August 2022 Superintendent/President and Administration Report

I hope everyone had some time over the summer to relax and recharge. This summer saw the return of Shakespeare the Lake on July 30-31. Shakespeare at the Lake is a co-production of Mendocino College and the Lake County Theatre Company partnering with the Lake County Friends of Mendocino College, the Clear Lake Chamber of Commerce, the City of Clearlake and the City of Lakeport.

With this academic year, we begin our 50th Anniversary celebration. There will be events/programs throughout the year culminating with commencement in May 2023. Thank you to Tony Novelli for designing our 50th logo!
Return of the Eagle

Over the summer, the eagle returned to the water tower behind campus. It’s great to see it. I want to thank the Millview Water Board and General manager Jared Walker for approving the eagle to be re-painted on the water tank.

Robinson Tribal Council

I had the honor to meet with the Robinson Tribal Council on July 11. I wan to thank Trustee Anderson for his assistance in connecting me to Robinson. It was a privilege to meet on their land to share our histories and brainstorm ideas to build stronger links together.

Tonight, the Board will consider the adoption of the 2022-2024 District Priorities. One of the priorities focuses on strengthening connections Native American community. A tangible outcome of this will be Mendocino College having the highest percentage of Native American student population in California Community Colleges. According to data from the Chancellor Office for the 2020/21
academic year, Mendocino College was number 2 at 4.14%. Below is a table showing all the college that have above 1% Native American student population. There are a total of 116 community colleges, which 10 are above the 1% threshold.

<table>
<thead>
<tr>
<th>FY20/21</th>
<th>College</th>
<th>Percent</th>
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<tbody>
<tr>
<td>College</td>
<td>Redwoods</td>
<td>4.79</td>
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<tr>
<td></td>
<td>Mendocino</td>
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<tr>
<td></td>
<td>Lassen</td>
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<td></td>
<td>Siskiyous</td>
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<td></td>
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<td></td>
<td>Feather River</td>
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<td></td>
<td>Columbia</td>
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<td></td>
<td>Palo Verde</td>
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Dedication of Essential Worker Mural in Lakeport

On July 1, 2022, I and Trustee Tomkins attended the dedication of an essential workers mural dedication in Lakeport. Member of the city/county government and community members were present at the dedication. Below is a link to a Lake County News article about the event.


Board of Trustee Health Benefits

At the June 8, 2022 Board of Trustees meeting I was asked to research the how many of the community college districts in our region offer health benefits to trustees while serving on the board. To define our region, I used the districts comprised in my CEO region. Below is a table listing each district and the status of health benefits. The cost of health benefits differs between district because there is no universal plan, and some districts have monthly premium co-shares.
In the spring semester we began having leadership meetings with Cal Poly Humboldt to strengthen ties, build partnerships, and streamline transfer to Humboldt. Initial work is focused on transfer, articulation, and financial aid. VP Velasco is leading the dialogue.

Additionally, we received word that Humboldt has received a Regional K-16 Education Collaborative grant [https://k16collaborative.org/](https://k16collaborative.org/). Mendocino College, in addition to College of the Redwoods, Sonoma State, UC Davis, are part of the collaborative. The Regional K-16 Education Collaborative brings together educational institutions throughout the Redwood Coast region (Lake, Humboldt, Del Norte, and Mendocino Counties) to support the development of pathways from cradle to career in Education, Social Work, and Health Care. The first year will be for planning.

UC Davis

UC Davis has been selected as one of four Regional Hubs of Healthcare Opportunity (RHHOs) that will be awarded state funding for the California Medicine Scholars Program. Mendocino College will be in the first cohort along with Cal Poly Humboldt, College of the Redwoods, College of the Siskiyous, Los Rios Community College District, Sacramento State, Shasta College, Yuba College and Woodland Community College. Eric Hoefler, Director of MESA/STEM Success, is the Mendocino contact person.
Heavy Equipment Operator

There was a question posed about offering heavy equipment operator courses at Mendocino College. An entry level position in this field requires is a high school diploma or general education degree (GED) and to possess or willing to obtain a Class "C" Drivers License. There is no requirement for a college-level certificate of degree. Many careers with this level of skills have trainings to provide short hands-on experience. This type of training is generally delivered through the trade associations or private businesses. In our region, the Operating Engineers Local 3 provides trainings in heavy equipment specialty areas.

I did some preliminary search of labor market and job opening data through the California Employment Development Department (EDD). For information on the fastest growing occupation in the North Coast Region, heavy equipment drivers and mechanics is listed as flat (0%) growth. In a search of the CalJobs portal one current opening was listed.

There are four California community colleges offering an 18-unit certificate program for heavy equipment operation. The closets being Butte College. Its certificate program is part of the agriculture department.

If a local agency or employer is looking to support training in specialized trade fields, we would be open to a conversation about potential partnerships. Trustees play a critical role in collecting community feedback and bringing it back to the district for review.
Program Development Processes

As there is often discussion at Board meetings about offering new programs, it seemed like a good idea to include a brief description of the processes required. Mendocino College has clearly defined Program Management Guidelines and Curriculum Committee processes which define local requirements. Career Technical Education Programs need to be approved by the North Far North Regional CTE Consortium, and all programs need to be approved by the Chancellor’s Office. These local, regional and state steps can sometimes occur within a year or even sooner depending on the complexity of the program and the amount of internal research, resource development, and course development needs to be done.

The basic steps of program development are these:

1. Education Action Plan Committee: A Program Concept Form is submitted to the Education Action Plan (EAP) committee which includes a description of the program, an explanation of the need, and identification of any new resources required to implement the program. This form can be submitted by anyone at the college and can even be an idea from a community member if there is an EAP committee member that “sponsors” the proposal

   a) If the program is simply a re-configuration of classes already offered and will not require any additional fiscal or human resources, EAP can approve the program at one meeting to move forward to the Curriculum Committee.

   b) If there are new courses that need to be developed and/or there are new resources needed to support the program, EAP will assign a Program Advisory Team (PAT) to look into the program further. The PAT will include a dean, at least two faculty and our researcher. They will examine the strength of the proposal, including whether or not the program meets a labor market demand, whether or not needed resources are available and whether or not the program supports the Mission, Vision Value and Goals of the college. The PAT process can take as little as one month or as long as several months depending on the complexity of the proposal

   c) The PAT will make a recommendation to EAP and then the committee will make a decision about moving the program forward to the curriculum committee

2. Curriculum Committee: The program will need a faculty to move it through the curriculum process as Education Code requires that matters of curriculum are primarily the purview of faculty.
a) First, any new courses will need to be approved by curriculum committee as well as changes to existing courses. New courses require two curriculum meetings.

b) Then, the new program can be presented at Curriculum Committee. This also takes two meetings, but the first one can overlap with the 2nd reading of the courses. (Curriculum Committee meets every three weeks.)

3. North Far North Regional CTE Consortium: New programs in CTE are required to be discussed at a North Far North Consortium meeting. This consortium of colleges in this region examine programs based on the labor market need and whether or not it is duplicating a program already offered a nearby college. This group meets monthly and is very responsive.

4. Chancellor’s Office: Final approval of courses and programs occur with the assignment of a code from the Chancellor’s Office. Until this occurs, the college cannot offer the course or program to the students. The wait time for this step in the process varies.

5. Other considerations: If there are new UC transferable courses being proposed as part of the program, those will also need to be submitted for approval for articulation.

Even though the process described above seems daunting, we have successfully shepherded many programs into our catalog. Some recent examples are included here. All of these programs have current full-time faculty with expertise in these disciplines.

These three degrees had full-time faculty support, required very few new courses or course modifications, and went through the process quickly:

- A.A.-T Social Justice Studies for Transfer (Ethnic Studies)
- A.A.-T Social Justice Studies for Transfer (General Studies)
- A.A. Ethnic Studies

These non-credit certificates were only required to go through our local processes and the Chancellor’s Office approvals (which came quickly):

- Introduction to the Construction Trades
• Basic Computer Skills

Career Technical Certificates that met a clear labor market need and for which we had courses already being offered include:

• Digital Arts and Media
• Technical Theater
• Recording Arts and Technology

We also have some certificate programs that are moving through our processes now:

• Advanced Automotive Hybrid and Electric Vehicles
• Cybersecurity
• Chemistry Lab Technician

Programs that can take three or more years are typically ones that require an additional external accreditation process, such as the Physical Therapy Assistant program (PTA). Other programs that have been discussed by the Board of Trustees have been the Psychiatric Technician and the Paramedics programs. In order to offer these programs at the college they need to be approved by an external agency. This not only adds time to the process, but these agencies usually have fairly specific requirements about how the college will need to staff the program and the nature of the facilities. Therefore, there is a significant amount of resources the college will have to commit to the program before students can be served. Unlike most of the programs listed above, a new program such as these do not already have full-time faculty in the discipline nor is there an available facility to house them and the specialty equipment needed. Additionally, programs like these that are in the Allied Health fields require that the college be able to secure local clinical opportunities for students.

Institutional Student Learning Outcomes (ISLO)

Through the participatory governance process the college reviewed and revised our institutional student learning outcomes. These outcomes are part of a scaffold system of course level student learning outcomes; service level student learning outcomes; program level student learning outcomes; and institutional level student learning outcomes.

Introduction: The ISLOs describe the learning students will achieve while completing an Associate Degree at Mendocino College and are designed to recognize that the skills we foster in our students are applicable across disciplines and describe the entirety of the student experience at Mendocino College. Each one is explained with a “definition,” a “goal” for student learning and more specific
and measurable bullet points beginning with the heading, “Students will be able to...” The bullet points are the focus of the ISLOs and will be assessed institutionally.

A. Creative and Critical Thinking:

Definition: Creative and critical thinking represents students’ ability to analyze and evaluate texts, materials, experiences, and positions, as well as to develop solutions to problems and issues.

Goal: Students will be able to develop, evaluate, and explore ideas and opinions with appropriate evidence and argument; maintain the ability to reevaluate positions based on new evidence; and solve problems.

Students will be able to:

- Identify and apply multiple methods for addressing issues and solving problems
- Consider issues from multiple perspectives
- Reevaluate positions based on new evidence
- Compare and contrast texts, ideas, opinions, experiences, and beliefs
- Evaluate sources for validity, bias and applicability to research topics

B. Inquiry and Analysis:

Definition: Inquiry and analysis represents students’ ability to gather and interpret research, information, or data using systematic, discipline-specific approaches, along with asking meaningful questions that expand on existing ideas.

Goal: Students will be able to develop systematic methods for gathering research; designing and performing experiments; exploring ideas, issues or artifacts; and interpreting data, arguments, or information.

Students will be able to:

- Apply numeric reasoning to mathematic and scientific issues
- Create research questions and hypotheses
- Develop research methods or experiments to gather information or data
- Craft and support an argument with informed evidence
• Examine and analyze cause and effect relationships
• Use appropriate technology to collect, display, and analyze results
• Analyze the factors that lead to global, social, and cultural changes or issues

C. Communication:

Definition: Communication is meaningful exchange. Students communicate in diverse situations to deliver, interpret, express, and question information, ideas, and experiences.

Goal: Students will be able to communicate effectively in at least one language or medium to accomplish relevant academic and professional tasks for various objectives. They will do so with an awareness of their audience or interlocutor, including the ways race, ethnicity, economic class, culture, gender identity, ability, and language background contribute to the construction of meaning.

Students will be able to:

• Written, spoken, and signed communication: Convey ideas clearly, accurately, and logically, incorporating relevant evidence and citing credible, pertinent sources.

• Interpersonal collaboration: Meaningfully foster interpersonal communication to complete relevant academic and professional tasks in group and/or partner settings.

• Aesthetic and creative expression: Engage in the creative process while following respective conventions to produce work in disciplines and/or genres of interest.

• Digital Literacy: Effectively use digital programs, services, platforms, and tools for applicable academic and professional purposes and technological communication.

D. Lifelong Wellness:

Definition: Lifelong wellness represents students’ ability to capably pursue physical, emotional, and social health.

Goal: Students will develop the knowledge and skills to effectively advocate for their own and their communities’ emotional and physical wellbeing. Students will practice resiliency strategies to maintain lifelong wellness.

Students will be able to:
• Identify and practice the components of a physically healthy lifestyle

• Identify and practice the components of socially and emotionally healthy lifestyles

• Identify and access appropriate resources for academic success

• Recognize trauma and identify strategies to develop the resilience necessary to overcome adversity

E. Intercultural Knowledge:

Definition: Intercultural knowledge represents the awareness of global diversity in culture, art, language, religion, and history with respect toward the ability to interact across cultures.

Goal: Students will study different governments, economies, artistic and literary traditions, religions, and other cultural institutions and how they are produced. They will develop the ability to recognize how cultural expectations impact interactions, to consider how culture shapes human experiences and perceptions, and to identify, analyze, and challenge their own cultural assumptions.

Students will be able to:

• Articulate aspects of cultures, religions, and ethnic groups throughout the world
• Evaluate and analyze interactions between global communities both historically and in the modern world
• Recognize and reflect on the cultural experience of others
• Interact with diverse cultures

New Student Welcome
On August 3rd and 5th, Mendocino College faculty, staff and managers collaborated on creating an in-person and online welcome to new students for the Fall semester. Approximately 150 students in total were expected to participate. During this event, students receive general orientation to college, plus additional information for their specialized programs, such as EOPS and CAMP. Students attending the in-person event received dinner and were able to meet in person with support staff to get them ready for the Fall semester.

Financial Aid Updates
On June 28th, Mendocino College received notification that the Department of Education found that our institution had met all the requirements of “institutional eligibility, administrative capability, and financial responsibility” to continue administering federal financial aid. Certification is granted for a period of six years before a thorough analysis is conducted for each financial aid granting institution to ensure they meet all federal requirements. In preparation for this process, Director of Financial Aid & EOPS Yuliana Sandoval ensured that all financial aid policies and procedures were in accordance with federal requirements. The announcement of this recertification will allow Mendocino College to continue granting federal financial aid for another six years.

The Department of Education has announced that it would continue to waive income verification requirements for most Free Application for Federal Student Aid (FAFSA) information. The California Student Aid Commission also announced that they will be following the ED guidance and waiving the income verification requirements for the California Dream Act Application. These changes will greatly benefit our students by providing relief to students financially challenged by the pandemic and aim to reduce barriers to enrollment for millions of low-income students to access financial aid.

The Financial Aid Office continues to process HEERF awards to students who have expressed a need as a result of COVID-19. Mendocino College received $3,070,756 in HEERF III funds to grant as emergency aid and these funds are expected to be exhausted this Fall semester. To date we awarded $3,974,088 in HEERF I, II, and III. Students who are experiencing financial needs should be encouraged to contact the financial aid office.

Supporting Incarcerated Students
This month, Student Services teamed up to provide support to students inside of the Mendocino County Jail. Student Equity and Achievement Specialist Bonnie Lockhart coordinated the participation of Admissions and Records, Financial Aid, Counseling and Outreach support for students in the County Jail. The team served 12 students, both male and female, through enrollment, counseling, and financial aid support. Students were given the opportunity to ask questions and share concerns with our team. They truly appreciated our presence and time we spent to support them. They look forward to our return. Many of the students will be getting out mid semester, so we plan to continue coordination.

CAMP Update
CAMP Program Manager Dr. Mariana Martinez and CAMP Counselor Jose Hernandez Venegas attend the DC Directors Meeting in
person earlier this summer. This year marks the 50th anniversary of CAMP and 55th anniversary of HEP. The DC Director’s Meeting is a good opportunity for CAMP directors to connect, share strategies, and support one another. Those in attendance have the ability to connect with the Office of Migrant Education and CAMP’s program officer.

The CAMP Summer Bridge began on July 11 with 22 new CAMP scholars participating. Summer Bridge consists of multiple online classes to set-up students for success in the Fall semester.