



Education Master Plan 2023-2029

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT



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2023 Education Master Plan

Introduction

Background

This Education Master Plan (EMP) has been in the process of being written for several years. The Committee charged with creating the EMP is the Education Action Plan Committee (EAP), a participatory governance committee comprised of members of each constituent group and a prescribed representation of various roles on campus. Committee membership includes:

- Vice President of Academic Affairs (Chair)
- Academic Senate President (Co-Chair) (faculty)
- Vice President of Student Services
- Academic Senate Vice President (faculty)
- Curriculum Committee Chair (faculty)
- At-large member of Curriculum Committee (faculty)
- Distance Education Coordinator (faculty)
- Student Learning Outcomes Team Chair (faculty)
- At-large faculty member
- Classified Representative
- Student representatives
- Dean of Career Education
- Dean of Centers
- Dean of Instruction
- Director of Institutional Research, Effectiveness and Grants

The representation on this committee is well suited to compose an Education Master Plan. However, as the previous Education Master Plan “expired” in 2018, the college had seen an unprecedented amount of change in the California Community College System with an equally unprecedented number of planning documents required. These plans and/or new initiatives have included Guided Pathways, AB705, Open Education Resources, Online Education Initiative, Student Equity Plan, Strong Workforce Program, and Vision for Success Goals. Additionally, the District was engaged in developing the Institutional Self Evaluation Report (the ISER) for the Accreditation site visit in February 2020 while the EMP needed renewal.

In acknowledgement of the changing landscape of education and the work that had been and needed to be done to address the external planning reporting requirements, EAP developed an EMP extension and priorities to cover the years 2018-2022 (these planning priorities are included toward the end of this chapter). This gave the committee time to implement the new initiatives and incorporate those plans into a comprehensive Education Plan.

Then, almost immediately after the ACCJC site visit in February of 2020, the COVID pandemic changed everything about how we were delivering education and services to students. For the next almost two years, responding to the pandemic consumed our work and, again, changed the landscape upon which our planning lies.

In March of 2020, the state of California and all its public institutions went into shelter in place due to the spread of the coronavirus. Although we had anticipated that lockdown of public services would be temporary, it resulted in a pandemic that shifted instructional and student support services to an online environment.

This Education Master Plan was completed as instruction and services began to be offered in person again, but much was changed, and chapters were re-thought and re-designed as a result. A real breakthrough was made in the committee when we agreed that we would not make this a 10-year plan as we had in the past, but instead it has goals and activities planned for three years, with an update planned for the end of those three years. Additionally, so that we can continue to be flexible and responsive to changes in the educational landscape, Education Master Plan Priorities will be developed after this document is published and will be updated at the beginning of each academic year.

This Introduction sets the context for the 2023 Education Master Plan by including the following:

- Mendocino College's Institutional Student Learning Outcomes
- An overview of data that describes our District and our College
- The impact of the pandemic on enrollments
- The past Education Master Plan Priorities
- A guide to how the chapters of this master plan are organized.
- A timeline for the implementation and continual reviewing of the EMP

Institutional Student Learning Outcomes (ISLOs)

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.

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

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

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.

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

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

District Geography. Mendocino College serves one of the most isolated regions in California. The area is known for its rich forestry, small crop cultivation, recreation, tourism and wine industry. Its service area covers a region of two counties, totaling 5,207 square miles with 51 towns and cities. The service area also covers 14 federally recognized Indian reservations, making it the third largest in California and fourth in the nation. The nearest four-year school, Sonoma State University, is more than an hour away for our centrally located students, and two hours away for students located on the periphery of both counties, with no public transportation available. Most students in Lake and Mendocino Counties interested in a college degree start at Mendocino College, for both geographical and financial reasons. In 2022, more than 35% of all high school graduates in the district (which includes Lake and Mendocino Counties) enrolled at Mendocino College (Mendocino College Internal Reports, 2022). The average student population at Mendocino College is 6,500 with 39% identified as Hispanic, making Mendocino College a Hispanic-Serving Institution as of 2013.

[Data Analysis, Context and Inquiry](#)

Data has been the apex of demonstrating institutional progress and barriers related to student learning and success. The disaggregation of data is a common practice in all our data presentations related to student success and outcomes. Mendocino College analyzes data through an equity lens, centering race as a critical factor in setting context and fostering inquiry among faculty, staff and administrators.



All student data can be disaggregated by race/ethnicity, gender, age and location, to provide college professionals with focused characteristics that influence institutional decisions on addressing student services, instruction and overall long-term outcomes. Data analysis has been re-designed through the California Community College Chancellor’s Office (CCCCO) Student Equity and Achievement (SEA) focused, and Mendocino College’s intensive collaboration with the University of Southern California’s Center for Urban Education (CUE) Equity Scorecard. Both SEA and CUE have provided a foundation on not only how to extract data, but how to present it, frame it, and glean additional inquiry to positively impact a student’s experience at Mendocino College.

Strategic Enrollment Management. In 2022, Mendocino College applied and was accepted into the Chancellor’s Office Strategic Enrollment Management (SEM) Cohort for the 2022-2023 academic year. SEM’s purpose is to provide colleges with guidance and strategic practices that impact enrollment and student success. Mendocino College has identified improving scheduling practices to best impact student enrollment, retention and completion. A schedule tool has been developed that utilizes Mendocino College scheduling data, allowing for faculty and managers to see longitudinal information

on cancellation and fill rate, as displayed in the two figures below

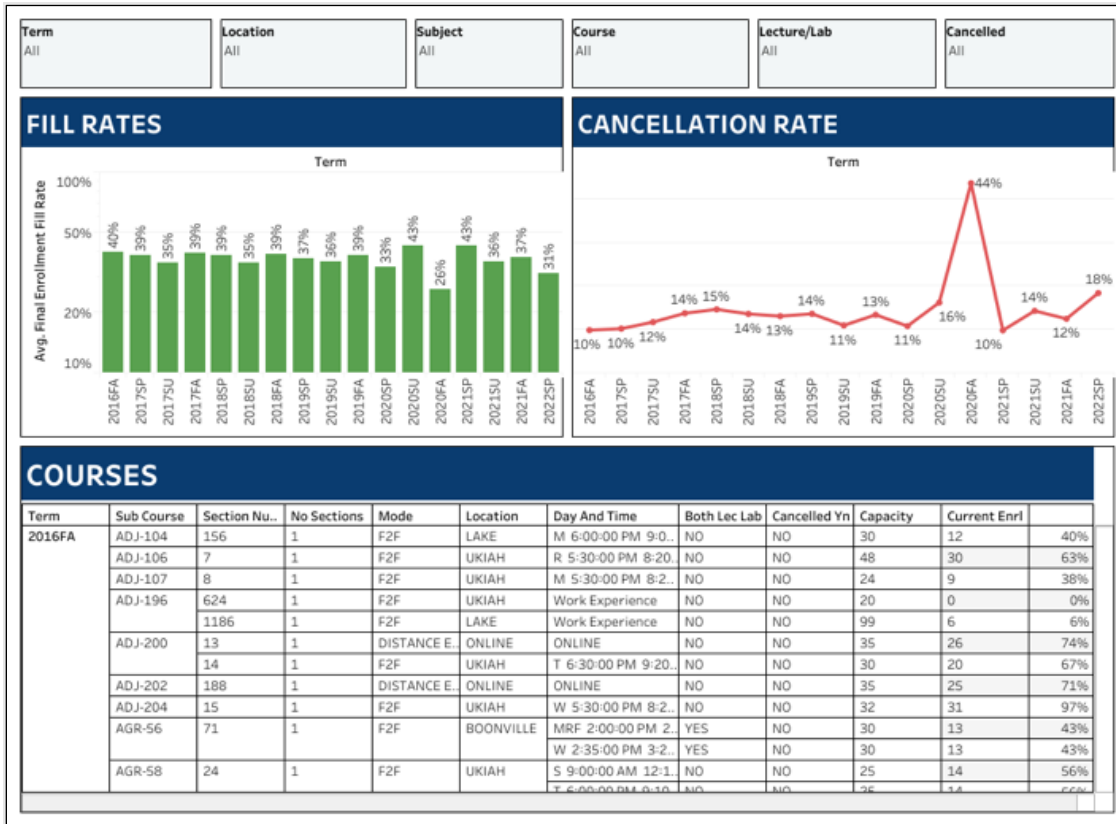


Figure 1: SEM Data Dashboard showing courses, fill rates, and cancellation rates that can be filtered by term, location subject, and course.



Figure 2: SEM Dashboard showing the number of students taking courses by day and time along with the fill and cancellation rates.

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

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

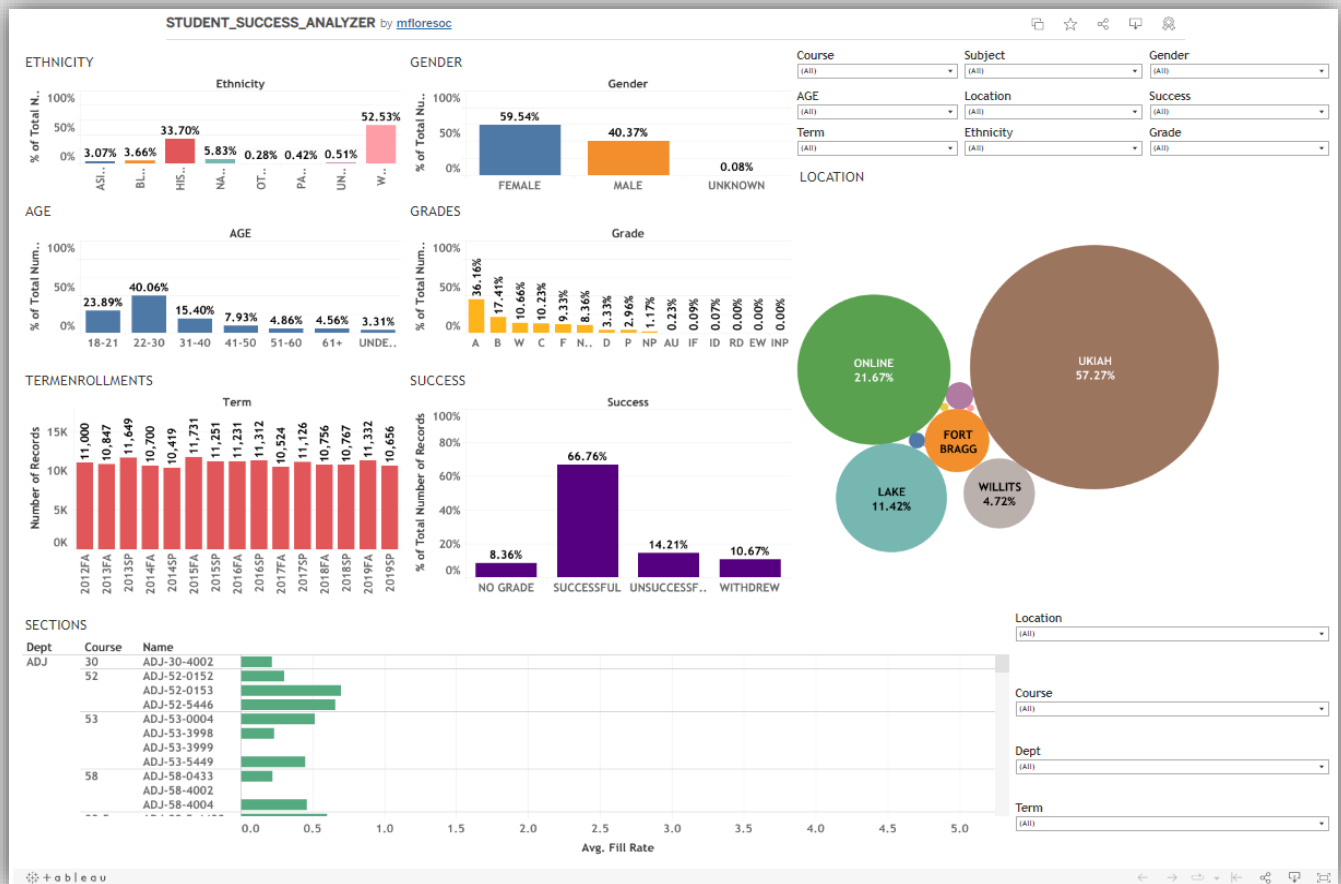


Figure 3: Sample dashboard from Tableau showing one discipline’s (ADJ) enrollment and demographic data

Aside from FTES and overall student completion, Mendocino College makes available, upon request for more detailed information, course efficiency, fill, rates, retention, completion, student and employee demographics, and additional success indicators for the institution and students. It is unequivocally dedicated to Student Equity; all metrics are disaggregated by Race and Ethnicity to identify equity gaps. The data in the figures below were prepared for the Student Equity and Achievement (SEA) plan. They show what equity gaps exist in the labelled categories (enrollment, retention, etc.). A red negative percentage indicates the percentage below the average achieved by the group listed. If the group is not listed, there was no equity gap indicated by the data. Three percent is the threshold considered to indicate a disproportionately impacted group.



Figure 4: Equity Gaps as defined for the Student Equity and Achievement (SEA) Plan. As shown Gaps for equity groups are minimal as most groups are not pictured/

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

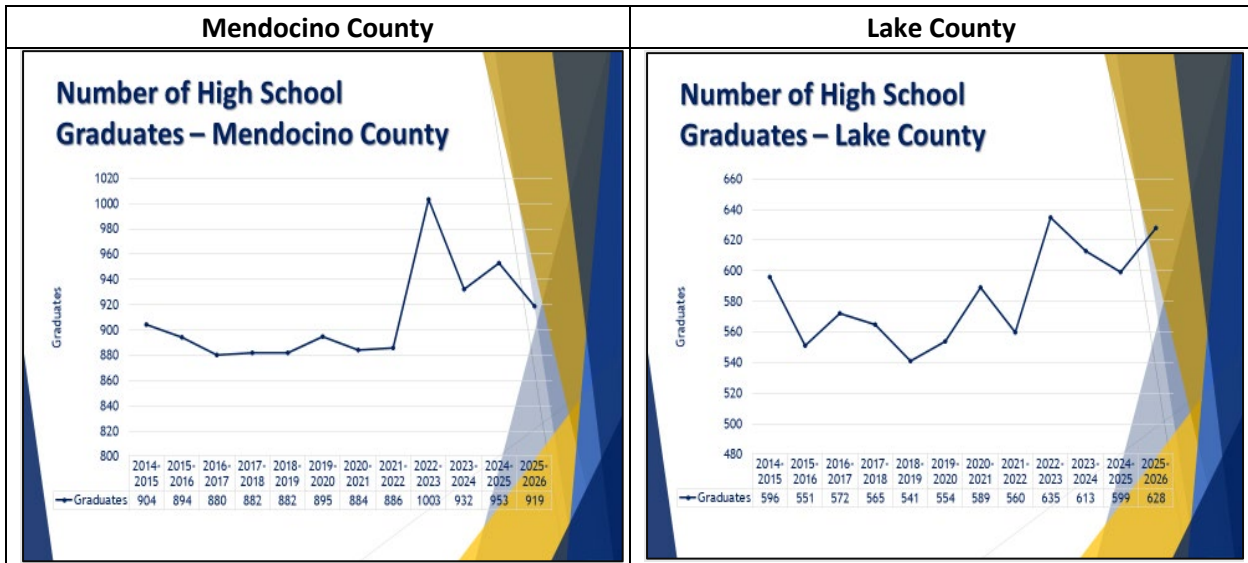


Figure 5: Number of High School Graduates over time, Mendocino and Lake County

Of these expected graduates, looking at historic trends, an average of 27% of Mendocino County and 23% of Lake County high school graduates will meet the California State University and University of California entrance requirements:

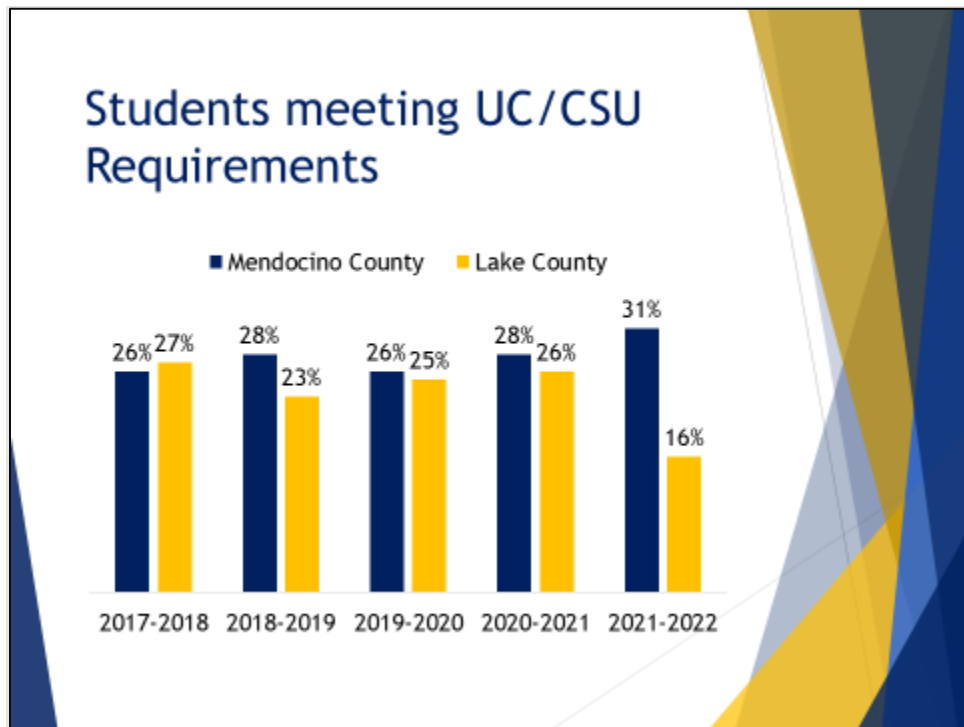


Figure 6: Students meeting University of California (UC) and California State University (CSU) requirements in Mendocino and Lake Counties.

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

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

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

Direction to Build Enrollments. Our Strategic Enrollment Management project, Equity initiatives, Data Analysis and Demographic information can inform our work to build enrollments, retention and completion of degrees and certificates. As we re-emerge from the pandemic, we have seen a return to face-to-face classes; however, students’ course taking habits have changed and they are much more likely to opt for online courses than they were before. In fact, most full-time students take a “blended schedule” of online and face-to-face courses.

Also, as of Spring 2023, we have a similar student headcount as we had pre-pandemic; however, our Full Time Equivalent Students (FTES) continue to lag behind our pre-pandemic numbers by as much as 12%. This is due to a greater percentage of part-time students and a related issue of a greater ratio of dual enrollment students (who, by definition, are part-time students).

Since our highest recorded FTES in 2019-2020, the Chancellor’s Office has provided various mechanisms to support maintenance of funding-- “hold harmless” initiatives and emergency funding conditions due to the pandemic. These mechanisms have maintained our funding at the 2019-2020 levels. To maintain this level of funding for the future, the district will need to restore FTES to 19-20 levels by the 24-25 fiscal/academic year. It is during that year that a new “floor” will be set at the FTES recorded in 24-25.

While the Education Master Plan focuses on student centered practices to maintain and improve instruction and services, it is also important to maintain funding levels connected to enrollments. The work currently being done in Strategic Enrollment Management assumes that student-centered

practices in scheduling, outreach and retention along with directions outlined in this plan will be the best route to gaining back lost enrollment.

2018-2022 Education Master Plan Priorities

The past EMP priorities are listed below in Table 1 along with progress made. They have guided decision-making process and provided the foundation for developing the current Education Master Plan. In Fall, 2023, after this EMP is adopted, these priorities will be updated and revised.

Table 1: 2018-2022 Education Master Pan Priors and progress

Education Master Plan Priorities 2018-2022
<p>Equity Imperative: Maintain and strengthen equity-minded student planning and activities to ensure equitable outcomes for our minoritized student population, including providing staff and faculty with culturally responsive professional development training. Professional development activities will include culturally inclusive and culturally relevant pedagogy, cultural competency in student service delivery, comprehending anti-racist practices, and understanding and recognizing racial inequity in education, policy and practice.</p> <p>Progress: Professional development has occurred for staff, managers and faculty with an emphasis on anti-racist and culturally responsive practices. Initiatives have included: culturally responsive training for online teaching; Caring Campus; workshops on serving LGBTQ students; Career Ladders Project training on equitable practices for student-facing staff, Native American Learning Symposiums, and many more. An Equity Cultural Audit has been added to the Curriculum processes.</p>
<p>Native American Outreach and Support: Increase access to and completion of educational programs at Mendocino College for Native American students. Increase Native American enrollment to reflect demographics in our region and school districts. Identify retention, success, completion, access, and resource barriers that prohibit academic success for Native American students; and create culturally inclusive practices to mitigate racial-equity gaps. Provide professional development to faculty and staff to promote culturally responsive outreach and support to our Native American population, both in and out of the classroom.</p> <p>Progress: This work is ongoing; however, Mendocino College has been recognized as having the largest percentage and the largest number of Native American students enrolled within the California Community Colleges. We continue to offer Pomo Pathway and summer enrichment programs for high school students. The Native Learning Symposium provides opportunities for all managers, staff and faculty to learn from our Native communities about their experiences, history and knowledge to help inform our practices. We have increased our outreach presence in Round Valley and have re-located and redesigned our Native American Student Resource Center.</p>

Cohort Model: Using the College Assistance Migrant Program (CAMP), First Year Institute (FYI) and Pomo Pathway as models, build and implement one or more additional cohort models that will provide wrap-around services to students, aligning with the four pillars of Guided Pathways. Implement at least one cohort model which will provide outreach, onboarding, counseling, and support services to a racially minoritized student community. Key features may include predictable and thoughtful scheduling of essential, transfer-level curriculum, and well-trained and culturally responsive instructors, which will result in cohort solidarity and student success.

Progress: We are beginning a Puente program in Fall 2023. During the 2022-2023 Academic year, Puente faculty leaders were identified and supported in receiving training and resources to begin the first cohort in Fall 2023.

Guided Pathways: Maximize existing technology to provide clear and simple tools for students to access and chart the progress of their educational plans. Create clear equity-minded pathways for students to complete certificates, degrees and transfer pathways. Integrate student services and instruction to support pathways and completion.

Progress: "Self Service," a platform in our information system, Colleague, has been fully implemented. This platform allows students access to their education plans, gives them a view of their progress, and assists in choosing their classes each semester. Instructional Faculty have partnered with Counseling faculty to create Program Maps. These maps will show students the optimum pathways for completing degrees and certificates.

Implementation of AB 705: Increase success to and through transfer level Math and English by gathering and analyzing data disaggregated by race and ethnicity, and surveying students; honing guided self-placement practices; and monitoring existing and adapting robust learning support services. Provide professional development for faculty and staff which supports the increased success of students.

Progress: Successful implementation of AB705 occurred which resulted in gains in the numbers of students completing transfer level math and English in their first year. Some of this forward progress was set back due to COVID and the abrupt shift to online education. Students now have more choices to complete their transfer level math, including a Math for Liberal Arts and Math in Native Cultures class. Additionally, learning supports for math, English and ESL continue to evolve.

Dual Enrollment: Increase the planning and intentionality of dual enrollment, including College and Career Access Pathways (CCAP), Middle College, and traditional dual enrollment offerings with an equity lens. Further develop relationships with and orientations for high school faculty, counselors and principals to offer courses organized into educational pathways and aligned with traditional college offerings. Provide professional development for high school faculty to ensure consistency of

delivery and rigor with on-campus college offerings. Also, develop and implement orientations to dual enrollment for students and parents.

Progress: As is discussed in Chapter 8 of the EMP, the College has added many CCAP offerings and has now graduated three classes of the Middle College. Mendocino College was recognized by California Community College Chancellor’s Office data as one in three colleges statewide with high representation of all three of the traditionally underrepresented groups they recognized (Black, Latinx and Native American). Orientations for dual enrollment faculty have been developed and implemented; a dual enrollment student ambassador program began in Spring 2023 to provide student support.

Distance Education: Provide robust professional development in instructional design and accessibility, as well as ongoing and transparent support to all faculty to have 75% of our online course be aligned with the OEI Course Design Rubric in 5 years.

Progress: More professional development than expected was provided due to the spring 2020 move to the almost 100% online instruction because of the pandemic. Then, during the 2020-2021 academic year most instruction remained online. This required a significant effort to provide training and a cadre of expert faculty was developed. For these reasons, our efforts in this area were redirected from the goal of aligning to the OEI course design rubric. However, despite falling short of that goal, we continue to work in this area and are slated to become a teaching college on the online course exchange by Fall 2023.

Career and Technical Education (CTE): Increase the skilled labor pool in high demand industries. With Strong Workforce Program and other funding, allocate more resources for human capital and economic development. Provide relevant workforce development learning and skill building opportunities at different career stages.

Progress: During the time span of these priorities, the Physical Therapy Assistant program graduated two classes of students. Curriculum has been developed, funding has been secured and a remodel of the Auto shop has begun to allow for the implementation of a Hybrid/Electric Vehicle program. Mendocino College has partnered with the College of the Siskiyous to offer a Paramedics program on the Mendocino College Ukiah Campus. Mendocino College has partnered with Butte College to provide PG&E funded arborist training for managing powerline tree trimming and removal. A cybersecurity program has been created and classes will begin in Fall 2023. All these new programs represent industries with high labor market demand. Post-COVID Advisory committees for all our CTE programs have been re-established and met during the 2022-2023 academic year. With the full opening of the Career Hub after COVID and hiring a permanent Career Center Assistant, activities have begun there with job skills workshops and resources, employer workshops and field trips, a Career Fare, and the implementation of Handshake.

Non-Credit: Explore, create and implement noncredit and low unit short term vocational certificates in areas that meet the industry needs of our community, including partnering with Mendocino Lake Adult Career Education (MLACE).

Progress: New short-term vocational non-credit certificates have been developed in Sustainable Construction Technology, Computer Skills, English as a Second Language; Culinary Arts Management, and Auto.

Transfer Pathways: Increase transfer rates by researching, collaborating and communicating within the College and across educational institutions to identify and meet student and district needs; assuring ADT and UCTP are visible corridors among the network of Guided Pathways; supporting horizontal integration and collaboration between academic disciplines; maintaining responsiveness to state transfer mandates and transfer model curriculum; and utilizing marketing resources for highlighting transfer degree pathways.

Progress: Associate Degrees for Transfer (ADTs) have been updated to reflect new requirements, a new UC transfer degree in Chemistry was developed and one in Physics is in progress; 2+2 pathways have been developed with Sonoma State and Cal Poly Humboldt, including in English, Business, Art, Social Work, Psychology and Liberal Studies

Cross-Campus Collaboration: Implement collaborative projects designed to support student learning and engagement. Students will participate in interdisciplinary and multi-department activities to enrich their academic experience. Examples of previous collaborative projects include The Phoenix Project, Earth Week, Major Exploration, and MESA Colloquia.

Progress: Work in this area was interrupted by COVID; however, multiple departments have come together to support various events, such as the college career fairs at the Centers, the Career Fair at the Ukiah campus, New Student Welcome, Latino Student Retreat, Native American Motivation Day, and Earth Day, among others.

Organization of Chapters

As the document was being developed, EAP agreed that it would exist as a dynamic document linking to other related reports and plans. This keeps the plan more relevant as the plans required in other areas change. Each chapter is organized with the following sections

- **An unlabeled background section** providing important contextual information.
- **Current practices** being implemented.
- **Challenges and Opportunities**
- **2023-2026 Goals and Activities.** These sections are displayed differently depending on the nature of the work planned.

Timeline for the Education Master Plan



Figure 7: Educational Master Plan Timeline

Equity

Mendocino College established an Equity Committee in 2014 and in 2018 became part of the Guided Pathways Leadership Team (GPLT). The Equity committee and GPLT have represented all constituent groups and engaged in work that has resonated throughout the campus, the district, and the community. Equity and addressing gaps have also become an integral aspect of all committees. Data has been a continual focus of the district's equity work, beginning with the development of the first Equity Plan through the creation of a recently submitted and updated plan. Early in the process, the Equity Committee made the decision to contract with the Center for Urban Education (CUE) to engage the campus in examining disaggregated data and to support the Equity Committee in "making the case" to the campus at large that a focus on equity is essential in closing achievement gaps and creating a culture of inclusion.

The college has approached the goal of closing equity gaps in a multi-pronged way over the past 7 years. This includes direct support (textbooks & supplies) to students. The college has implemented cohort models of instruction to increase student success, including Pomo Pathway. One heavy focus has been on professional development for faculty to increase their competency in recognizing bias (in themselves, their discipline, and their course materials) and in meeting the needs of all their students. An Equity Workgroup of the Guided Pathways Leadership team continues to provide this faculty professional development. The Office of Institutional Research also provides disaggregated data to the whole institution to guide its equity work.

The national movement for racial justice, after the murder of George Floyd, Breonna Taylor, Ahmaud Arbery and countless others, combined with the Chancellor's office call to Action, further inspired faculty, staff, and management to reaffirm their commitment to equity and social-racial justice. The Academic Senate, the Curriculum Committee, and the SLO Team are just a few faculty-led organizations that have moved to infuse their procedures with an equity lens in the past few years. In addition, the college and each of the constituent groups (Management Team, Classified, Faculty) made anti-racist and commitment to equity statements.

Currently, Mendocino College has made advancements in addressing gaps amongst our minoritized student populations, specifically our Native American students. However, although gains have been made, Mendocino College recognizes that transactional services alone do not address the historical exclusionary practices and beliefs that have been perpetuated in educational institutions. The college recognizes that these beliefs, practices and gaps still exist and is committed to disrupting the dominant narrative and dismantling structural and systemic racism. Mendocino College, through sustained professional development, dialogue, data analysis, research, and collaboration, engages in anti-racist, social justice and equity-minded policies and practices to remove barriers for minoritized students and the entire college community.

Current Practices

Faculty Professional Development: CUE assisted Mendocino College staff in developing an annual training for Faculty, known as the Faculty Equity Project. This training was interrupted by the pandemic but has been held every spring since 2017. In addition to this semester-long exploration of equity in teaching, the Equity workgroup of the Guided Pathways Leadership Team organizes other professional development opportunities for faculty every semester. The Equity workgroup and Foundation Skills workgroup support a variety of professional development priorities that are identified through committee dialog and goals. Two Teacher Institutes and a Teachers on Teaching Conference occur each academic year. Additionally, the Career Education disciplines meet regularly to establish professional development priorities and sponsor opportunities that are made available to faculty across campus. Recently, faculty book clubs have been established in which faculty participate in reading equity themed instructional andragogy.

Classified Staff Professional development: Classified staff, led by the Classified Senate, also embraced equity minded professional development with CUE and have continued occasional training since that time. In fall of 2020, student-facing staff participated in the Caring Campus initiative developed by the Institute for Evidence-Based Change and in Fall of 2022, the Career Ladders Project offered student-facing staff and counseling faculty professional development sessions aimed at disseminating effective equity-minded practices.

Direct Support to Students: Students who are identified in the Student Equity Plans (foster youth, Native Americans, African Americans, Latinx, homeless, Disability Resource Center (DRC) students, among others) are supported through textbook purchases, lending library, specialized counseling, Chromebook loans, mobile hot spots. Through the centralization of Outreach efforts and a continued focus on serving minoritized populations, onboarding and follow-up services have been provided to our disproportionately impacted (DI) student groups (Black, Native American, and Foster Youth) and there is current work being conducted to effectively measure the impact of these services. In addition, an Equity Counselor has been formally hired to work exclusively with our DI student groups. The counselor also teaches the college and career success courses for students in Pomo Pathway. Through the Office of Institutional Research, students who meet one or more of our DI population indicators are eligible to apply for equity services. This includes the lending library and equity counselor services.

Pomo Pathway: Every year since 2018 the college has recruited a cohort of Native students to take two semesters of core classes together. The learning community provides wrap-around services and a cohort model of instruction in transfer level English, math, and other key GE and transfer courses. Pomo Pathway began as a collaboration with Coyote Valley Band of Pomo Indians and was originally housed on their site. However, during the pandemic the program was transitioned to the online learning environment. For the past two cohorts, Pomo Pathway has been continued on the Ukiah Campus and has incorporated improved collaboration with the Native American Student Resource Center.

Embedding equity-mindedness in institutional practices: Mendocino College uses student success information to assess overall student performance at the institution. This information has been further disaggregated to match the California Community Colleges Chancellor's Office Vision for Success and to align with student equity and closing achievement gaps among historically underrepresented groups. Over the last several years, the institution has changed several key practices to infuse equity-minded practices into decision-making and instruction. This includes a rewriting of the Program Review II documents to include more analysis of disaggregated data, the development of a cultural audit process by the Curriculum Committee which leads faculty through an analysis of their course outlines; new guidance by the SLO Team on how to write equity minded SLOs; revised faculty evaluation forms which include equity minded teaching practices, and updated Mission, Vision, and Values that foreground the institution's commitment to racial justice.

Challenges and Opportunities

Challenges

Balancing the work: In some ways it is wonderful that our equity-work is diffused throughout the institutions, their faculty, management, and staff. This makes the work everyone's job. However, without centralized responsibility, the expertise and activities can be disconnected from one another, and there may be areas of the campus that can remain disengaged.

Limited Human Resources: The faculty and staff who organize much of the equity-minded professional development take this work on in addition to their assigned duties. Though the importance and urgency of equity work supersedes any time inconvenience, it does become an additional workload on employees.

Resistance: While many faculty, staff and managers are fully engaged in developing and implementing equity-minded and anti-racist practices, not all share anti-racist and equity forward values, or they have not fully developed a mindset which allow them to move beyond surface changes in their practices.

Sustained, Funded and Systemic: Due to changes in Chancellor's Office direction, college staffing, and funding (and a worldwide pandemic) our equity goals, programs for students, and professional development have fluctuated. It is important that we change to reflect our resources and student needs, but that does bring complications and additional workload to staff.

Opportunities

Develop new training for faculty and staff: The institution has many faculty who have participated in entry-level equity training and are eager for more. There is an opportunity to build on previous efforts such as the faculty equity project.

Update and expand services for students: The college can continue to evolve its offerings for students. For example, the pandemic prompted the college to distribute Chromebooks and hotspots, and the new Zoom cart technology has the potential to allow students with transportation limitations to access classes they would not have been able to before. More faculty are embracing low or zero cost electronic teaching resources for their students and the library staff and Open Education Recourse (OER) cadre have been leveraging Zero Textbook Cost (ZTC) and lottery funding to expand the number of zero textbook cost classes.

Fully implementing the pathways: The implementation of the Career and Learning Pathways will assist all students in more seamlessly meeting their educational goals. Further analysis is needed to ascertain if there exists DI in the established pathways. In addition, a comprehensive roll-out plan that includes instruction, student services, and outreach needs to be designed to ensure that access to guided pathways will be available to DI student groups.

Hire a more diverse instructional faculty: The college has made only small progress in diversifying its instructional faculty over the past ten years. However, new Board policies and hiring procedures, as well as new leadership in HR, emphasize this college goal. This has included a revised and equity focused hiring committee orientation, subscriptions to online platforms that widen breadth of recruitment, addition of online submission of application materials through neo.gov, and accommodating those selected for interviews with zoom options.

New funding. The College has received several new grants: The Redwood Coast k-16 Collaborative; a Hispanic Serving Institution (HSI) Federal grant; and the Native American Student Success and Support Grant. These will each contribute to address the challenges described above, especially in staffing.

Recently Hired positions: The recently developed and filled positions of Director of Student Life and Support and the Student Life Specialist are devoted to overseeing and carrying out equity minded practices and activities.

Puente Project: Beginning in Fall 2023, Mendocino College will host its first Puente Project cohort.

“The Puente Project is a national award-winning program that has improved the college-going rate of tens of thousands of California's educationally underrepresented students since 1981. Its mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees and return to the community as

mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components.” (<https://www.thepuenteproject.org/about>)

At Mendocino College, this program will be implemented by a counselor, a math professor, and an English Professor. Each faculty is given release time to develop specific culturally relevant curriculum and activities and support students in completing coursework and developing the confidence to transfer to a four-year university.

Implications for Professional Development

The bulk of the goals and activities for 2022-2025 are focused on professional development. Consistent, engaging, and evolving professional development for all faculty and staff is crucial for the success of our students and for the college to meet its equity goals. We need consistent training for new faculty and staff to inculcate them in our equity-minded culture and also need to continue to offer new trainings to help our veteran staff to further their equity journeys.

Under the leadership of Human Resources, the Professional Development committee has become more organized and effective. It has allowed for more professional development requests to be supported and provides a central “location” for campuswide professional development priorities to be discussed.

Goals and Activities (2023-2026)

- Implement the [Student Equity Plan](#)
- Update website to infuse equity principles and to provide clear Guided Pathways information.
- Execute NEH grant to educate faculty and staff on local Native American culture, history, and politics.
- Continue equity-minded professional development for faculty
 - Reinstate Faculty Equity Project in 2023/2024, incorporating online
 - Equity Courses (CORA) and book clubs
 - Develop faculty equity project level #2
 - Create a “train the trainers” model for continuing faculty equity focused professional development
 - Create more professional development opportunities for relational teaching, focusing more narrowly on approaches to andragogy.
- Create a consistent schedule of equity-minded professional development for Classified staff and Managers.

- Examine "success stories" such as Pomo Pathway; scale up the resources and offerings for other communities that are traditionally underserved.

- Listen to the student population to better understand their needs
 - Focus groups - Specifically for minoritized student groups
 - Survey Pomo Pathway students
 - Survey all populations that are supported via the equity plan
 - Increase SLO assessment to review disaggregated assessments data
 - Elumen and Office of Research disaggregation of SLO's for instructors

Re-Design

The shift that has been occurring and led by the California Community College Chancellor’s Office (CCCCO) is calling for a re-design of our institutions to focus on providing students clear pathways to success, including an increase of completion of degrees and certificates, transfer to four-year colleges and universities, wage increases, and successful career placement.

At the writing of this document, Mendocino College, including the students and families in our District, have been living with and responding to the COVID pandemic. In the area of redesign, this has meant shifting practices to supporting students online with instruction and services while continuing to plan for the implementation of our re-design efforts.

The CCCC website declares that “the Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns to promote better enrollment decisions and prepare students for future success.” At Mendocino College the umbrella for re-design is our *Guided Pathways* work, facilitated by our *Guided Pathways Leadership Team*. The work of this team builds on the metrics of the [Vision for Success Goals](#) and the [Student-Centered Funding Formula](#).

Statewide and locally, Guided Pathways re-design efforts have been illustrated as shoring up four pillars critical for students success: 1) *Clarifying the Path* (creating clear pathways to employment and further education); 2) *Entering the Path* (helping students choose and enter their pathway); 3) *Staying on the Path* (helping students stay on their path); and 4) *Ensuring Learning* (following through and ensuring improved student results). The four pillars are shown in figure 8 along with activities to help support each pillar.



Figure 9: Four Pillars of Guided Pathways

While there has been much work accomplished to implement Guided Pathways, the next 3-5 years will be critical in implementing the new structures coming into focus.

Current Practices

- **Learning and Career Pathways.** At the core of the Guided Pathways work are the established Learning and Career Pathways. These “meta-majors” group programs, degrees and certificates are put into clusters to help students to identify their interests and preferences. It also will allow for instructional faculty, counselors, and learning and support services to organize and collaborate around cohort groups of students.
- **Program Mapping.** Instructional Faculty and Counselors have been working together to develop maps for Associate Degrees. These maps provide a recommended sequence for taking the required courses, and they include recommended general education courses to meet the complete requirements of the Associate Degree.
- **Re-Design of Math, English and ESL Pathways (AB705).** AB705 legislations mandated an overhaul of the Math, English and ESL sequences. Colleges were required to reduce their pathways to transfer level Math and English so that every student can get through the transfer level in one year. ESL students are required to have no more than six semesters of credit level English to get through transfer level. To this end, Mendocino College developed conforming pathways in Math, English, and ESL and has begun to analyze their success. AB705 is an integral component of Guided Pathways and re-design efforts. Completing Math and English has long been recognized as a significant momentum point for students in their path to completing a degree or transferring.
- **AB1705:** AB1705 legislation is currently being implemented which further restricts the ability of Community Colleges to provide pre-transfer or even pre-calculus math classes. Mendocino College is beginning to implement the requirements of this new legislation.
- **Course, Program and Institutional Student Learning Outcomes.** Led by the Student Learning Outcomes Team (SLOT), Academic Senate, and the Education Action Plan Committee (EAP), Student Learning Outcomes (SLOs) and the processes associated with them are being overhauled. At the course level, faculty will assess SLOs more frequently. Course SLOs will be mapped to Program SLOs to better facilitate their assessment. Finally, Institutional Level SLOs have been re-written and plans for their assessment are being developed.
- **Continuous improvement of Learning and Support Services.** These services will be discussed in greater detail in Chapters 6 and 7. The work and planning of the Guided Pathways Leadership Team has been the catalyst for the current services being implemented.

Challenges and Opportunities

While, overall, Mendocino College has been moving forward successfully in the area of Re-design, there are a number of challenges to the momentum of the work and to the ultimate goal of improving data around student completion. Conversely, these unique times have afforded us opportunities as well.

Challenges

- There are degrees and certificates in disciplines with no full-time faculty. Completing Program maps in those disciplines is a challenge. Additionally, those disciplines have been less engaged in the development of Learning and Career Pathways and the other work defined above. While there is funding available for one-time expenditures, increases to the general fund are not enough for the significant ongoing cost of increasing the number of full-time faculty.
- Because students enroll primarily in non-credit ESL pathways, collecting student success data for AB705 implementation has been challenging.
- Re-design work requires engagement from across disciplines, departments, constituent groups and work areas. It is always challenging to add meetings and work to the already full schedules of our staff and faculty.
- The COVID Pandemic has challenged our students and institution. Enrollments have suffered while instruction is mostly online. We have yet to see how this impacts our student success metrics such as degree/certificate completion and transfer rates.

Opportunities

- Funding for re-design projects is abundant, including Guided Pathways funds, Strong Workforce Program funding, CARES and HERFF funding for pandemic related projects, including getting students “back on the path.”
- New requirements for colleges to implement Credit for Prior Learning can support students’ completion of a degree and/or certificate.
- Program Mapping Software is being purchased to provide an online tool for students to explore program maps.
- The Mendocino College website is currently undergoing an overhaul which constitutes an important facet of Re-design in providing clear information for students.
- With grant funding, the GPLT has increased student engagement in re-design efforts.

Goals and Activities (2023-2026)

Two existing documents already outline work in this area for the near future. The aforementioned [Quality Focused Essay \(QFE\)](#) provides a detailed chart of goals and activities to support “Action Projects.” These action projects are:

- 1) Improving Student Access to and Clarity of Certificate and Degree Requirements;
and
- 2) Increasing Success to and through Transfer Level Math and English through Implementation of AB705

The other planning document that guides these efforts is the [Guided Pathways Workplan](#). In addition to these documents. The following chart organizes activities around the four pillars of Guided Pathways.

<p><i>Clarifying the Path (creating clear pathways to employment and further education)</i></p> <ul style="list-style-type: none"> ▪ Complete Program Maps ▪ Increase Career Exploration with Career Hub ▪ Implement Learning and Career Pathways
<p><i>Entering the Path (helping students choose and enter their pathway)</i></p> <ul style="list-style-type: none"> ▪ Increase onboarding activities ▪ Coordinate and continue to improve outreach
<p><i>Staying on the Path (helping students stay on their path)</i></p> <ul style="list-style-type: none"> ▪ Develop and implement best practices for Early Alerts and Progress Reports ▪ Expand use of supplemental instruction beyond English and Math ▪ Change perception/stigma of getting student help/support ▪ Implement Retention and Persistence strategies for semester-to-semester enrollment, success, and degree/certificate completion.
<p><i>Ensuring Learning (following through and ensuring improved student results)</i></p> <ul style="list-style-type: none"> ▪ Develop methodology for effectively measuring success in ESL courses ▪ Implement new process for assessing Course SLOs ▪ Continue to improve Program SLOs and assessment processes, including mapping CSLOs to PSLOs ▪ Re-write and assess Institutional SLOs ▪ Use assessment results, equity principles and Guided Pathways to inform and improve teaching and learning

Geographic reach

The vast rural geography of the Mendocino-Lake Community College District is one of its most impactful and defining characteristics. It provides both opportunities and challenges for the District and our students. MLCCD serves one of the most isolated regions in California. Its service area covers a region of two counties, totaling 5,207 square miles with 51 towns and cities. The nearest four-year school, Sonoma State University is more than an hour way for our centrally located students and two to three hours away for students located on the periphery of both counties, with no public transportation available.

Our three Centers and other educational sites are strategically located to serve this vast geography. The Lake Center is in Lakeport and typically enrolls about 250 FTES per year. The North County Center in Willits is our smallest center and typically enrolls about 100 FTES annually. In 2015, Mendocino College and College of the Redwoods finalized an agreement to have the MLCCD provide educational and support services at the Fort Bragg Center which the College of the Redwoods had previously operated. In 2017, the transfer of land and services to Mendocino College became official, with Mendocino College acquiring its third Center (the Coast Center) and added the Mendocino Coast to its District.

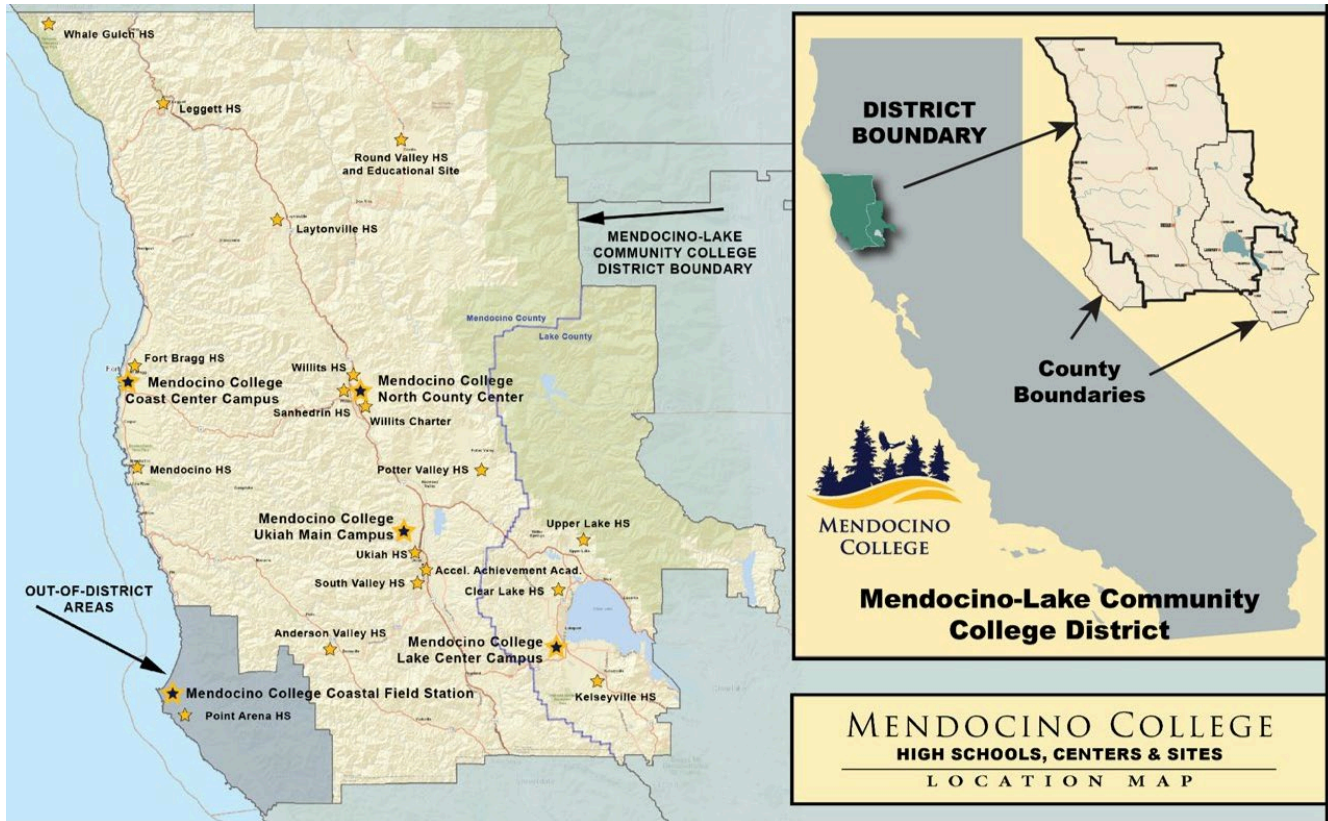


Figure 10: Map of District with high schools and locations.

Although the population center of the region is in Ukiah and its surrounding valley, because of the distance between towns in the further regions of the district, there are many more high schools served by the Centers. In all, the Centers serve twelve high schools in ten school districts. Because these are all small high schools, they rely on the College Centers to facilitate educational opportunities for their students that they are unable to provide. Dual and concurrent enrollment for high school students is a significant component of the services provided by the Centers.

In addition to the three Centers, the College also rents classroom space in Round Valley and partners with schools throughout our district to schedule after school and evening classes reach students even closer to their homes. For example, ESL, High School Equivalency, and Child Development (in Spanish) classes are offered in Anderson Valley at the Adult School. ESL classes have also been held at elementary schools to better serve parents of school age children.

Current Practices

- **Weekends to Success.** At the North County Center in Willits, hybrid weekend courses are offered to appeal to working adults and high school students. Classes are scheduled as a potential “package” for those interested in taking General Education requirements. (See [Weekends to Success flyer](#).) This Center was chosen to pilot these offerings because of its central location within the district. It is about an hour from the Coast, Lakeport, Round Valley, and Anderson Valley which are the furthest edges of the district. It is also only a half hour from Ukiah. Students can travel this distance to attend a half- or full-day on a Saturday once or twice a month to complete first-year requirements.

This program was just gaining momentum when the COVID Pandemic caused the Centers to discontinue almost all their in-person offerings.

- **Center Identities.** To attract enrollments and gain visibility and popularity in the community, each Center is working on developing an identity based on its offerings. General offerings will continue; however, each Center will have its “specialties.” This is an example of another initiative that was beginning as the pandemic hit, but each Center is building its future schedules and Marketing strategies around these identities:
 - Coast Center: Hospitality, Pre-nursing/Physical Tterapy Assistant (PTA)and the Arts
 - Lake Center: Basic science prerequisites CHM 200 and Anatomy), Hospitality, Business, Digital Arts
 - North County Center: Weekends to Success, First year of college (general education)
- **Strategic Scheduling.** The Centers have traditionally offered classes which meet General Education requirements and are required for completion of a degree. For this reason, classes like Math, English, History, Psychology and Communications have been a mainstay at the Centers. Other classes have been scheduled based, in large part, on student needs

and demand—classes that will achieve successful enrollment. While these strategies are not ineffective in addressing student needs, Center management in partnership with faculty are developing a longer-term plan for scheduling which considers the students journey through their educational plan and pathway. Rather than schedule each semester based on what classes will fill, Centers are working on providing “packages” of courses that can move students forward toward completion in more meaningful ways.

- **Educational Partnerships.** Critical to the success of the Centers, has been strong relationships with high schools. In Lake County, the Lake Center, the three Lake County High schools and their districts formed the North Lake County Educational Partnership to create a shared vision and educational goals for students in this part of our district. This partnership served as a model to develop similar partnerships on the Coast and in the North County.
- **Dual Enrollment.** Dual enrollment offered through our Centers comprises most of the district's dual enrollment classes. Small high schools find it more challenging to offer a breadth of classes for their students. Being able to offer college classes at their schools significantly increases the variety of classes available. Additionally, high schools are eager to provide opportunities for their students to earn high value college credit before they graduate high school. Many high schools recognize that these opportunities serve students better than the traditional Advanced Placement and Honors classes, which are difficult for small high schools to staff.
- **Collaboration with Mendocino Lake Adult and Career Education (MLACE).** The Centers have formed a strong collaborative relationship with MLACE, especially in the regions furthest from the main campus, in Round Valley, Anderson Valley and Fort Bragg. Strong partnerships with Adult Schools have resulted in coordination of ESL classes and high school equivalency test preparation at Mendocino College Centers, at Adult Schools, and at the Round Valley education site.
- **Commitment to Round Valley and its Communities.** MLCCD is committed to working with Round Valley communities to continue to build educational opportunities for its residents. The District recognizes the importance of serving this area to increase college going rates and career opportunities. The District also recognizes the historical violence and turmoil that has been inflicted on the Native people living in this community. This area is served through the North County Center which schedules classes in a leased classroom space. Through MLACE and dual enrollment, a strong relationship has been built with the local educational community.

Challenges and Opportunities

The challenges and opportunities to serving the vast geographic area served by the Centers revolve around increasing the visibility of Mendocino College, engaging students, increasing enrollments, and offering relevant opportunities for students.

Challenges

- **Enrollments.** Each Center is challenged by maintaining and/or growing enrollments. Pre-pandemic, the Lake Center suffered from declining enrollments due to the devastating fires that have occurred every year beginning in 2017. The North County Center serves a small population and has experienced inconsistent enrollments. The Coast Center was the single location that has been enjoying a steady increase of enrollments as courses have been added to the location and strong relations have been developed with the high schools. However, the Coast Center along with each of the other Centers and educational sites have been hardest hit by the pandemic, with no classes, except a few EMS classes, being offered in person. Rebuilding enrollment will be a significant challenge over the next three to five years. It will be critical to build the Coast Center and Lake Center to 250 FTES to maintain Center funding at these levels.
- **Faculty availability.** To build the schedule and offer courses throughout the district, faculty are needed. The Centers rely heavily on part-time faculty and sometimes struggle to offer the classes they plan to schedule. This is especially true in trying to schedule classes in Round Valley.
- **Round Valley infrastructure and isolation.** While the District is committed to serving the Round Valley region, there are significant challenges in doing so. One such challenge is simply the distance from any of our Centers or the main campus. Finding faculty to instruct there is a challenge. Also, since the population is relatively small, it is difficult to generate enough enrollments per class. Furthermore, internet service has been weak in Round Valley so that online solutions have not been viable.

Opportunities

- **Staffing at the Centers.** As we emerge from the pandemic and bring classes back to the Centers, they are fully staffed for the first time in a while. Over the past several years, there has been considerable turnover at the North County Center and Lake Center, mostly due to retirements of long-term employees. Additionally, part-time staff are being hired to support Round Valley programs.
- **Strong partnerships.** Strong partnerships with k12 districts and other organizations will assist in rebuilding enrollments.
- **Dual enrollment.** The significant growth in dual enrollment offerings over the past several years means that many more high school students are graduating having already established a Mendocino College identity. With outreach efforts from the college, this can lead to a simple transition to full-time college enrollment.
- **Internet improvements in Round Valley.** With COVID relief funding, the Round Valley Tribes have been working on infrastructure improvements which should lead to strong internet access for its residents, our classrooms, and the schools. This will allow for the possibility of better reaching the community with hybrid and online education.

- **Online synchronous options.** The college has purchased classroom cameras which will allow for classes occurring at any location to be attended synchronously by students at home or in another classroom location. This setup could bring classes scheduled in Ukiah to the Centers and remote locations. It can also allow for a class to be scheduled at a Center and gain enrollments from students attending it from other locations.
- **Outreach Matriculation teams** composed of Academic Counseling and staff specialists to serve special populations in remote, restricted or time sensitive settings like the California Conservation Corp, Mendocino & Lake County Jail or isolated educational communities like in Round Valley.

Goals and Activities (2023-2026)

Goal:	Develop an Identity (Specialties) for Each Center
	Activities
Lake Center	Continue work with Sonoma State for Business Program
	Package courses as pathways to programs
	Develop Hospitality offerings as courses/programs are developed
North County Center	Continue to promote Weekends to Success
	Package courses as “first-year” General education
	Explore housing CTE programs at Center with phase 2 building.
Coast Center	Hire Science Lab Assistant
	Equip science labs for allied health prerequisites
	Work with Blue Economy group to explore Marine Science program
	Promote Arts classes
	Develop Hospitality offerings as courses/programs are developed

Goal:	Increase Enrollments with Strategic Scheduling and Student Services
	Schedule more hybrid and Saturday classes
	Schedule synchronous zoom classes from Centers and Round Valley
	Package courses per semester and toward completion
	Recruit faculty to teach at Centers
	Leverage new online student services so students can attend meetings from the Centers

Goal:	Improve Educational Opportunities and enrollments of Round Valley students
	Expand instructional, outreach, and support services to Round Valley
	Continue to develop relationship with educational and tribal leadership
	Support faculty to teach in Round Valley
	Bring counseling, financial aid, and A&R to region
	Explore transportation options for Round Valley residents to travel to NCC and main campus.
	Work with Tribal leadership in their infrastructure improvements.
	Explore possibility of building a modular classroom in Round Valley

Goal:	Continue to grow Dual Enrollment and Institutionalize course sequences
	Plan CTE pathways as dual enrollment opportunities

Online Instruction

There is no area of instruction that has seen more growth in the past several years. Even before the COVID Pandemic, online instruction was the area with the greatest enrollment growth and was being developed with new tools for more interactive and effective instruction. The pandemic, of course, forced all students and faculty to find ways to teach and learn online. At Mendocino College, this resulted in identifying the faculty who were most expert in online instruction to lead others in finding their way to teaching effective online classes—classes which include interactions between and among faculty and students, provide multiple ways to deliver instruction (video, internet links, PowerPoints, etc.), and give students multiple ways to communicate their knowledge and be assessed on their learning.

The pandemic also accelerated the implementation of a variety of tools to assist in teaching classes which are most difficult to teach online. For example, Labster was made available for science labs and new technologies were used to embed videos into Canvas. New and veteran online instructors worked tirelessly to hone their online teaching craft to create classes and provide support for students who may have been reluctant to take an online class.

The pandemic also mobilized student services and learning support services to support students in online classes by providing online tutoring, writing and math labs. Counselors and staff reached out to students to see how the college could help them be successful in their online classes. To this end, hundreds of laptops and hot spots were distributed to students. Early on, it was recognized that success in online classes meant not only having access to a computer and internet, but that it was necessary for each student to have their own computer. A shared household computer was simply too in demand while families stayed home for school and work.

Certainly, many students have discovered that they can be successful in online classes and students graduating from high school will expect some of their instruction to be online. As a result, it is most likely that the college will have permanently increased the number of online sections as compared to pre-pandemic. The College will need to continue to strengthen online instruction to ensure effective teaching and learning occurs.

Current Practices:

Training and support for Faculty: Since the Covid pivot to online teaching, most faculty are trained to teach online using our Learning Management System, Canvas. Following Academic Senate recommendation, the college requires every faculty member who wishes to teach online to successfully complete a 40-hour training which touches on both how to teach online and how to use Canvas.

The Distance Education Coordinator (who has 40% release time) has traditionally had full responsibility for providing relevant professional development for faculty. During the pivot, experienced online instructors stepped in to provide support for their peers.

As an additional resource during the pivot, experienced faculty members created a Canvas shell for their peers called Faculty Helping Faculty. This shell is a repository for helpful information for instructors new to online teaching.

In spring of '21, our DE Coordinator collaborated with our Equity workgroup to offer a training entitled Equity in Online Teaching, which will be offered again this fall.

Training and support for students: For students, the college continues to offer a one-unit course on How to Be a Successful Online Student (CCS 124). This course has been most successful when offered to cohorts, such as our middle college students. During the past year, more resources (short video guides, handouts, links to Canvas guides) have been developed for students. Additionally, the library has hired an Instructional Technology Specialist who can provide support for students.

In terms of physical resources for students, the college purchased a significant number of Chromebooks and hot spots which have been loaned out to students over the past year and a half to allow those without those resources to participate in online classes. The library and center computers are also available for students and our Wi-Fi has been improved on campus, at the centers, and in our parking lots.

Student services, including peer tutoring, Math and English Lab support, counseling, librarian reference meetings also moved online during the initial phase of the pandemic and are now available in multiples modes.

Peer Online Course Review (POCR): The Distance Education Committee and Faculty at-large have been engaged in becoming POCR reviewers and developing their courses to fulfill the POCR rubric.

The college has seven full time faculty who have been trained to be “POCR reviewers.” These faculty members review the courses of their peers and provide guidance on how to bring those courses into alignment with the POCR rubric. The POCR rubric was developed at the state-level and captures much of best practices for teaching online classes which have high level of student engagement, clearly support student learning, and have robust content intentionally aligned with learning outcomes. The work of the POCR reviewers has contributed to significant improvement in the quality of our online courses.

Online schedule planning and approval: Courses must be approved by the Curriculum Committee as Distance Education classes to be taught online or in a hybrid format. The Curriculum Committee

verifies that the course outcomes can be met in the desired format. Generally, the move of classes to online teaching has been guided by instructor interest and not necessarily as part of a clear plan to meet student needs or improve the viability of a particular program. An exception to this would be the PTA program, whose choice of which classes to offer online and in person was carefully orchestrated to enable an instructional partnership with Shasta College while meeting rigorous in-person lab requirements.

CVC implementation: Mendocino College decided a number of years ago to join the Online Education Initiative with the end goal of joining the online course exchange. This project has been slowed by several technological problems and is still in process. However, the college is a part of the California Virtual Campus (CVC) website which allows community college students throughout the state to find our online classes and facilitates our students taking classes at other member institutions (with the goal of allowing them to find classes that we are not offering). We are scheduled to go through implementation to become a “teaching” college with the CVC in April 2023. After successful implementation, students at our California Community colleges in the consortium will be able to register for our online classes seamlessly.

Challenges and Opportunities:

Challenges:

Maintain consistency in quality: Before the last accreditation visit, the faculty on the Distance Education Committee reviewed all online courses and found a wide variety in quality. Traditionally, the only review of online course quality has happened as part of the faculty evaluation process, which has not been an effective means of monitoring or improving online course quality. Changes in the faculty evaluation process and forms are helping with this, but it remains a problem. Additionally, it is difficult to incentivize faculty to participate in the Peer Online Course Review process as it can be time-consuming and faculty report feeling intimidated by the process.

Meet professional development and faculty support needs: The DE director is a faculty member with 40% release time. With the growing number of faculty and classes online, it is difficult for this individual to provide all the support required. In the 2020-2021 academic year, experienced faculty stepped in to provide more support to their peers, but a longer-term solution needs to be found.

Meet our CVC obligation: Our CVC membership requires us to create an in-house course review process. The CVC developed a Peer Online Course Review (commonly called POCR) rubric which sets a high standard for online course quality. Each institution is required to have a cadre of POCR trained faculty who review their peer’s courses and guide them in raising the quality of the courses to meet the rubric’s requirements. The college is required to have 20% of its courses approved as meeting the rubric. Initially, rubric approved courses were the only courses to be allowed in the course exchange.

But now the CVC has decided to allow all courses, regardless of quality, into the exchange removing the incentive/reward for receiving this approval.

Reaching students with Canvas training: Neither CCS 124 nor the free “get ready for online learning” Canvas shell advertised to students at the beginning of every semester, have proven particularly popular. While students may have some technology training, many come to online learning under-prepared in how to succeed in such classes.

Balance online/face to face class schedule: It is difficult to determine if scheduling certain classes online pulls away from sufficient on ground enrollment to make classes “go.”

Opportunities:

Fully Online Programs and Certificates: As online education grows, there is the opportunity to thoughtfully develop and advertise more fully online degrees and certificates. The CVC promotes these degrees to students statewide.

Expand hybrid/ Zoom / hy-flex class offerings: As students have become more proficient at online coursework and more familiar with formats such as Zoom, we can strategically schedule these classes to help students with distance/scheduling challenges complete their coursework.

Provide support resources to more students: We have traditionally only offered resources such as tutoring and the Math and English labs to students in person and during limited hours. Online delivery allows us to reach more students.

Advance knowledge/andragogy of online faculty: With most faculty having a baseline understanding of online teaching, now is a good time to provide more advanced training in the theory and technical aspects of teaching online.

OER Adoption: Online courses are a natural fit with Open Educational Resources (OER). OER are course materials that are open access, including different types of texts that can be assigned to students at no cost. The statewide ASCCC has been promoting OER and Mendocino College is committed to incentivizing OER adoption by faculty in 2022-2023

Accessibility: The district is hiring a staff member who will be 50% assigned to instructional design, including support for faculty to address accessibility. Currently, instructors have been responsible for providing accessible courses with limited support from the District, which bears the legal responsibility for accessibility. Two years ago, the college required FT faculty to go through accessibility training

provided by the Tech Center. However, it is very difficult to create and maintain a fully accessible course, and faculty will benefit from new support in this area.

Goals and Activities (2023-2026)

- Publicize the availability of Canvas support in the library.
- Institutionalize the POQR process, including creating a pool of trained reviewers and incentivizing online instructors' participation in the review
- Institutionalize ongoing professional development for faculty, including maintenance of the Faculty Helping Faculty canvas shell
- Thoughtfully expand hybrid courses
- Increase number of fully online certificates and programs
- Address needs for online accessibility through staff support, training and resources
- Analyze Online Education program needs (staffing)
- Continue to create informational resources for students
- Finalize CVC implementation

Workforce Development

At Mendocino College, Workforce Development under the broad umbrella of Career Education. The Career Education Dean oversees the funding and activities related to workforce development. Career Education, as a group of instructional and support activities at Mendocino College, has experienced significant changes over the past 5-7 years. This is due largely to an increase in funding available through the Strong Workforce Program (SWP), the strengthening of a regional consortium, and the statewide emphasis on workforce development.

Mendocino College is an active member of the North Far North Regional Consortium (NFN RC) for Career Technical Education. The Consortium works together to define goals for the region, explore projects in common, share resources, and it acts as the conduit for SWP funding and other grants available for workforce development.

Mendocino College Career Education aligns itself with the four strategic goals developed by NFN RC as part of its [Strategic Plan](#):

GOAL: Improve coordination of workforce training

To improve the flow of information to and from employers and key stakeholders, the Coordinating Council will be expanded to include a broader range of partners and stakeholders. Further, more digital resources will be added for employers.

GOAL: Improve responsiveness to employers

A new position, Assistant Director of Employment Partnerships (ADEP), will be established in each district to build new and strengthen existing employer relationships through regular outreach, employer roundtables, and improved coordination with Workforce Training and Development Department (Contract Education).

GOAL: Increase equitable student completions

With improved performance reporting and by offering professional development opportunities designed to enrich cultural proficiency, the NFN faculty and administration will have a better understanding of how to guide and teach students from diverse backgrounds more effectively.

GOAL: Further organizational effectiveness

Staffing levels will be monitored and adjusted to assure there is sufficient support given to Projects in Common, employer engagement, and that information is distributed and shared efficiently.

The North Far North Regional Consortium (NFN RC) also aligns itself with the Chancellor's office [Vision For Success goals](#) to guide its investment and program strategies:

- **Increase degree and certificate attainment**
- **Reduce excess unit accumulation**
- **Increase transfers to four-year institutions**

- **Close equity gaps**
- **Secure gainful employment**
- **Close regional achievement gaps**

It is significant to note that The North Far North Regional Consortium (NFN RC) serves the largest geographic area of the state, from the Sacramento Metro area north to the Oregon border, and from the North Coast across the Cascade and Sierra Nevada Mountain Ranges to the Nevada border. Mendocino College Career Education programs have benefited from the strong partnership that exists among the colleges in the consortium and have also been recognized for exemplary programs and innovations.

The Mendocino Lake Community College District shares some attributes with some of its sister districts in this region as small rural districts with limited employment and industry opportunities. There is a recognized need to stay focused on Labor Market indicators and focus on workforce development that will be most relevant to our students and the employers in our region.

Current Practices

Mendocino College offers a wide range of career education courses, certificates and degrees. These offerings include short-term non-credit courses and certificates, for-credit certificates preparing students for entry into the workforce, and associate degrees and associate degrees for transfer which prepare students for greater leadership in the workforce or to transfer to a four-year college or university. ([Mendocino College Website CTE listings](#))

This section provides highlights of some of our programs that are unique or offered through collaborative innovations. Additionally, it describes some of the student support offered around workforce development.

- **Allied Health**

Mendocino offers several programs in Allied Health:

- **Registered Nursing:** The Associate Degree in Registered Nursing graduates up to twenty-four students each year. It has a highly successful retention and success rate, and students pass the NCLEX at close to 100% each year. Mendocino College has a strong partnership with Adventist Health and other hospitals and clinics in our district for clinical opportunities and financial support of our program. The RNs graduating from this program are filling a significant need for the hospitals and often graduate with job offers in hand.
- **Physical Therapy Assistant (PTA):** Mendocino College began a PTA program in Spring 2020 and graduated its first class in December 2021 just after being fully accredited in November 2021. This program is a regional collaboration supported by the NFN RC to address a long-standing shortage of Physical Therapy Assistants. Mendocino College and Shasta College collaborated to develop programs at each campus. The collaboration included sharing planning, curriculum, and supporting each other through the

accreditations process. The two programs continue to collaborate. There are very few PTA programs in Northern California. This program has enrolled students from as far away as Lake Tahoe.

- **Regional Collaboration to provide Paramedics program:** In response to community requests for a Paramedics program coming from a variety of sources, including the Mendocino County Board of Supervisors, Mendocino College partnered with College of Siskiyou College to provide a Paramedics program. The community demand came from a shortage of available personnel for local ambulances and the increased value of paramedics training for firefighters. For a number of reasons Mendocino College reached out to College of the Siskiyous about offering their program on the Mendocino College campus. First, the length of time to develop a program like this would not address the district's immediate needs. The program not only has to go through local processes, but also would need to go through an accreditation process. The accrediting process would require hiring full-time faculty and staff. Because the College wanted to be nimble and timely in addressing this need, the College of the Siskiyous was invited to run their program on our campus. This is a unique partnership that prioritizes students, a labor market need, and a pathway to meaningful work over enrollments and FTES.

- **Sustainable Construction and Technology**

On January 31, 2020, the College received a one million dollar grant for Fire Recovery and Construction programs. These funds were designated for the college to address the labor shortage in construction as Mendocino and Lake Counties are working toward rebuilding in areas devastated by wildfires. The grant was originally earmarked for a three-year program. Because the onset of the pandemic occurred very soon after being awarded, this work began slowly and we expect grant funds will be fully expended in Spring 2024. The grant has resulted in hiring a full-time faculty, creating an outdoor lab for the program, developing a new non-credit certificate and getting the supplies needed to offer the program at the Ukiah campus as well as creating a "mobile classroom." The non-credit certificate program has been highly successful with full enrollments.

- **Career Hub**

Through Strong Workforce Program (SWP) funding, the College opened a Career Hub and hired a Career Center Assistant. Unfortunately, the Career Hub was becoming ready for its opening just as the COVID pandemic began. Still, the new staff member, without an in-person center to open, engaged in career development activities through online workshops, videos, and connecting students to available career opportunities. Post-pandemic, the Career Hub is open and serving students with career resources, including resume and cover letter workshops, field trips to local employers, guest speakers from local employers, and is hosting a Career Fair in April 2023.

- **Career Counseling:**
SWP funding is also supporting Career counseling. A part-time counselor is working closely with the Career Center Assistant and the Counseling department to provide one-on-one counseling and career workshops for students.
- **North Far North Employment Partnership Program (ADEP)**
The North Far North Consortium worked together to develop the Employment Partnership Program which received funding to hire one Assistant Director of Employment Partnership (ADEP) for each Community College District in the Consortium. The Mendocino College ADEP was hired in Spring 2022 and is working with Career Education disciplines and the College to strengthen partnerships with employers.

Challenges and Opportunities

Challenges

- **Programs without full-time faculty: Administration of Justice (ADJ), Fire Science (FSC), Human Services (HUS), Work experience**
There are several high value Career Education programs with no full-time faculty. ADJ, FSC, HUS are programs with multiple degrees and certificates and represent a labor market need. They also are disciplines which support local industry in continuing education, including salary advancement. Part-time faculty coordinators are hired each semester to help support the Dean in leading these departments; however, because of the part-time nature of the employment, these individuals are completing this work alongside careers in the field. Work Experience is a discipline which supports students, employers and faculty, and it is becoming an emphasis among many initiatives.
- **Predicting lasting employment opportunities**
The College is often approached by employers desperate to fill vacancies. They look to the college to develop coursework and programs to feed into their workforce. As a small college serving rural counties, we need to evaluate the sustainability of program development. For example, the College is currently responding to a current and short-term future community need for Psychiatric Technicians. It is unclear if the jobs available will be saturated with one or two cohorts of Psych Techs. Then, will the employment opportunities dwindle to just a few a year? The resource commitment is significant for developing a program which will require accreditation, full-time faculty and staff and considerable administrative time.

- **Enrollments and completions in some programs**

Career Education course enrollments are recovering from the downturn seen during the pandemic. Our next challenge is to increase the numbers of students who complete a degree and/or certificate.

Opportunities

- **Electric Vehicles**

The Automotive Technology Department has developed new curriculum in Hybrid and Electric Vehicle and an expansion and remodel of the existing classroom and laboratory (shop) space is breaking ground within the next year (23-24). At the time of this education plan's development, the project is in the design and permit phase. This program will be unique in our region.

- **Cybersecurity**

New courses and awards in Cybersecurity have been developed in our existing Computer Science (CSC) discipline. There is a tremendous need for IT employees with expertise in cybersecurity for the public and private sector.

- **Expansion of Nursing to include LVN**

Through its Program Management Guidelines, the Education Action Plan Committee (EAP) is reviewing a proposal to add a Licensed Vocational Nursing Program (LVN) to its existing Allied Health offerings. This program has been offered by the Ukiah Adult School. For several years, the Ukiah Unified School District has been engaging the college in discussions to shift the program to the College.

- **The "Career Team"**

Strong Workforce Program (SWP) funding has supported the development of a "Career Team." This team includes the Career Center Assistant with the Career Hub, the Assistant Director of Employment Partnership, a part-time faculty Career Counselor and a part-time faculty Work Experience Instructor. During the 22-23 academic year this team has gelled to identify and provide a holistic array of career services for students and employer partnerships for faculty. This new collaboration provides much promise. For the 23-24 academic year SWP funding will support a full-time work experience instructor to augment the work of this team. These are some of the Career Team activities that present opportunity:

- **Handshake:** This software is being implemented and will provide employers with the opportunity to share employment vacancies with students. Students will be able to develop their own profile as well as streamline their application processes with resumes and cover letter assistance. The Career Hub will be able to access and contact students in particular interest groups and majors.
- **Wingspan:** This career assessment software was reviewed and chosen by the Career Team. Students can be referred to it from any member of the team, and it will assist students in

exploring career paths related to a personal assessment. This will also be available to faculty in College and Career Success courses.

- **Learning Aligned Employment Program (LAEP):** This funding is provided by the California Student Aid Commission (CSAC) and provides the College, K12 districts, non-profits and private employers with work-study type experiences for students. This team is working on setting up the processes to identify eligible students and employers to engage in these opportunities. The funding can support 100% of students' salaries employed by the college; 90% of a student's salary at a K12 setting; and 50% of a student's salary at a private employer or non-profit. The first of these opportunities will be available in the 23-24 academic year.
- **Annual Career Fair, field trips, guest speakers:** These activities were all offered beginning in the 22-23 academic year. A schedule will be developed to institutionalize an annual calendar of career events.

- **Phase 2 North County Center**

The District is in the process of applying for funding to expand the North County Center in Willits to house Career Education programs. Specifically, this would give a home to the Sustainable Construction Technology (SCT program), the Fire Science program, and a developing program in Laboratory Technician training. The new lab space would also be used to provide prerequisite science courses for the Allied Health degree programs, such as PTA and Nursing.

Goals and Activities 2023-2026

The Goals and Activities listed below support both local and regional planning as described in the North Far North Consortium's Strategic Plan.

Automotive Technology Hybrid and Electric Vehicle

- Complete the remodel and expansion of the classroom and laboratory space
- Fully implement new curriculum

Cybersecurity

- Fully implement new curriculum in Cybersecurity

Limited look at new programs (LVN, hospitality)

- Within available resources continue to explore addition of certificate and degree programs that meet a regional and/or local need, such as the LVN and Hospitality programs

Sustainable Construction Technology (SCT)

- Continue to focus on this program to engage employers
- Update for-credit certificates and degrees to make them attainable, attractive and relevant to local employers

Focus on current programs

- In addition to the specific programs listed above, place a renewed focus on all Career Education programs
- Re-engage Advisory committees to evaluate current programs for relevance and labor market
- Engage faculty in a renewed Two-year review of Career Education programs
- Develop and implement marketing efforts and outreach, including social media and videos with student success stories to increase enrollment in general and specifically enrollments of underrepresented populations. For example, there is a need to increase the number females in AUT, ADJ, and FSC and the number of males in CDV and Nursing. In addition to being predominately male, Fire Science is also lacking the racial and ethnic diversity seen in the rest of the campus.

Adult Education

In 2015 Assembly Bill 86 impacted the beginning of significant changes in the relationship between California Community Colleges and Adult Education Institutions. AB86 along with the subsequent AB104 required that each Community College district create a consortium with school districts in their region to map, identify needs, and streamline adult education in key program areas, including English as a Second Language, Citizenship, High School Diploma and Equivalency, Short-term Vocational, Adult Basic Skills and Adults with Disabilities.

At Mendocino College, we developed the Mendocino Lake Adult and Career Education Consortium (MLACE). With funding being funneled through Mendocino Lake Community College District, consortium members needed to work together to maintain programs offered at Mendocino and Lake County adult education programs and leverage resources to meet identified needs in new areas. Over the seven years of development, the Consortium has grown strong and has been featured at statewide convening for its exemplary programs.

Mendocino College contributes to the consortium by staffing it with a Director and Administrative assistant and is the fiscal agent. Growth in non-credit courses has increased due to partnering with adult education providers as curriculum needs are identified. Specific programs in this area are described below in **Current Practices**.

Current Practices

- **Mendocino Adult and Career Education (MLACE) Mission.** The MLACE mission states that its members are committed to collaborating and sharing resources across historical and institutional boundaries to provide adults in our region seamless and integrated educational and career pathways and services with multiple opportunities for successful entry and exit. MLACE program areas include, ESL, Adults with Disabilities, High School Diploma and Equivalency, and short-term vocational programs.

MLACE has increased offerings and efficiency in ESL, High school equivalency and other adult education course work, such as basic computer skills. Where possible, the college offers courses at adult school locations. Before MLACE these locations relied on adult education funding to support classes. Now, non-credit enrollments support instructional costs and adult education funding can be distributed further for other services.

Other innovations have resulted from the collaboration across school districts throughout the Mendocino-Lake Community College District. For example, Round Valley Unified School District has long identified needing to serve their adults without a high school diploma; however, they neither had the resources nor the infrastructure to support an adult education program. Through the consortium and college course scheduling, both a high school diploma program and high school equivalency courses have been provided in Round Valley. Ukiah Adult School employs a Round Valley resident as a high school diploma instructor working at Round Valley

High School, and Mendocino College has provided high school equivalency test preparation at the Round Valley Education site in Covelo.

More information about current practices can be found in [the MLACE Strategic Plan](#)

Other collaboration has resulted in non-credit course development in Construction, computer skills, and courses for adults with disabilities. Those are described more fully below

- **Non-credit courses.** Mendocino College has significantly increased its offerings in non-credit in the past five years. Historically, the College offered most of its non-credit in English as a Second Language. More recently, courses have been developed in most of the non-credit program areas including, Adults with disabilities, Basic English, Basic Math, Short term vocational, workforce preparation, and courses for older adults. Career Development and College Preparation (CDCP) certificates are offered in the areas where they are allowable (basic skills, ESL, short-term vocational and workforce preparation.
 - Current non-credit Certificates include:
 - Employment Work Skills
 - ESL Preparation
 - Introduction to the Construction Trades
 - Basic Academic Skills
 - Basic Computer Skills
 - Culinary Arts
 - Beginning Baker
 - Intermediate Line Cook
 - Line Cooke
 - Learning Skills (designed for adults with disabilities)
 - Practical Living
 - **Courses for Older Adults.** Mendocino has a long history of serving its older adult population with a variety of classes, including art, music, Spanish conversation, and creative writing. These programs never fully recovered from the limits on repeatability put in place in 2009. Course for Older Adults is a CCC recognized category for non-credit but not one included in the funding or mission of MLACE. However, the development of non-credit courses done through the work MLACE and other programs has provided momentum and inspiration for course development across the campus in this category. Courses include:
 - English: Creative Writing for Older Adults
 - Art: Ceramics for Older Adults; Watercolor Painting for Older Adults; Film Photography for Older Adults

- Music: Singing for Older Adults; Jazz Band for Older Adults; Symphonic Band for Older Adults; Symphony Orchestra for Older Adults; Masterworks Chorale for Older Adults; Vocal Jazz Ensemble for Older Adults
 - Theater: Yoga for Older Adults
 - Spanish: Conversational Spanish for Older Adults
- **High School Equivalency Program (HEP)**
 The High School Equivalency Program (HEP) helps migratory and seasonal farmworkers or their children who are 16 years of age or older and not currently enrolled in school to (1) obtain a general education diploma that meets the guidelines for high school equivalency (HSE) established by the State in which the HEP project is conducted; and (2) gain upgraded employment, be placed in an institution of higher education (IHE) or other postsecondary education or training, or enter the military.

The Mendocino College HEP program currently serves 75 students annually.

Challenges and Opportunities

Adult Education is enjoying a fair amount of forward momentum. While Adult Education in some areas has served fewer students during the COVID pandemic, there has been curriculum development and partnerships forged that will serve the programs well as they emerge from pandemic restrictions. Additionally, new modalities never used in these areas are now being employed with some success and will likely continue to provide remote access to educational programs.

Challenges

- For classes that have relied on face-to-face offerings, enrollment needs to be rebuilt as pandemic restrictions subside.
- Meeting the demand for Health care professionals because of the shortage of instructors for the programs. These include Medical Assistant programs, Phlebotomy, Certified Nursing Assistants, and Dental Assistant programs.
- Finding qualified instructors and tutors for High School Equivalency courses well suited to serve the population's specific needs. It requires an understanding and empathy for adult learners from migrant communities and with limited education.
- Reaching adult learning from very remote areas with internet.
- When HEP students complete their high school equivalency, there are a limited number of classes appropriate for them as they are continuing as language learners. This is especially true for students in remote areas as most CTE classes are on the Ukiah campus.

Opportunities

- The curriculum development completed over the last several years can be fully implemented throughout our district and with the support of our Consortium partners.
- There is an opportunity to develop support services that strengthen pathways from non-credit to credit courses and programs.

Goals and Activities (2023-2026)

Adult Education Goal 1: Continue to develop and implement CDCP non-credit certificates at various locations in the district.

- Expand offering of non-credit construction certificate beyond the main campus
- Compete and offer the business applications non-credit certificate
- Successfully offer the computer applications certificate
- Create more effective outreach for these certificates.
- Explore development of more non-credit pathways in response to labor market needs.

Adult Education Goal 2: Support increased transition from ESL to certificate (non-credit and credit and degree programs).

Adult Education Goal 3: Develop connections between MLACE and District personnel to ensure smooth transition from non-credit to credit programs, and adult education sites to college sites.

K12 Educational Opportunities

This chapter represents some of the biggest shifts that have occurred in the last 5-8 years in delivery of educational programs at Mendocino College. For example, before 2015 there were no dual enrollment classes occurring at our district high school campuses during the bell schedule. At the time of this writing in Spring, 2023, there are classes at fifteen high schools with a total of sixty-eight sections. This growth occurred over the years in a very deliberate manner which included building relationships with high schools and school district personnel and paying close attention to the opportunities and the rules coming from state regulations of dual enrollment.

At the start of these efforts each high school's district needed to pass a board resolution to create an open campus at the high school so that college classes could maintain their open-enrollment status. This process required deep conversations about the opportunity dual enrollment could bring to high school students—both those already excelling, but especially for first generation students of color and those who might not see themselves as college students. Starting college classes as a high school student can build confidence and momentum toward a college going future.

Dual enrollment opportunities increased substantially when Mendocino College began to partner with high schools to take advantage of opportunities afforded by College Career Access Pathways (CCAP). This program was enacted by Assembly Bill 288 in 2016. Mendocino College began offering such course pathways in 2019. AB 288 supported streamlining and expanding dual enrollment for underrepresented students. It requires Community Colleges and high schools to work together to establish courses into pathways and to collect data on demographics and success. It also allows for classes to be closed to high school students. This new design helped dual enrollment expand significantly, particularly in Lake County where schools were reluctant to invite non-high school students to campuses. Additionally, CCAP agreements allowed dual enrollment to continue and continue to expand during the COVID pandemic, when high schools needed to keep strict rules about who could enter their campuses.

More information on specific activities in dual enrollment and high school concurrent enrollment on the Mendocino College campus and centers is included in the **Current Practices** section below.

Overall, the number of college course sections being accessed by high school students from their high school continues to expand as does the number of enrollments overall by high school students in college classes. This bar graph shows the number of k12 enrollments districtwide. The number indicates a count of each course registration by a student not to be confused with headcount. For example, eight enrollments could represent 4 students taking 2 classes each. The data illustrated here shows the increase of dual enrollment overall.

DISTRICT WIDE K-12 ENROLLMENTS

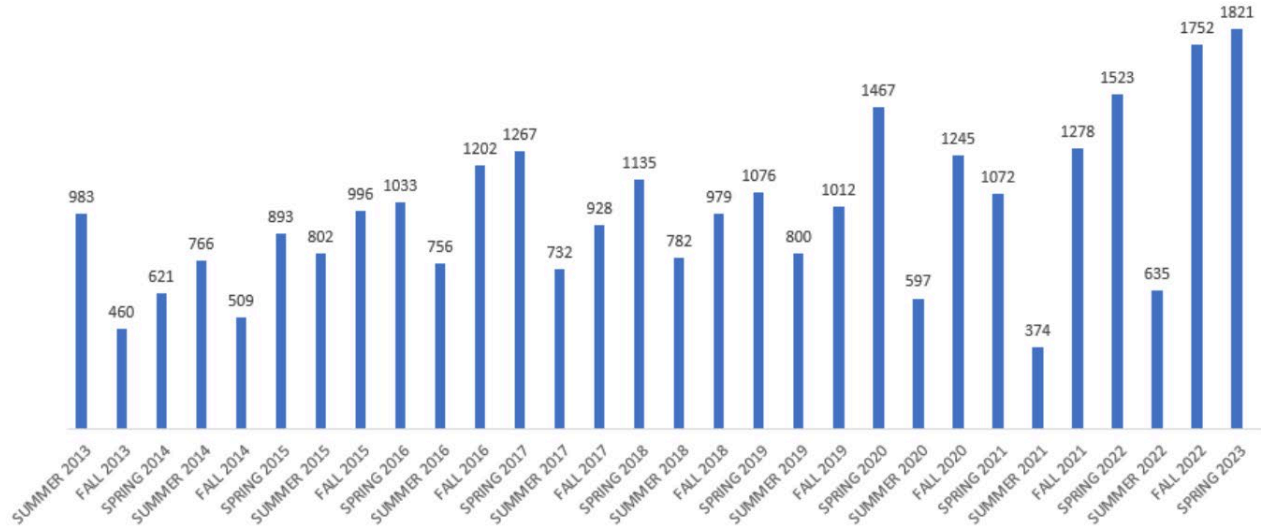


Figure 11: Number of enrollments by K12 students 2013-2023

Another way to show the change in dual enrollment is through student headcount:

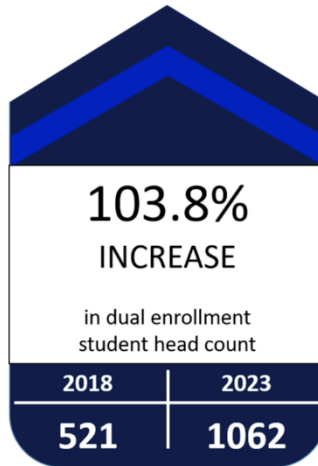


Figure 12: Dual Enrollment Student Headcount 2018 and 2023

Current Practices

- **Concurrent Enrollment:** There is a long history of High School students enrolling in college classes at every location and online. Some courses are known to attract high school students and are scheduled with the high school schedule in mind. For example, it is common for high school students to attend Mendocino College to complete the foreign language requirement for high school and A-G university requirements. Therefore, Spanish and American Sign Language are scheduled in the evenings or late afternoon to accommodate high school schedules. Similarly, Geometry is scheduled each summer in multiple locations as this is a popular choice for students attempting to accelerate or to get on the college track for mathematics. High school students enroll in many other classes across disciplines and areas.
- **Dual Enrollment:** As described in the introductory paragraphs of this chapter, dual enrollment is defined at Mendocino College as college classes scheduled at a high school during the school's bell schedule. These classes are sometimes taught by high school teachers who meet minimum qualifications for the discipline and are evaluated through the regular Mendocino College part-time faculty evaluation processes. Otherwise, they are taught by Mendocino College full- and part-time faculty who come to the school to teach the course.

Increasingly, innovative practices are being used to support access of high schools to college curriculum. For example, to allow Round Valley high school students to schedule an English 200 (Reading and Composition) course, a Mendocino College instructor is teaching on Zoom twice a week to a classroom at Round Valley High school and going to the class in person once a month to meet the students. This allows an instructor located in Lake County to provide instruction to Round Valley students when other options were not available.

Similar innovations have occurred with more traditional asynchronous online instruction. For example, all the students in a class have enrolled in an online Statistics course and have a period scheduled in their school day with a high school math teacher to support them in their online work. This is a useful practice when no math teachers at the high school meet minimum qualifications to teach math.

- **College Career Access Pathways.** Increasingly, high schools are opting to offer their dual enrollment courses through CCAP agreements.

Table 2: This Table lists the CCAP pathways established at high schools in Spring 2023.

School	Transfer	Career Education
Upper Lake HS	IGETC Transfer	Business
Kelseyville HS	IGETC Transfer	Agriculture
Clear Lake HS	IGETC Transfer	Administration of Justice & Digital Arts and Media
Ukiah HS	IGETC Transfer	Digital Arts and Media, Child Development, & Administration of Justice
Fort Bragg HS	IGETC Transfer	Business
Mendocino HS	IGETC Transfer	Woodworking
Point Arena HS	IGETC Transfer	EMT Health (working on welding/woodworking → likely for Fall 23)
Anderson Valley HS	IGETC Transfer	EMT Health, Automotive, & Costume Construction
Round Valley HS	IGETC Transfer	Welding
Willits HS	IGETC Transfer	Computer Science & Digital Arts and Media

- Regional Partnerships.** To build strong partnerships with the high schools served by our three Centers, the Dean of Centers has developed regional partnerships. These are the North Lake Education Partnership (around the Lake Center), the North County Plus Dual Enrollment Partnership (around the North County Center and the Coastal Dual Enrollment Partnerships. These groups meet at least once a semester to share practices occurring across the district. Through these partnerships, schools have shared classes and developed plans for college visits. In general, the partnerships allow the college to establish common practices with high schools effectively. The COVID pandemic accelerated this process in North County and the Coast. The schools in these areas are geographically distant. The increased use of Zoom for video conferencing opened opportunities for school leadership to meet without committing up to a half-day of travel.

- **Middle College.** After several years working together to plan, in 2018 Mendocino College and Ukiah High School began a Middle College Program. The program began with a sophomore class and grew each year to add a class until it reached its maximum as a 10-12th grade program. Students are housed at Mendocino College all day, attending core classes with their high school teachers and take regularly scheduled college electives, science and other classes alongside adult college students. The number and rigor of the courses increases as students advance over the years. The overall goal is to reach high potential, high risk students from communities underrepresented in college and prepare them to graduate with all their A-G requirements completed so they are in good standing to apply directly to a four-year university or continue at Mendocino College to complete a degree or transfer program.
- **Adelante.** Adelante is a long-standing summer program at Mendocino College for high school students identified as Migrant Education Program recipients. The program serves between 60 and 100 high school students each summer with college classes in math and English. Students receive college credit to help them advance in their high school curriculum and/or make up credits needed. In addition to providing college classes, Adelante supports students with cultural education, community building and extracurricular educational activities such as field trips.

Challenges and Opportunities

Challenges

- The vast geography and number of high schools in the district will always be a challenge. Human resources are spread thinly to serve small numbers of students in corners of our districts. For example, Laytonville, Anderson Valley and Round Valley high schools each have a total student population between 100 and 120 students. However, they rely on us most to be able to provide students with a variety of courses and to partner with them to support their students in the college going process.
- The sheer number of high schools served makes it challenging to make sure we are maintaining consistency with the rigor and content provided in other sections of the college courses.
- In general, scheduling college courses on the high school bell schedule can create challenges, especially as we move toward wanting to offer more Career Education Pathways. Often those courses have lengthy lab hours that are difficult to compress into high school periods.
- As the Middle College grows and the college returns to pre-pandemic enrollments, there will be a physical space issue in housing the three grade levels of Middle College.
- In recent years, the Adelante program has not been or has been minimally offered due to the pandemic and the increase in summer programs in the schools.
- An unintended consequence of the success of dual enrollment has presented difficulty in recruiting students for cohort groups designed to get students through their first transfer level course in math and English. Students are finding themselves unable to join a program like Puente because they have already completed English 200.

Opportunities

- K12 partnerships in our district have strengthened during the COVID pandemic. We were fortunate to go into the pandemic with strong foundational relationships that led to innovative partnering to best serve students in our district. This has led to opportunities to collaborate using new expertise with remote delivery of instruction and partnerships across districts and schools
- Hopefully, the recent growth in dual enrollment will lead to more enrollment in the long term.
- Statewide data suggests that students who participate in dual enrollment will have higher success and completion rates in college. It is likely that we will see those success rates if students graduate and continue at Mendocino College.
- New funding and collaboration through the Redwood Coast K-16 Collaborative has us partnering with Sonoma State and Cal Poly Humboldt to work with High school students.

Goals and Activities (2023-2026)

Goal 1: Increase the “capture rate” from district high schools

- Connect dual enrollment students to college counselors to develop educational plans during and after high school.
- Create opportunities for dual enrollment students to visit college locations to learn more about how the classes they are taking fit into a larger program

Goal 2: Solidify CCAP pathways at the high schools

- Add where needed and fine tune the pathways at each high school
- Connect CCAP pathways with Learning and Career Pathways

Goal 3: Continue to explore options for Middle College classroom space on campus

Goal 4: Identify and gather data relevant to understanding the college going rate in Mendocino and Lake Counties.

Student Learning

Teaching and Learning are the heart of Mendocino College. Our instructors have prioritized teaching over research, writing, and other academic pursuits. Excellent instruction is prioritized in robust professional development offerings throughout the year and through an evaluation and tenure process that focuses overwhelmingly on effective instruction.

The college provides instruction in various formats and modes to make our programs accessible to our broad and diverse student body. In addition to the fully face-to-face and asynchronous online classes that we have long offered, hybrid, Zoom, and Hy-Flex classes are now being offered with some regularity as are alternatives such as short-term classes and Weekend-focused hybrid courses. New Non-credit classes and non-credit certificates have been created to provide opportunities for adult learners. We are expanding our use of the cohort model to encourage retention and success, adding a Puente cohort to our schedule this fall.

Support for student learning is offered in a variety of ways. Our Math and English departments have increased the use of specialized support courses, in response to the changes of AB705. Students now begin their Math and English college course work at transfer level often taking an additional support course taught by an instructor. These support courses often combine discipline content with instruction on learning and student success strategies.

Tutor support is offered in a variety of modes as well. The Learning Center and MESA provide peer tutoring on both a drop in and class-aligned basis. Both the Math and English departments offer faculty assistance on a drop-in basis through the Math lab and Writing Center.

Student learning can be challenging to assess and quantify. Successful course completion, along with certificate and degree completion indicate student academic success. Course-level Student Learning Outcomes assessment can provide a meaningful window into how well students are learning the key course concepts. Our CSLO assessment process has undergone some significant changes in the last few years that promise to provide more information to our faculty about student learning in their classrooms.

Current Practices

Encouraging innovative instruction: The Instruction office, Guided pathways Leadership Team, and Academic Senate regularly offer and collaborate on professional development for faculty. This professional development includes annually scheduled events, such as in-service, the Fall and Spring Teacher Institutes, and Teacher on Teaching conference. In addition, the equity subcommittee and basic skills subcommittees of Guided Pathways also provide numerous annual opportunities for faculty

to learn about and discuss new teaching practices and the DE Committee and POOCR-trained faculty provide guidance on improving online instruction.

Learning Supports for Students: Outside of the classroom there are numerous resources designed to support students in their learning. The Learning Center provides peer tutoring in a number of subjects both in person and via Cranium Café. The addition of Cranium Café has allowed our Learning Center to better serve our Centers and online students. The Learning Center has also provided embedded tutors and supplemental instructors. Our MESA center also provides peer tutoring in a “workshop” model where a tutor is assigned to assist the students in a particular STEM class. The Math lab and Writing Center provide support by instructors. Both have also added online components which has broadened their reach. The Disability Resource Center also provides learning support for students in the form of a computer lab overseen by our Learning Specialist who also provides workshops for students on study skills.

SLOs and their assessment: Currently Mendocino College is using eLumen to track CSLO assessments. The SLO Team advocated for more regular assessment and in spring 2022 instructors started assessing their SLOs in all classes. The SLO Team decided that SLO assessment should be tracked student by student rather than classes. This gives us the ability to disaggregate student achievement of different SLOs based on student demographic data. Our Institutional Research office is creating dashboards that will allow faculty to explore this data.

Non-Credit: The college has added a number of non-credit certificates over the past several years, including a non-credit program in Sustainable Construction, Learning Skills, Basic Skills, and Computer Science. These certificates provide short-term job training and skill-building for adults. They are more affordable and flexible in their design than credit certificates and are accessible to students without residency. In addition, the college continues to expand its non-credit offering for older adults designed to help them maintain mental and physical well-being.

Learning Communities: The college operated multiple learning communities. Pomo Pathway has been the most enduring and provides a full-year cohort experience for enrolled students. A Fall 2023 implementation is planned for a Puente cohort. CAMP provides learning support through an assigned counselor and cohort CCS class each semester of the first year.

Challenges and Opportunities

Challenges

Inadequate onboarding of new faculty: Our faculty are hired based on their content knowledge. Many of our faculty have limited teaching experience or training in instructional theory and practice. Our adjunct instructors especially receive inconsistent, limited, and almost entirely optional professional development. Unfortunately, this means that some classes are not taught to our standards of instruction.

Inconsistent delivery of online instruction: Our online instructors have a wide range of training and skills in delivering online content. The required training to teach online is relatively minimal. Some instructors seek out more training but many do not. The guidelines for teaching online have evolved but communicating the standards for online instruction to all our faculty has proven challenging. This has been compounded by the haste with which many instructors adopted online during the pandemic. Additionally, the faculty evaluation process was not designed to give good feedback on online instruction, allowing mediocre classes to persist.

A history of perfunctory SLO assessment: Though CSLO assessments provide faculty with an opportunity to reflect on the degree to which their students are achieving the learning outcomes of their class, the focus at Mendocino College has been for many years on “checking the box” regarding CSLO assessment rather than deep analysis. The imperfect technology we have adopted has slowed the move towards finding greater meaning in our CSLO assessment process, though the SLO Team has been trying to provide faculty with resources to do that work.

Difficult in assessing and maintaining learning supports: The college makes significant resource investments in providing tutoring, but it is difficult to determine how helpful these supports are and how they could be made more effective. Additionally, peer tutoring relies on a student population that naturally sees a high degree of turnover, making consistency in services a challenge.

AB705 and AB1705 changes: With the rapid curriculum changes required by AB705 and AB1705 it is hard to assess student learning and the efficacy of the support courses and new teaching strategies developed to accelerate students through transfer level English and math.

Opportunities

New ISLOs: The college is revising its Institutional Student Learning Outcomes through a process involving multiple stakeholders. The new ISLOs will be assessable and will provide faculty and staff with another way to evaluate student learning.

OER/ ZTC adoptions by faculty: We know that students do better in their courses if they are able to afford the texts and have them in hand by the first day of class. The Academic Senate, Guided Pathways Leadership Team, Library, and Instruction office have been collaborating to encourage faculty to adopt zero cost texts for their classes. Faculty have been responding positively and more low and zero-cost classes are being offered.

Native American Student Resource Center relocation: The Native American Student Resource Center has moved into the Lowery Center and will be situated in a support hub with other programs. This move to the center of campus will create opportunities for all the programs to connect more closely with the Learning Center and MESA.

New delivery modes: The pandemic inspired innovation in reaching students in their homes and in supporting small groups of students at all our locations. The district invested in “Zoom carts” that can be delivered to any instructional space to provide a zoom connection between learning spaces. Some

classes have an instructor and a group of students in one location that is being “Zoomed” to student homes or to a small group of students in one or more of our other locations.

Other courses are taught completely on zoom. An instructor is alone in their office or classroom and the students all zoom from individual locations. Others are taught as “zoom hybrid” with a synchronous zoom for a portion of the hours of the class and the rest is taught as an asynchronous online class

This type of instruction is sometimes called Hy Flex; however, there is still work to be done in defining the many ways to deliver courses with zoom.

Investment in CSLO assessment: The college has committed to having instructors assess all their courses for the next year to build up our SLO assessment data and create a culture of regular assessment. As this develops and we learn how to disaggregate and evaluate this data, we can better understand where successful practices and learning gaps are occurring.

Goals and Activities 2023-2026

- Assess the effectiveness of AB705 and AB1705 curriculum and our learning support classes and tutoring
- Implement Puente and assess its effectiveness
- Continue investment in Pomo Pathway and restructure for post-pandemic
- Finalize mapping of PSLOs to CSLOS and implement assessment of new ISLOs
- Pilot embedding librarians in Composition or research heavy social science classes.
- Continue thoughtful implementation of new non-credit courses and certificates, including more collaborations between CTE disciplines and ESL.
- Define, evaluate and improve the various “Hy flex” learning modalities that have emerged since the pandemic.

Student Support

The Mendocino-Lake Community College District (MLCCD) provides multiple programs and services to its students supporting their education.

Academic Counseling	Financial Aid
Admissions & Records	International Student Program
Associated Students and Student Clubs	Mathematics, Engineering, Science Achievement Program (MESA)
Basic Needs	Native American Student Resource Center
Behavioral Health & Wellness Services	NextUP
CalWORKs	Outreach
Career Hub	Student Discipline
College Assistance Migrant Program (CAMP)	Student Life
Cooperative Agencies Resources for Education (CARE)	The Learning Center
Disability Support Program for Students (DSPS)	Transfer Center
Dream Center	Veterans Resource Center
Extended Opportunity Program & Services (EOPS)	

Before the pandemic, most student support programs and services were available to students in-person and remotely. An investment in technology tools, such as Cranium Café and NetTutor, had begun prior to the COVID pandemic. This investment allowed for a swift transition to the online learning environment. However, since the pandemic's onset, other investments have been made to facilitate a supportive environment for students in person and online. Areas like Tutoring have implemented the Pieces software to extend their services. Multiple offices regularly use a video chat feature such as Zoom or Cranium Café to support students remotely. A wide implementation has been made to adopt an online form submission process which has facilitated transactional support of students in multiple offices.

While the Main Campus in Ukiah houses the offices for all support programs, their services are made available to students at our Center locations. For example, Center Staff have the knowledge to assist students with basic questions and can receive documentation for multiple offices, such as Admissions & Records and Financial Aid. Additionally, staff members from offices like Financial Aid and Counseling are regularly scheduled to provide support in-person at the Centers. Fully providing in-person support services at the Centers has presented increased challenges, especially post-pandemic.

Current Practices

- **Counseling.** Academic, personal, mental health and transfer counseling services are provided to students through multiple modalities. Available both in person and online, Counseling faculty assist students through multiple aspects of their academic journey, such as in developing an educational plan, career exploration, guidance on transferring to a four-year institution, and support throughout the year to address any difficulties they may be facing. Counselors also work with outreach staff to provide matriculation support to prospective students in our service area high schools and other organizations. In addition to many other facets of their work, counseling and instructional faculty work together to support students who are identified as needing emergency or immediate assistance as part of our early alert process.
- **Disability Resources Center.** The Disability Resource Center (DRC) provides support for students who have a verifiable disability. Though the DRC, students receive information and support materials depending on their needs. Materials may include Braille textbooks, large-print format, screen enlargements, digital recorders, ASL interpreters, audio books, and many more. The staff and faculty assist students through the intake process and in determining the appropriate accommodations for their needs, such as facilitating extra time for tests, access to academic counseling, and early registration assistance.
- **Enrollment (Admissions & Records).** The Admissions & Records Office assists students through the completion of their admissions application and enrollment in courses. The support provided by this office helps new, continuing and returning students. In addition to their support of students applying and enrolling, they also help students looking to withdraw, add courses, apply for graduation, and obtain copies of their academic records, among other services. This office also provides support and information to prospective international students.
- **Financial Aid.** The Financial Aid Office provides access to several financial resources for students. The office administers federal, state, and local financial resources to assist students in paying for college. The staff assists students in the completion of their financial aid files but providing clarity, access, and support through the completion of various required documents.
- **Learning Center.** The Learning Center provides students with access to tutoring support in multiple subjects, including math and English. Tutors can meet students either in-person or online. Also, an online tutoring service is made available to students when support is needed outside the scheduled service hours. Through this office, students are also supported with information about the placement tool for math, English, and ESL. Lastly, students can access math and English Labs to supplement their in-class instruction.

- **Library.** The Mendocino College Library, housed in the Main Campus in Ukiah, provides students with access to over 36,000 library materials, 142,000 eBooks, millions of full-text articles, a textbook lending library, computer access, study rooms, current periodicals, a copy center, and study tables. Students can use the space to study independently or in groups. The staff provides access to a variety of items in the lending library, including textbooks, calculators, WIFI hotspots and Chromebooks. Librarians also help with research materials and guide students through a wealth of information through easily accessible formats, like LibGuides.

- **MESA.** MESA is a program available to students interested in continuing their education at a four-year institution of higher education in pursuit of a degree in mathematics, science or engineering. This program facilitates a learning community of students with similar educational goals and makes available tutoring opportunities, study groups, academic advising, networking, field trips and workshops.

- **Other Programs & Services.** MLCCD provides multiple support programs and services for specialized student populations.
 - **CalWORKs:** Access to academic, personal, and career advising. This program with dedicated staff also helps students navigate the college processes to facilitate access to financial aid, work-study, job placement services or childcare services.

 - **Career Hub:** Provides resume writing, job search, career exploration, interview skills and other services to students.

 - **Child Development Center (CDV):** Student have access to subsidized childcare at the Main campus, serving students ages 18 months – 6 years old.

 - **Dream Center:** Helps students applying to Mendocino College and provides information and access to legal resources, DACA renewals, financial support and specialized academic counseling.

 - **Extended Opportunity Programs & Services (EOPS)/ Cooperative Agencies Resources for Education (CARE)/NextUP:** Students have access to dedicated counselors and support staff, priority registration, book vouchers/grants, school supplies, lending library, among other supports. NextUP, which provides direct support to Foster Youth, has been established recently within EOPS.

 - **Food Pantry:** A variety of food items are made available at all college locations to students free of charge. Students also receive information and support in applying for the CalFresh program.

- **High School Equivalency Program (HEP):** Offers assistance to migrant and seasonal workers who did not graduate high school in preparation and obtainment of their high school equivalency.
- **Veteran Resource Center:** Assists military veterans and their dependents with the application/registration process, evaluation of military transcripts and information regarding their VA education benefits.
- **Native American Student Resource Center:** Provides a dedicated space at the Main campus to Native American students and community.
- **Outreach.** As described previously (Chapter 4 Geographic Reach), MLCCD serves a vast geographic region with more high schools than the average California community college. Through centralized outreach efforts, the college has been able to connect with all high schools in our region and established a regular visiting schedule. For our largest feeder schools, such as Ukiah High School, a more frequent visiting schedule has been established to serve their students. Through the efforts of our outreach team, students are assisted with multiple aspects of the matriculation process, like application completion. Our staff also serves as a liaison between prospective students and multiple support areas, such as Counseling and Financial Aid. In addition to establishing regular visits to our region’s high schools, staff also work closely with tribal institutions in our area, provide support at off-site locations like Round Valley, and represent the college at multiple community events.
- **Pathway Programs.** Mendocino College has established pathway programs to provide students with specialized support as they embark on their educational journey.
 - **College Assistance Migrant Program (CAMP):** First year program assisting migrant students with the transition from high school to college. Provides dedicated staff, informational workshops, field trips and financial assistance to students.
 - **Pomo Pathway:** A two semester sequence of classes that guides Native American students through the completion of transfer level English and Math courses in the students first year. Provides textbook assistance, school supplies and dedicated counseling.

Challenges and Opportunities

Challenges

Support services at Mendocino College are vast and varied, which present multiple challenges and opportunities. Current Challenges include:

- **Community Partnerships.** As a small, rural community college, MLCCD is unable to provide the resources of a much larger institution. Therefore, community partnerships are vital to supplementing our efforts so that students have access to more support options. Throughout the years, our offices/departments have partnered with the community to provide support for our students, such as mental health and our many K-12 partnerships. However, many programs could benefit from increased specialized partnerships, such as with private industry to link students with internships or employment through the Career Hub or programs like MESA.
- **Lending Libraries.** Multiple programs, such as EOPS and CAMP, have dedicated lending libraries for their respective students. While these resources are made available through the Mendocino College Library, there is a need for better coordination with their respective programs and a standardization of the process. The current process can be cumbersome for students and does not allow for maximum utilization of all available resources. Improved visibility and information about the availability of these resources can also be improved.
- **Student Retention Measures.** Multiple student retention and success measures have been implemented and attempted with varying degrees of success. For example, foster youth at Mendocino College currently work mostly with a staff member in the Financial Aid office. While this staff member provides excellent support to students in obtaining the California Chafee Grant for Foster Youth and can refer students to obtaining assistance at other offices, this is a less than ideal service delivery structure. Typically, when new programs are introduced at MLCCD that would aid in supporting and retaining students, they are incorporated into the services of existing offices. While this allows the programs to be established, it also limits their potential growth because the office's primary function is typically prioritized. Additionally, a comprehensive customer relationship management (CRM) tool has not been implemented. This has been crucial for many colleges to implement a case management approach to retention strategies. Mendocino College will need to explore strategies to best utilize human and technology resources to support retention efforts.
- **Maintaining equivalent levels of support at the Centers.** Human Resources in Student Services, the travel distances to our Centers, and the limited public transportation create challenges in making sure that all services are provided at each of the Centers. The job site for all student services staff is in Ukiah, which presents issues in establishing a physical presence at our educational sites. Improved efforts should be made to enhance the presence of multiple departments at the Center locations beyond current efforts, primarily from departments like Counseling, Financial Aid and retention supports.

Opportunities

- **Centralized Lending Library.** Multiple programs currently provide textbooks and items to their students. While these are centralized through the Mendocino College Library, further work needs to be done to reduce student barriers, such as alignment of resources and increased marketing of available items.
- **Learning & Career Pathway Support.** With the recent establishment of Learning & Career Pathways, or “meta-majors”, MLCCD could develop dedicated support for students by connecting faculty and staff from both student services and instruction. While faculty have been identified who will serve as leads for each pathway, deliverables and service goals have yet to be identified. Once this is established and developed fully, students in each pathway should have multiple dedicated faculty and staff to support them as they work to complete their certificate or degree.
- **Outreach.** While the college has historically staffed multiple Outreach employees, the majority have provided support for specialized programs (like the HEP and EOPS). Many of them have been traditionally on a part-time basis. This has presented challenges to the college in establishing and maintaining sustained outreach efforts. Maintaining relationships with our K-12 partners has been challenging in previous years as a result. Additionally, technology tools have only recently been utilized by the outreach team in support of their strategy development efforts. Recently, the Outreach Department has been centralized and organized within Admissions & Records. This has allowed for a more cohesive, strategic and sustainable establishment of outreach services. Additionally, there has been improved cooperation with the marketing department and instructional programs, but this will continue to be developed to enhance the outreach impact in our region.
- **Regional/Local Partnerships.** As MLCCD looks to rebuild enrollments and increase student support, stronger partnerships with our regional/local organizations and businesses would more closely align us with our institutional mission. For example, there has been an identified gap in connecting students with internships/externships with private industry which would benefit their exploration of potential careers. Also, Mendocino College has experienced significant changes in recent years. These changes need to be better communicated to our K-12 partners to increase our collaboration and positively impact the recruitment of local high school students.

- **Sustained Retention Strategies.** MLCCD has an opportunity, brought on by the rising needs of the students served and increased funding for specialized support from the State, to review student support and retention strategies. As described above, current efforts provided through new/newer programs are typically incorporated into existing departments. This limits the specialized program’s ability to grow and the ability of the students to receive the support they need. Efforts need to be made to review current structures and update as needed to better incorporate support programs and make them more accessible for students. This has resulted in an increased emphasis on supporting retention efforts through the Counseling Department. As the college explores the incorporation of retention focused staff, a more systematic approach to retention will continue to be developed.
- **Transfer.** With the hiring of a Transfer Counselor/Coordinator there have been many new activities and initiatives, including the establishment of a new Transfer Center. Collaborative efforts with Cal Poly Humboldt and Sonoma State have also resulted in new 2+2 transfer agreements in programs across the curriculum. Additionally, the establishment of a physical Transfer Center location at the core of the Ukiah Campus will provide students with additional opportunities to celebrate their transfer accomplishments or prepare for making the transition to continue pursuing their educational goals at a four-year institution.
- **Welcome Center.** As students transition to Mendocino College, a dedicated “one-stop” location has been identified as having great potential for the District. Currently multiple offices provide students with assistance in transitioning to college, such as Admissions & Records, Counseling, Learning Center, among others. While this provides students with multiple options, it also provides unique challenges. Often, students don’t know where to begin in their process and staff/faculty are challenged on where to refer students. A dedicated Welcome Center can serve as a starting point for any student looking to get information about Mendocino College. Starting in the Fall 2023 semester, a new Welcome Center will be launched. The specific functions of the Welcome Center are under consideration and will be further developed as we engage multiple support programs to ensure cohesion with the delivery of support services.
- **New funding:** Two significant funding sources have been secured for support services which will begin in the Fall 2023 semester: A Developing Hispanic Serving Institution Federal Grant; and a Native American Student Success and Support Program Grant. Each of these grants will provide new staffing and opportunities to provide outreach and retention support.

Goals and Activities (2023-2026)

- Expand the availability of support services to all locations (on-ground and online).
- Restructure/realign Student Services to incorporate support programs more effectively.
- Improve connection and partnerships with K-12 for the purposes of information exchange and increased student pipeline.
- Review the feasibility of establishing regular “information fairs” with K-12 partners.
- Utilize technology and data for strategy development, particularly in student outreach and retention efforts.
- Better connection with marketing department for improved outreach/informational strategies.
- Increase awareness of opportunities with bi-lingual support (marketing/communication, Spanish specific content, permanent translation services).
- Evaluate gaps in services at the Centers and work to fill them with in-person and virtual support.
- Implementation of DHSI and NASSSP grants.
- Establish and sustain a comprehensive student retention strategy.