presence on the Coast as described in this proposal.



### **Standard III: Resources**

*Human Resources* practices will adhere to the same rigorous and sound processes for the Coast Center as for the main campus. All faculty must meet the minimum qualifications in their respective disciplines. The faculty teaching at the Coast Center will undergo the same evaluation procedures as their counterparts on campus. Faculty office hours can be on site or online using information technology tools. Part-time faculty at the Coast Center collaborate with departments through the full-time faculty and with the facilitation of the Dean of Centers.

*Physical Resources and Technology Resources* are thoroughly discussed in this proposal and have been under great scrutiny through the transfer of territory process. Facilities and IT management and staff from the main campus are highly involved in the Mendocino Coast Implementation Steering Committee and processes. They take multiple trips to the Coast Center each month and are well versed in the needs and resources there.

Additionally, the College will provide sufficient security to protect student online accounts and personally identifiable information. The technology used is state-of-the-art and the College maintains the hardware and software in support of high quality instruction. The technology infrastructure is sound and will also be maintained through systematic review and upgrades as necessary.

*Financial Resources* have also been thoroughly discussed in this document and throughout the planning processes at MLCCD. The VP of Administrative Services has developed multiple cost/revenue projections as enrollment targets become more clear, state parameters change, and as more information becomes apparent through the transfer process (details of center funding, fine woodworking program FTES, staffing needs, etc.). Key to supporting this ACCJC standard is that information in regards to the fiscal impact of this proposal is shared throughout the District. The Fiscal Services department housed at the main Ukiah campus has clear oversight of the Centers for sound decision making practices.





#### **Standard IV: Leadership and Governance**

*Decision-Making Roles and Processes* established throughout MLCCD have been and will be applied to the Coast Center as described and evidenced throughout this proposal.

One of the core values published in the MLCCD Catalog is Continuous Improvement: “We strive to develop, adopt and provide the best practices in education. As we evaluate our progress toward achieving our goals, we shift resources as necessary and provide the professional development that makes achieving our goals possible.”

The institution is guided by a philosophy and its leadership to encourage all constituents to take the initiative in improving campus-wide services. More specifically, there are structural features and regular activities that illustrate how the institution’s processes work to ensure effective participation across constituents in decision making and planning.

The structure of the College’s planning process reaches across the campus to organize decision making in a way that includes discussion in many forums. Leadership at the Coast Center will be included as members of PBC, EAP, and several other shared governance committees.

*The Chief Executive Officer (CEO)* has primary responsibility for the quality of the institution. The effective leadership that was apparent through our last accreditation self-evaluation and follow up report has been and will be a critical component of the success of the Coast Center. As has been reported and evidenced in this proposal, the MLCCD CEO Superintendent/President Arturo Reyes, has led the District through the many tiered processes of the transfer of territory, including initial discussions with RCCD leadership, development of MOUs, examination of the feasibility through PBC, communication to the College, the BOT, and the community about the transfer, and the transfer process itself involving county offices of education and the Chancellor’s Office Board of Governors.

*The BOT* has also led the District successfully throughout this process and has provided an active and critical perspective. As evidenced by the documents provided in this proposal, the MLCCD BOT has discussed and been asked for approval at each step of the process.



## APPENDICES

Appendix 1	MLCCD ESL classes offered Spring 2011 at Coast Center
Appendix 2	MOUs from June 2014 and October 2014
Appendix 3	MOU update through June 30, 2017
Appendix 4	MLCCD Fall 2014 Coast Center schedule
Appendix 5	MLCCD Spring 2015 Coast Center schedule
Appendix 6	ACCJC approval to Offer 50% or More of a Degree...
Appendix 7	MLCCD Fall 2015 and Spring 2016 Coast Center schedules
Appendix 8	MLCCD Fall 2016 Coast Center schedule
Appendix 9	MLCCD New Program Concept Form: Fine Woodworking
Appendix 10	MLCCD Curriculum Committee approval process
Appendix 11	North Far North Regional Consortium approval process
Appendix 12	CCCCO approval process
Appendix 13	Petition for Transfer of Inhabited Territory
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