

Peer Review Team Report

Mendocino College
1000 Hensley Creek Road
Ukiah, California 95482

This report represents the findings of the peer review team that visited Mendocino College from February 24, 2020 to February 27, 2020.

Chris Vitelli, Ed.D.
Team Chair

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Mendocino College Comprehensive Evaluation Visit

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Summary of Evaluation Report

INSTITUTION: Mendocino College

DATES OF VISIT: February 24, 2020 - February 27, 2020

TEAM CHAIR: Dr. Chris Vitelli

To determine whether Mendocino College meets Accreditation Standards, Eligibility Requirements, Commission Policies, and the US Department of Education (USDE) Regulations, a ten-member peer review team reviewed the College's Institutional Self-Evaluation Report (ISER) and conducted a site visit from February 24, 2020 to February 27, 2020.

In preparation for the site visit, the team chair attended accreditation training on December 3, 2019. Team members began reading and reviewing the ISER through January and February and completed various reading and writing assignments, identified areas for further inquiry, and provided the College with a list of interview and evidence requests. On February 5, 2020, the peer review team received accreditation training by ACCJC. The team chair and assistant conducted a pre-site meeting via Zoom on January 31, 2020. During the pre-site meeting, the team chair and assistant met with the Interim Superintendent/President and the Vice President of Academic Affairs/ALO.

Beginning on Monday, February 24, 2020, team members discussed initial observations, participated in a campus tour, visited the three Centers (Lake Center, North County Center, and Coast Center), attended a welcome reception, and began team information meetings with College representatives. Two open forums were held for the College and the community. The exit meeting occurred on the afternoon of Wednesday, February 26, 2020.

The site visit served as an opportunity for the peer review team to experience the College and interact with all constituent groups and stakeholders. The peer review team confirmed the ISER was developed with broad campus participation that included faculty, staff, students, and administration. The ISER is a true reflection of the College's mission, operations, and direction in relation to the Standards. The peer review team's evaluation (including feedback and comments regarding the Quality Focus Essay) is contained in this report and is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) to assist in the determination of the accredited status of the College.

Major Findings and Recommendations of the 2020 External Evaluation Team

Team Commendations

Commendation 1

The team commends the College for aligning its programs and services with its mission which has guided the development of exemplary programs to support Native American populations contributing to the social and cultural dimensions of the educational experience of its students (I.A.3, II.C.4).

Team Recommendations

Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

Recommendation 1:

In order to improve institutional effectiveness, the team recommends the College establish more effective practices to assess institutional learning outcomes and use the results for improvement (I.B.5).

Recommendation 2:

In order to improve institutional effectiveness, the team recommends the College formally document and widely communicate funding decisions resulting from the program review process (IV.A.6).

Introduction

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

Mendocino College serves one of the most isolated regions in California. The area is known for its rich forestry, small crop cultivation, and wine industry. With a service area covering a region of two counties totaling 5,207 square miles with 51 towns and cities and covers fourteen federally recognized Indian reservations, Mendocino College is the third largest community college in California and fourth in the nation. The nearest four-year school within the region, Sonoma State University, is more than an hour away for Mendocino's centrally located students, and two hours away for students located on the periphery of both counties, with no public transportation available. In 2018, more than 35% of all high school graduates in the District (which includes Lake and Mendocino Counties) enrolled at Mendocino College.

The average student population at Mendocino College is 6,628 with 35% identified as Hispanic, making Mendocino College a Hispanic-Serving Institution as of 2013. The Library/Learning Center at the main campus in Ukiah opened its doors to students in time for fall classes in August 2012. Designed and constructed at a cost of \$28 million, the Library/Learning Center was built as a result of community support through Measure W. The building includes a spacious library with an extraordinary view, a learning center, the Math Engineering Science Achievement (MESA) program, a disabled resource center and a new language lab, all equipped with the latest technology.

The opening in spring of 2013 of the \$15 million Mendocino College Lake Center located on 31 acres at 2565 Parallel Drive was followed up by the North County Center opening in the fall of 2013 located at 372 East Commercial Street in Willits. Both centers provide new and exceptional facilities and enhanced educational opportunities for the residents in the region. In 2015, Mendocino College and College of the Redwoods finalized an agreement to have the Mendocino-Lake Community College District provide educational and support services which College of the Redwoods had previously operated at the Fort Bragg campus. In 2017, the transfer of land and services to Mendocino College became official, with Mendocino College acquiring the Coast Center.

Eligibility Requirements

1. Authority

The peer review team confirmed that Mendocino College is authorized to operate as a post-secondary degree-granting institution based on continuous accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC is authorized under a regional accrediting body that is recognized by the U.S. Department of Education. The College meets the Eligibility Requirement.

2. Operational Status

The College is fully operational and provides data on student demographics, enrollment data, awards and transfers, and specific outcome measures. The College website provides information on specific courses of study and number of students attending. Mendocino College meets the Eligibility Requirement.

3. Degrees

The team confirmed the majority of courses offered lead to a degree, certificate, and/or transfer. As listed in the Mendocino College catalog, there are 21 Associate Degrees of Transfer; 37 Associate Degrees; 37 Certificates; and eight local low-unit or noncredit certificates offered. Additionally, the college has recently added the Physical Therapy Assistant program. The College awarded 410 degrees and certificates in the 2018-19 academic year. The College meets the Eligibility Requirement.

4. Chief Executive Officer

The visiting team verified the College has a Superintendent/President (CEO) whose full-time responsibility is to provide overall leadership and direction. The governing board has a process in place for the selection and annual evaluation of the chief executive officer (CEO). An interim CEO has been selected to fill the vacancy due to a resignation. The Accrediting Commission for Community and Junior Colleges (ACCJC) was notified of the transition. The Board of Trustees establishes goals for the CEO and holds them accountable for the operation of the College and the implementation of the goals. The CEO is not the chair of the Board and is charged with responsibility for the operations of the College and the implementation of board policy. The College meets the Eligibility Requirement.

5. Financial Accountability

The team confirmed the College has undergone the required independent audits and has received an unmodified opinion. Any findings that were presented were addressed and have not been ongoing. The audit did not identify any violations to Federal Title IV requirements. The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

<input type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative

The College has provided opportunities for third-party comment in advance of the team visit. Mendocino College has published the process for third-party comment on its website. The Commission did not receive any third-party comments.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input type="checkbox"/>	<p>The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)</p>
<input type="checkbox"/>	<p>The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)</p>
<input type="checkbox"/>	<p>The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)</p>
<input type="checkbox"/>	<p>The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)</p>

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

<input type="checkbox"/>	<p>The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.</p>
<input type="checkbox"/>	<p>The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.</p>
<input type="checkbox"/>	<p>The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.</p>

Narrative: The College has defined elements of student achievement and performance with expected performance metrics. The data are examined for program reviews and help guide area self-evaluations. The College revisits the ISS regularly to better align with its “Vision for Success” goals and metrics required by the California Community Colleges Chancellor’s Office. The College takes a deeper look at disaggregated data to address any areas of concern related to inequities.

Credits, Program Length, and Tuition

Evaluation Items:

<input type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed the aspects and found the College to be in compliance. Credit hour assignments and degree program lengths at Mendocino College are aligned with other semester-based institutions and are confirmed by the California Community College Chancellor's Office. Tuition is set by California law and is consistent across all courses and programs. Mendocino College does not offer clock hour-based courses.

Transfer Policies

Evaluation Items:

<input type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Transfer policies are explained on the College website and in the catalog, including information on California State University and the University of California education requirements for transferring students. Transfer credit for prior college work and evaluation of non-traditional learning (e.g., military service, formal military service schools, advanced placement, international college coursework, and high school articulation) are also addressed. Transfer policy information is included in more detail on the College website, along with a worksheet for students seeking a particular transfer path. The College website provides more detailed information on specific articulation agreements with several private colleges and nearby community colleges. Academic counselors are available to discuss transfer policies with students.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
<input type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
<input type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

Narrative: Committees of the Academic Senate, the Curriculum Committee and Distance Education Committee guide distance education at the college. The annual program review process is a means for the College to continue to ensure availability of needed technology infrastructure to support distance education. The College ensures comparable learning support

services are provided for distance education students. The Distance Education Faculty Coordinator serves on the Educational Action Planning Committee and the Curriculum Committee to provide resources for development of online programs and courses. The majority of online courses reviewed demonstrate regular and substantive contact between instructor and student and among students through regular course announcements and regular feedback and/or participation on discussion boards. The College verifies student identity through a single sign on ID and password for the Canvas learning management system.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	<p>The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.</p>
<input checked="" type="checkbox"/>	<p>The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.</p>
<input checked="" type="checkbox"/>	<p>The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.</p>
<input checked="" type="checkbox"/>	<p>The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.</p>
<input checked="" type="checkbox"/>	<p>The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i>.</p>

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	<p>The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.</p>
<input type="checkbox"/>	<p>The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.</p>
<input type="checkbox"/>	<p>The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.</p>

Narrative:

The complaint process is posted on the website and college catalog. Conversations with Student Senate leaders indicate students understand the process and have confidence the College will

follow the outlined procedures if a complaint is brought forth. In a review of the student complaint files, evidence was found demonstrating timely communication back to the student.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input type="checkbox"/>	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Program descriptions and degree requirements, board policies, admissions policies, and center locations are all easily identifiable on the College website. The catalog details requirements for transfer, degrees, and certificates. Department pages list faculty, certificates/degrees offered, sequences for those certificates/degrees, and program completions from 2017-2018. Under Admissions, the website lists academic policies and regulations including Standards of Conduct, Student Conduct, and Academic Honesty. In addition, the institution maintains current accreditation status on the website, welcomes community input on accreditation matters, and provides an archive of previous accreditation documents.

Title IV Compliance

Evaluation Items:

<input type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input type="checkbox"/>	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College is in compliance with all Title IV requirements. An annual audit is performed by external auditors and it includes a complete review of Title IV compliance. The College's default rate was high, but the College recognized that as a concern and hired an external firm to assist them in developing strategies to reduce the default rate. Those processes have been implemented and the default rate has reduced over the past 3 cohorts.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Mendocino College's mission exhibits a commitment to the diverse population of Mendocino, Ukiah and surrounding areas and demonstrates the College's central role as an "anchor" in the community. The mission describes Mendocino's educational purposes, intended student population, educational programs, and commitment to student achievement and is widely distributed and reviewed on a regular basis. The Mission statement is integral in College planning conversations and is used as an overall guide for institutional decision-making, planning, and resource allocation. The College has clearly defined processes in which it uses data to determine how well it is accomplishing its mission. The College's programs and services support achievement of its mission, which drives institutional decision-making.

Findings and Evidence:

Mendocino College Board Policy 1200 establishes the College's mission as the "intellectual, economic and cultural anchor for the region." The team found that the College mission statement and related practices describe its overall educational purposes, intended student population, and commitment to student achievement. Mendocino College's commitment to ensure "student success and achievement through high-quality and innovative instruction" also includes a reference to "an inclusive and accessible learning environment." The College supports its mission by ensuring that all students are important, by providing facilities and services that reflect the needs of all student population groups, and by purposefully designing its education centers and online instruction to provide access to quality education in its broad service area, including its most isolated populations (I.A.1).

The team verified that the College uses broad data systems to determine how effectively it accomplishes its mission. The College provides detailed reports on student achievement outcomes at the institutional and program levels. Annually, the Director of Institutional Research, Effectiveness and Grants provides data to the Planning and Budgeting Committee. Districtwide data is gathered every academic year on metrics relevant to the mission including course completion, student retention, degree and certificate completion, and transfer and used in program review, including student learning outcomes data. Data is customizable through the use of Tableau, and all data reports are available and accessible on the website (I.A.2).

The College has established processes to ensure programs and services align with the mission to guide institutional decision-making, planning, and resource allocation. The Curriculum Handbook includes the mission statement to guide course and program development. The Education Master Plan also references the Mission Statement and the Vision, Values and Strategic Goals as the basis for educational planning. Through an analysis of the "EAP

Guidelines for Program Management” document, the team observed processes in place, including the work of the Education Action Planning Committee (EAP) and Program Advisory Teams (PATs), which align programs and services with the mission. The team confirmed that resource allocation requests for staffing, technology, facilities, and other needs are linked to the mission in the Program Review process. Based on the ISER and interviews, the team was impressed by the College’s support for its Native American population as an example of achieving its mission. The Pomo Pathway provides a supportive learning community for Native American students with preparation for preparatory and college-level courses and student support services in partnership with the Coyote Valley and of Pomo Indians. Additionally, the Native American Student Resource Center, outreach to the population in Covelo, American Indian Alliance student club and the “Pomo Plaza” fulfills the Mendocino College’s mission as an “anchor” in the community (I.A.3).

The team verified that the mission of Mendocino College is regularly updated through minutes of key committees including the Board of Trustees. The Planning and Budgeting Committee (PBC) reviews it at one of its regular meetings; it then goes to the President’s Policy Advisory Committee which includes representatives of all constituent groups. The team verified the Mission Statement and the Vision, Values and Goals are published on the website and in the college catalog; the mission is also included and referred to in handbooks and planning documents; and it is prominently posted at the main campus and at the Centers (I.A.4).

Conclusion:

The College meets Standard I.A.

Commendation

The team commends the College for aligning its programs and services with its mission which has guided the development of exemplary programs to support Native American populations contributing to the social and cultural dimensions of the educational experience of its students (I.A.3, II.C.4).

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Mendocino College engages in sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning and achievement through a well-established and institutionalized committee structure. The College has established institution set standards and uses the data and other assessment data to organize institutional processes supporting student learning and student achievement.

Findings and Evidence:

The team reviewed evidence and observed the College’s participatory governance structure supporting sustained dialog about student outcomes, equity, academic quality, institutional effectiveness and continuous improvement. The College’s Curriculum Committee, Student

Learning Outcomes Team (SLOT), Educational Action Planning Committee (EAP), and Planning and Budget Committee (PBC) are just a few examples of groups where dialog is occurring. SLOT reviews SLO assessments and provides recommendations to improve assessment and student learning based on standards established in the SLOT Handbook. The Curriculum Committee makes recommendations on all education curricula issues, including the development and establishment of course-program-level SLOs. The EAP adheres to its “Guidelines for Program Management” handbook to engage in collegial dialog around program viability and makes recommendations to the college’s Planning and Budgeting Committee (PBC), which also reviews and revises Student Achievement Standards. In addition, the Equity Committee supports a variety of professional development priorities that are identified through committee dialog and goals related to student learning. The structure encourages a flow of information and dialog through college-wide committees. The Research, Effectiveness and Grants Office maintains a robust website which includes a public Tableau Student Success Analyzer site with customizable data on programs and courses. Through Program Review, the Student Success Analyzer data, committee work, and the annual review of Student Success Standards, Mendocino College supports collegial dialog on continuous improvement (I.B.1).

The team reviewed the College’s Student Learning Outcomes Handbook which explains the process for collecting student learning outcomes assessment data for instructional programs and student and learning support services. The team confirmed all programs include student learning outcomes, and institutional level student learning outcomes have been identified by the institution. The team observed evidence that a full cycle of assessment and review of course and program level SLOs occurs every six years as part of the program review process. In 2018-2019, the College engaged in a process to review and re-define its student and learning support services area outcomes to develop meaningful assessment methods in preparation for program review reporting. The team reviewed evidence that data from assessment of service area outcomes are being used to make improvements (I.B.2).

The team confirmed that Mendocino College has established Institution-Set Standards for student achievement since 2013 and those standards have evolved with dialog led by the Planning and Budget Committee to include minimum standards and an institutional goal. The team verified evidence that the College has established an institutionalized cycle for assessing, reviewing and revising Student Achievement Standards. The standards are brought to the Planning and Budget Committee, to employee professional development opportunities and to the College’s Board of Trustees annually with assessment results and goals for the coming year identified. The team confirmed that data on Institution-Set Student Standards for student achievement and Scorecard data are published on the Research tab of the college website (I.B.3).

The team further confirmed the College uses assessment data in combination with student achievement data to support planning and institutional processes. The team observed on the website that the College disaggregates key performance data to identify and mitigate disproportionate impact with resource allocation and training, which is evidenced in the college’s Student Equity Plan. The College recognized the need to improve and assess learning and student support outcomes and completed a review process in 2018-2019 to improve in those areas. As a result, the College piloted new outcomes collection software in fall 2019 and anticipates full implementation by spring 2020. The expectation is the new software will provide

more robust tracking of student learning outcome assessment and the ability to disaggregate assessment data by various student demographics and instructional modalities (I.B.4).

The evidence presented in the ISER and during interviews supports how college areas participate in an annual process of self-assessment through program review and a cycle of comprehensive program reviews every six years. These program reviews are the basis for college planning and resource allocation. Progress on goals, program student learning outcomes, and student achievement is examined, including disaggregated data. Institutional student learning outcomes (ISLO) data is not currently used to make improvements. The team confirmed the College is planning to improve its use of ISLO data in the future; however, currently the use of ISLO assessment results in planning is hampered by technology and other challenges limiting the effectiveness of ISLO data for institutional improvements. The team met with the College's administration to clarify how this self-evaluation process is being used to improve effectiveness. The College shared examples of how the data is used to inform teaching practices and to improve student access and success. For example, the College noticed a dip in the number of completed certificates among Nursing students and a decrease in stackable certificates awarded in some CTE areas. As a result, the College is developing more cohort-based associate's programs to improve student success e.g. for Latino students. The team reviewed instructional and non-instructional program reviews used for reflection and self-evaluation. Team members met with the PBC and confirmed program reviews are used to inform budgeting processes for continuous improvement of programs and services (I.B.5).

The team confirmed the College disaggregates learning outcomes and achievement data for subpopulations of students for planning processes. The team observed examples of program reviews that have implemented changes as a result of data analyses. For example, by working with USC's Center for Urban Education, faculty have created equity projects in which analyses of learning outcomes are used to identify and mitigate achievement gaps and the disaggregated data is used to inform the College's equity plan. As a result, the College is addressing the equity gaps for Native American students, Foster Youth, and Black students. Instructional and service areas examine student-level disaggregated data to inform improvements in teaching practices for all students. Faculty are given the opportunity to look at their own success and retention data to help close achievement gaps. One helpful practice has been to change their language and culture to be more supportive of students, such as adopting the practice of calling office hours "student help hours" and holding office hours in the Learning Center to promote student-teacher engagement (I.B.6).

The College's policies and practices across all areas are regularly reviewed by the President's Policy Advisory Committee (PPAC) with feedback from constituent groups. The team observed a number of policies have not been updated for over a decade. The College provided an updated tracking spreadsheet and PPAC minutes reflecting more recent policy revisions, which suggests they are working to improve this process. Based on interviews of PPAC members, the annual cycle proceeds by the 1000s and the College is currently on the 6000 policies in the cycle of policy review. Policies not reviewed are rolled over to the next year, with the exception of policy changes needed to respond to regulations. However, the team did not observe that these policies were necessarily reviewed the following year, which may lead to several years of outdated policies for the College. The team observed that PPAC communicates well with constituent

groups to revise and obtain feedback on policies. In addition, the team observed that an ad hoc group of committee chairs provides feedback to the Planning and Budget Committee on the program review process annually and various satisfaction surveys are used to collect data. The team confirmed that the Director of Institutional Effectiveness, Research and Grants provides the "Institutional Effectiveness and Participatory Governance Report " which compiles recommendations for improvement. (I.B.7).

The team confirmed the College broadly shares results of assessment and evaluation through various venues. Program review data are grouped into seven areas of resource allocation which correspond to key planning committees with cross-constituency representation. Review of minutes from these groups confirmed that the results of program assessment such as program review, student success and achievement data, and employee climate and student satisfaction surveys are central to planning. The team confirmed in interviews that informal and formal communications were being utilized to ensure constituents share information from meetings with the groups they represent. Committees set goals and report on their accomplishments; however, for some committees, the accomplishments were missing. The team verified that the College disseminates the results of its assessment and evaluation activities through the work of its various representative committees, the website, marketing press releases, and spring/fall in-service trainings (I.B.8).

The College has an established participatory governance structure and a comprehensive process for planning and budgeting that relies on area program reviews, as well as climate and student surveys and Student Achievement Standards for continuous improvement and accomplishment of its mission. The College's participatory governance structure supports dialog around its planning and evaluation activities led by the Planning and Budget Committee. The team confirmed the College's committee structure, program reviews, climate and student surveys, Student Achievement Standards and integrated planning are leveraged to further institutional effectiveness and achieve the college mission (I.B.9).

Conclusion:

The College meets Standard I.B.

Recommendation:

In order to improve institutional effectiveness, the team recommends the College establish more effective practices to assess institutional learning outcomes and use the results for improvement (I.B.5).

I.C. Institutional Integrity

General Observations:

Mendocino College acts with integrity, clarity, and accuracy when providing information to its community regarding its mission, programs and services and with regards to its accredited status with all of its accreditors. The College provides a robust catalog and other public-facing documents communicating matters of quality to current and prospective students regarding its

certificates and degrees including the purpose, content and learning outcomes for each program. The College reviews its publications for integrity in representation and accurately informs students regarding the total cost of education for all related expenses.

The College maintains Board approved policies on academic freedom, integrity, and conduct. Policies are in place to ensure faculty distinguish between personal conviction and professionally accepted views in a fair and objective way. Mendocino College is a public institution and does not require students to conform to a specific standard of conduct. Also, the College does not operate in foreign locations. In matters related to its accreditation agencies, the College complies with all with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure. The College ensures that its commitment to high quality education is not made secondary to other financial objectives.

Findings and Evidence:

The College provides data and information regarding its Mission, Vision, Core Values and Strategic Goals, and Institutional Student Learning Outcomes with integrity and transparency in print and online. The College website is up to date and provides accurate information for students, faculty, staff, and the community. The College mission is posted on the College website. The catalog is the “core document” of the College and is both published and available online. The catalog provides descriptions of all degrees and certificates, a listing of each program’s requirements, career opportunities, program level student learning outcomes, and Student Support Services information. Student achievement data is publicly available and highlights the College’s accomplishment of its mission, vision, goals, and values. There are processes in place to assure the clarity, accuracy and integrity of the information provided in the catalog and on the website. Accreditation information is accurate and one click away from the homepage (I.C.1).

The team verified the information in the College catalog is clear, accurate, and factual. It includes requirements and policies mandated by the eligibility requirements. The College has a “rigorous and systematic process to ensure precision, accuracy and currency of information” of the catalog and program data. A timeline is established for catalog production and the information in the catalog is vetted through faculty and staff for validation. The information in the catalog is well organized and clearly labeled (I.C.2).

The College publishes data regarding assessment of student learning and evaluation of student achievement in the catalog and on the website and shares those assessments at college-wide, committee, and public meetings, including Board meetings. The team confirmed that the catalog includes information about completion and transfer rates and student retention rates, the website and the portal provide access points to assessment and evaluation of student learning and achievement, and the Institutional Research page provides information to the public about learning and achievement (I.C.3).

Mendocino College uses a template to ensure information provided for each certificate and degree in the catalog is clear and accurate. The team observed the curriculum review process ensures information about degrees and courses is correct as the catalog is developed. As part of

each program page, required courses, number of units, and Program Student Learning Outcomes are listed as well as the purpose, content, and course requirements (I.C.4).

The President's Policy Advisory Committee (PPAC) is responsible for ensuring integrity in Board Policies and Administrative Procedures. The PPAC consists of College constituent group leaders and is responsible for implementing a seven-year cycle of review. Constituent groups are given the opportunity to comment on new policies and procedures or modifications to existing policies and procedures. The team observed in the ISER and in interviews that because of the number of policies and procedures sometimes reviews need to be "caught up" in the following year, which has resulted in some documents not being reviewed in a timely manner (I.C.5).

The team confirmed the Mendocino College Catalog, schedule and website inform current and prospective students regarding the total cost of education including non-resident tuition, resident enrollment fees, health fee, student representation fee and several other fees that reflect costs for educational materials and services. The College is in the process of upgrading to a new course registration system (Self-Service) that will provide additional information to students. The College's Financial Aid page of the website includes information on Cost of Attendance, including tuition and fees, books and supplies, room and board, transportation and miscellaneous personal expenses for both California residents and non-residents (I.C.6).

The team reviewed Board Policy 4030 "Academic Freedom" which clearly states the institution's commitment to the free pursuit and dissemination of knowledge which was recently updated in 2018. This policy works in concert with Board Policy 3900 "Speech: Time, Place, and Manner" to provide guidelines regarding free expression guidelines that include the prohibition of defamatory or obscene expression according to current legal standards and other legally required regulations. The team confirmed these policies are available on the website and comply with commission standards and eligibility requirements (I.C.7).

The team observed that the College establishes policies and procedures to promote honesty, responsibility and academic integrity and makes those policies public on the Board of Trustees website and in the College catalog. Policy 302 establishes a District Code of Ethics and its accompanying procedures establishes consequences for violation of that code while a series of administrative procedures address student conduct. These are administrative procedure 5500.1 Standards of Student Conduct, 5500.2 Academic Honesty Guidelines, and 5520.1 Student Discipline Procedures. The policies and procedures described above show that these standards are expected of all constituencies. While policies and procedures are present, several have not been updated in five or more years (I.C.8).

Mendocino College's Board Policy 4030 "Academic Freedom" describes the District's expectations that faculty "present to the best of his/her ability the pros and cons of such controversial ideas as he/she may discuss under the protection of academic freedom" while the district's Code of Ethics procedure 302.1 calls on faculty to provide information that is accurate, complete, objective, relevant, timely, and understandable. The team observed that College policy ensures that while faculty are supported in their academic freedom, they also have a responsibility to present the content of their courses with a professional commitment to their discipline, not to their personal convictions (I.C.9).

Mendocino College is a public California Community College which does not require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views. The team confirmed the College has clear policies that establish expected standards of conduct and ethics for all constituents (I.C.10).

Standard I.C.11 does not apply to this institution as the College does not operate in foreign locations.

The College is in compliance with Commission policies, guidelines, and requirements for public disclosure institutional reporting, team visits, and prior approval of substantive changes. The team observed that information for the public is provided on the College's home website which discloses information required by the Commission to carry out its accrediting responsibilities as well as demonstrates the College responds to direction from the Commission when action is needed. The website includes the College's Institutional Self-Evaluation Report, past Substantive Change proposals, and annual reports. The College's board policy 3200 "Accreditation" also ensures accountability regarding accreditation reporting and compliance. (I.C.12).

The team observed Mendocino acts with integrity with regard to regulations and statutes relevant to external agencies. The College uses its "About Accreditation" website and program websites to communicate information on programmatic accreditors (I.C.13).

Mendocino College is a publicly-funded, not-for-profit institution and therefore does not generate financial returns for investors nor contribute to any financial organizations (I.C.14).

Conclusion:

The College meets Standard I.C.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Mendocino College ensures all instructional programs are offered in fields consistent with the institution's mission and uses a faculty-driven process for academic program development regardless of location or mode of delivery. Expertise of faculty is relied on where appropriate. The faculty demonstrate collective ownership over the design and improvement of the learning experience and engage in a comprehensive curriculum development and approval process, student learning outcomes assessment process, and program review process to ensure quality. That process relies on analysis of student achievement data in order to continuously improve instructional courses and programs and to ensure improvement and innovation supports student achievement. The College has a structure for identifying and assessing student learning outcomes

and outcomes data is used in planning and resource allocation. The College distinguishes collegiate curriculum from pre-collegiate curriculum and it offers degrees and programs common to American higher education. Degrees require, at a minimum, 60 semester credits at the associate level. The college schedules courses in a manner to support student completion. Each department produces a multi-semester sequence document that projects which classes will be scheduled in the forthcoming semesters.

Board policies, administrative procedures, and the catalog support achievement of the standard. Multiple modalities and methodologies are provided to students in course offerings, as are learning support services. Teaching occurs at the main campus, at Centers, in linked locations, in-person, online, and in hybrid format. Instructors are able to take part in a variety of professional development offerings designed to improve teaching skills, address equity and diversity in teaching, and prepare for CA state initiatives (e.g., AB 705) across the curriculum. Transfer policies and articulation agreements have been developed and are clearly explained to students in multiple contexts including the catalog, counseling meetings and other standard contexts. Student Learning Outcomes (SLO) are identified in Course Outlines of Record (COR) and course syllabi. Course Student Learning Outcomes map to Program Learning Outcomes and Institutional Learning Outcomes. The catalog explains General Education requirements, as do counseling documents. Components of general education are explained in board policy, administrative procedures, the catalog, and curricular processes.

Findings and Evidence:

Mendocino College uses rigorous program approval and program review processes to ensure offerings by the college are in fields of study consistent with the institution's mission and appropriate to higher education. The Educational Action Planning (EAP) Committee, which includes faculty, reviews all new programs using the College's "Guidelines for Program Management" handbook to determine impact on district resources and instruction. A "New Program Concept Form" is presented by faculty proposing new programs and used by EAP to confirm the proposed program is consistent with the mission and addresses a significant student or labor market demand, among other metrics. The Curriculum Committee reviews the program to determine if it meets a valid need such as transfer, basic skills, civic education or lifelong learning and approves the program if it meets criteria. The EAP and Curriculum Committee also confirm all programs have identified student learning outcomes for the purpose of the program as transfer preparation or preparation for employment by making PSLOs a part of the initial proposal to EAP (II.A.1).

The team observed that the College's curriculum approval process ensures the content and methods of instruction meet generally accepted standards. A review of the "Mendocino College Curriculum Committee Checklist for COR" confirmed that content and methods of instruction are required and reviewed prior to offering a course. The team verified in interviews that the Curriculum Committee is trained on standards related to regulation and statute annually and the training includes distance education standards and approval processes and the relationship between student learning outcomes and curriculum. The Curriculum Committee and the Distance Education Committee share responsibility for guiding online education. The Distance Education Addendum and other documents define standards related to the design of the online learning environment and the Curriculum Committee approves if a given course is appropriate

for online or hybrid delivery methods. In spring 2019 the faculty on the Distance Education Committee evaluated every online course for compliance with the policy on regular and substantive contact, organization of the course, and instructor content. Every instructor was provided with a written review of their course and with guidance on how to remedy any shortcomings. In addition, the team observed that faculty engage in systematic and inclusive program review to achieve continuous improvement of instructional courses and programs which includes the review of program-level achievement data. The faculty evaluation process and the student learning outcomes assessment process also provide evidence that faculty are expected to engage in and take ownership of the design and improvement of learning. The team verified that part-time faculty are engaged in the work of design and improvement of instructional programs and courses in disciplines including fire science, physical therapy and others (II.A.2).

The College has a process for identifying and assessing student learning outcomes for degrees and certificates. New programs are asked to develop SLOs prior to consideration by the Educational Action Planning Committee. Course-level SLOs are approved by the Curriculum Committee and housed on the Course Outline of Record. They are assessed on a continuous cycle approved by the Planning and Budgeting Committee. Programs primarily rely on course-to-program SLO mapping to assess PSLOs. However, the Student Learning Outcomes Team (SLOT) is working to provide faculty with information about alternative methods of assessment. The collection and tracking of assessment data have been largely a manual process subject to human error; however, the College is in the process of moving its assessment practices into a curriculum and assessment management system and hopes this will provide for more effective collection and use of data in the future. The team confirmed the College is working to improve its use of Institutional Student Learning Outcomes (ISLO) data in the future with the implementation of a technology solution; however ISLO data is largely unused at this time. The team was provided evidence that faculty are notified that course syllabi must include student learning outcomes. A review of several course syllabi confirmed faculty consistently include course student learning outcomes on their syllabi that match the course outline of record, and faculty use them to communicate learning to students (II.A.3).

Mendocino College has limited offerings at the pre-collegiate level. These offerings are distinguished by a course numbering system explained in the College's catalog. This system defines noncredit classes and credit classes that are not degree-applicable or transferable. Academic support services are provided in the Learning Center on the Ukiah campus, including a Supplemental Instruction program. The Centers also offer support for student learning through online and onsite tutoring (II.A.4).

The team observed evidence in the College's Curriculum Handbook, catalog, and website that standards and expectations are clear and degrees and programs follow common practices in higher education. The College offers 36 local degrees and 21 degrees for transfer. The College has a faculty-driven curriculum development and approval process and examines each new and revised program for academic rigor, technical correctness and consistency with Committee standards, mission, and state regulations and standards. The District's Board Policy 4100.1 and Administrative Procedure 4100.1 Graduate Requirements for Degrees and Certificates provides evidence that the College requires 60 semester credits at the associate level (II.A.5).

To ensure the College schedules courses in a manner allowing students to complete certificate and degree programs within a period of time consistent with expectations in higher education, the College requires each department to produce a grid showing the frequency of course offerings at each location. These multi-semester schedules are used by counselors to develop student education plans and by departments and deans to create course schedules. The Curriculum Committee monitors course offerings and automatically proposes inactivation of courses that have not been offered in six semesters to ensure courses students need to complete their programs are being offered. The team reviewed examples of multi-semester course-offering grids and the “Guidelines for Class Cancellations” section of its Enrollment Management Plan which establishes criteria for course cancellations that consider impact to student completion (II.A.6).

The team found that delivery modes, teaching methodologies, and learning support services reflect changing student needs as well as equity in student success attainment. The College offers courses in face-to-face format, hybrid, online, and linked courses between centers and the main campus (e.g., for Human Services courses). Learning Support Services are also available in multiple modalities, including Cranium Café, counseling, NetTutor, and lending libraries at the Center sites (II.A.7).

The Nursing Program, as an example of reduction of bias in assessments, effectively uses Assessment Technologies Institute to prepare students for the NCLEX exam. This exam institute regularly assesses and revises elements of the exam for equity consideration (II.A.8).

The team confirmed the College awards degrees and certificates based on standard unit calculations, addressed in board policies, academic procedures, and curriculum documents. The College does not offer clock hour programs. Institutional Student Learning Outcomes and Program Learning Outcomes are mapped across programs (II.A.9).

The team finds that transfer policies, credit for prior learning practices, and articulation agreements are documented with information for students available online and onsite, and the catalog provides transfer policies with program information and majors clearly identified. The College website provides links to articulation agreements between the College and private four-year institutions, information on transferring to the California State University and the University of California systems, as well as information on acceptance of high school credits, international college coursework, military service, Advanced Placement exams, and prior college work (II.A.10).

Student Learning Outcomes are discussed in the Curriculum Committee and in SLOT to ensure critical and appropriate learning outcomes are addressed. The ILSOs Form for instructors provides clear expectations of a connection between a specific course, its expected SLOs, assessments, plans for modification based, and mapping of courses to ILSOs. Institutional Learning Outcomes are included in the catalog and addressed in administrative procedures. The College is currently transitioning to eLumen for reporting outcomes (II.A.11).

General Education (GE) components are clearly identified in multiple areas of the catalog, in board policy, instructions to faculty for course review, and CORs for specific courses. The

Catalog and other supporting documents emphasize the importance of GE subjects. The Curriculum Committee considers GE content and courses appropriate to programs (II.A.12).

Degree programs include a focused study in one area of inquiry. Evidence such as board policy, administrative procedures, and the catalog reflect attention to and compliance with this requirement. The Educational Action Planning Committee and the Curriculum Committee are part of this process of review. The Transfer Model Curriculum, which helps outline these core study requirements, has guidelines and a review process. It is clear that there is a process in place to ensure programs have the appropriate degree level of learning outcomes and include key theories and practices in the field. The Curriculum Committee takes input from faculty as well as the Program Advisory Teams (PATs) to support the “level appropriate” competencies. The EAP assigns PATs to any new program proposal and works with the faculty (and even community members) to guide the program development and approval (II.A.13).

The College meets the standard to ensure career-technical certificates and degrees demonstrate competencies align with workforce standards and certification requirements. Labor market data is reviewed as input from advisory committees to help direct program creation and currency. For example, evidence of advisory review is clear in the meeting notes for the new Physical Therapy Assistant (PTA) Program. The PTA reviews are reported to the College as well as to the North Far North Consortium for a regional perspective. The team was impressed by the Nursing Program’s 100% NCLEX pass rate, which reflects the College’s adherence to standards and dedication to meeting student success goals. Evidence was given for alignment to programs to licensure and certification requirements in other career technical fields. Career technical programs also meet with surrounding or similar colleges to combine possible degree and certificate offerings to meet workforce needs and standards. Specific to PTA, the team was impressed with the thoroughness and intentionality of the program launch to serve as a model for new program development (II.A.14).

When a program is identified for discontinuance, the Program Advisory Board Team and the Education Action Planning Committee work in conjunction with the Curriculum Committee to begin formal processes. This process suggests various and active levels of audit and assurance of clear procedures for discontinuation. The Dean of Instruction then communicates directly with students and offers substitutions to assist students to re-route education credits to meet requirements for other programs. Similar processes are in place with changes to degree requirements and suggest attention to student knowledge and understanding of those changes (II.A.15).

The institution carries out an abbreviated annual Program Review and a more comprehensive, program review on a six-year cycle to determine program needs and viability. Six-year Program Reviews include program level assessments of outcomes, a department self-assessment, and a reflection on the department’s alignment with the strategic goals of the college. The Education Action Planning Committee (EAP) evaluates the Program Reviews. If the program is struggling, the EAP can appoint a Program Advisory Team (PAT) to actively work with programs to assist with review and to provide recommendations to improve programs. Conversations with the EAP committee made clear how the PAT offers cross campus involvement and support in reviewing these programs (II.A.16).

Conclusion:

The College meets Standard II.A.

II.B. Library and Learning Support Services

General Observations:

The College provides sufficient library and learning support services for its student population. The Library and Learning Center staff use established processes to guide the selection and maintenance of educational materials, equipment, and support services. Teaching faculty work with the Library and Learning Center staff to provide expertise and resources for reserves, library materials, tutors, and skill labs. The Library and Learning Center has established practices for the evaluation of learning support services and uses the results of these evaluations to guide improvement. The Library and Learning Center secures, maintains, evaluates, and documents formal agreements with outside agencies and local, state, or nationwide consortia.

Findings and Evidence:

The College's ISER and associated evidence demonstrates that the Library and Learning Center provide sufficient services to all students on the main Ukiah campus, the offsite centers, and through distance education. The Library offers physical and online materials sufficient in quantity, currency, depth, and variety to support educational programs. Learning support services are available in-person and online, including tutoring, and are offered through the Learning Center and in labs. The team was impressed with the expansion of the Lending Library at the main campus and off-site centers which loans textbooks, calculators, and Chromebooks to students through coordination with the Equity Coordinator and First Year Institute (FYI) and Extended Opportunities Programs and Services (EOPS) (II.B.1).

The College relies on the expertise of faculty, librarians, and learning support staff for the selection and maintenance of educational equipment and materials. The Library sponsors events to work with librarians to remove outdated materials and recommend replacements. Library staff also solicit recommendations and purchase requests from students and faculty through a web-form located on the Library's website. The Library recently acquired LibGuides which allows librarians to create and maintain thematic, subject, and course-specific instructional guides to support students in specific fields of study and/or with research interests. Librarians also add to the collections based on usage data and student interactions, selecting materials in areas that are consistently researched by students. The team was impressed that, through collaboration with Library staff and English faculty, the English Lab was relocated to the Library in order to encourage more contact between English students and library resources. The Learning Center collaborates with math instructors to provide the latest editions of textbooks for basic skills and transfer-level courses which provides greater access to these resources for all students. Instructional faculty are integral to the recruitment, selection, and training of tutors at the Learning Center and in MESA (Mathematics, Engineering, Science Achievement) (II.B.2).

The College has established practices for the evaluation of learning support services and use the results of these evaluations to guide improvement. The team reviewed evidence that the Library and Learning Center have reframed their tools for evaluation to better align with updated SAOs which include emphasis on direct experiences of and desired outcomes for students (II.B.3).

The Library and Learning Center secures, maintains, evaluates, and documents formal agreements with outside agencies and local, state or nationwide consortia. In collaboration with the Chancellor's Office and the Council of Chief Librarians, the Library has implemented the Library Services Platform, exLibris' Alma. The product was thoroughly reviewed for quality and accessibility by the California Community College Technology Center and the College expects the product will improve the student interface with library search features and materials discoverability. The Learning Center contracts with NetTutor which provides online tutoring. This online resource was acquired through the Online Education Initiative (OEI), an initiative through the Chancellor's Office and was thoroughly vetted for quality, reliability, and accessibility (II.B.4).

Conclusion:

The College meets Standard II.B.

II.C. Student Support Services

General Observations:

Mendocino College has an extensive offering of student support services. The College provides appropriate student services programs consistent with its student demographics and mission. The Student Services division works well with other campus areas to ensure students are appropriately prepared to begin classes and provide expansive support while enrolled. The College's Student Services division continues to remove barriers to enrollment and provide expansive support for enrolled students. The College conducts many student surveys and uses some of those results to continuously improve in meeting the goals of the departments and the division. There is also a robust program review and structured evaluation cycle that is currently in place for every program.

All Student Services areas have identified Service Area Outcomes (SAOs) and used the results of those outcomes to assess and identify opportunities and challenges. The results of their program reviews often connect with resources requests and facility needs. Many of the Student Services departments rely on student surveys to collect student feedback and these results have led to campus initiatives designed to increase student engagement activities. There is a genuine effort to make the SAOs and program review process meaningful within the Student Services Division and to use those outcomes in the existing planning procedures and evaluation structure.

Findings and Evidence:

Mendocino College is committed to meeting the needs of its service area and the team found a resolute determination to encourage access and equity within its diverse learner population. Evidence indicates all essential services are available to students either in-person or through

online support functions. Further, the College employs technology to deliver quality student support services where appropriate. Although delivery methods vary, the team verified that the college provides quality and equitable student support regardless of location, including at the campus centers (II.C.1; II.C.3).

Support needs of students are determined through various means that include student surveys, analyzing departmental data, and participating in self-reflective dialogue. The College evaluates student support services through their systematic and annual program review process. The program review process is connected to the College's mission and informed by data to make programmatic decisions. Documentation demonstrated the process includes campus dialogue, and it was confirmed that the annual plans are created with input from all stakeholders (II.C.2).

The College offers several co-curricular programs including an active associated student organization. In 2018, the College initiated an innovative program called "Pomo Pathway" in partnership with the Coyote Valley Band of Pomo Indians. The Pomo Pathway program was initiated between College leadership and a Mendocino College student who also served as the Chairman of the Coyote Valley Band of Pomo Indians. These conversations led to the first cohort in 2018 and represented 11 different tribes among the students. This academic program supports a cohort of students with comprehensive student services such as tutoring, counseling, childcare and meals all free of charge and onsite. Results of the program demonstrate higher success levels than overall Mendocino College students. Additionally, the College has a documented history of providing support and outreach to Native Americans in the community. Mendocino College has the third highest percentage of Native American students in the State of California, which is commendable. Cultural celebrations, observances and welcome events provide enriching experiences for all students to experience. This support is demonstrated by Mendocino College being one of the few colleges in California to have a Native American Student Resource Center. The American Indian Alliance student club uses this resource center for their meetings and helps organize many of the college events. In the last two years, Mendocino College has renamed the open area adjacent to the Student Center on the main campus the "Pomo Plaza" and placed a monument at the center of campus that recognizes Native American culture and heritage. The organizational structure of the associated student body mirrors that of the Board of Trustees. This allows for streamlined communication and has resulted in an effective avenue to address student concerns (II.C.3, II.C.4).

The Athletic Department offers seven intercollegiate sports. Incoming students are surveyed about their athletic interests and resource requests are incorporated into the program review process. The Athletic Department has a dedicated counselor to provide eligibility information and academic guidance. The College also has a recognized Fine and Performing Arts program that produces performances and exhibits open to the public. All co-curricular and athletic programs are locally controlled, connect to the institutions' mission, and contribute to the social and cultural experience of enrolled students (II.C.3, II.C.4).

Services available to students include: career counseling, educational planning, navigating the college environment, transfer information and referrals to other support services that may benefit a student. Now in its third year, the Passport to Services program provides students with awareness of support services provided throughout the College. The Counseling Department relies on technology, and creative problem-solving skills to maximize services available to

students. Counseling and orientation services are available in person or online. The College has leveraged many of the Student Equity and Achievement Plan (SEAP) requirements to provide comprehensive and timely information to students to assist informed decision-making (II.C.5).

Mendocino College is an open access institution. The College conveys this through board policy, catalog information, and on application materials. The College provides guidance on course pathways for all degrees and certificates to admitted students. Services for new students include orientation, course placement/selection, and financial aid advice. To maintain priority enrollment, students must receive a comprehensive educational plan prior to earning 15 units (II.C.6).

The College no longer uses placement instruments. The College moved to a multiple measure process for placement in English and math courses that uses a questionnaire, high school GPA, and data on last completed high school courses. Admissions and Records are also part of the review cycle to ensure regular review (II.C.7).

The District's Student Information System, Ellucian, maintains student academic and registration records for all prospective, current and previous students. Access to student databases are password protected and have varying levels of viewer access depending on job responsibility. The student database is backed up on a secure server. All paper copies of previous official transcripts were scanned and imported into an electronic database; they no longer house paper transcripts. The institution publishes and follows established policies for the release of student records. Staff receive consistent training on FERPA guidelines in order to properly maintain student records. The IT Department maintains an electronic security system that supports the maintenance of electronic student records (II.C.8).

Conclusion:

The College meets Standard II.C.

See Commendation 1.

Standard III

Resources

III.A. Human Resources

General Observations:

Policies and procedures included in evidence are in place to ensure faculty, staff, and administrators are hired and evaluated through thorough, systematic, and consistent means. Faculty, staff, and administrators meet minimum qualifications or meet equivalency standards set by the College. Equivalency standards are clearly defined and included in evidence. Sufficient numbers of employees in each category are hired to meet the institutional mission. Adjunct faculty members have access to professional development, as do other employees at the College. The Equity Plan addresses equity and diversity goals and processes regarding employment.

Findings and Evidence:

College policies and procedures outline the process of employment beginning with recruitment, internal and/or external. Processes to create the job description address the College mission and goals. Statements of qualifications and criteria are reviewed by administrators and area matter experts (III.A.1).

Faculty qualifications are specific per the job description, and include a broad description of duties and expectations (III.A.2).

The procedures and processes for determining minimum qualifications and equivalencies are thoroughly detailed and documented. Academic Senate members are included in discussions of equivalency procedures and in creating a “disciplines list” for placing faculty into appropriate course assignments. Screening committees and interview procedures include members from appropriate constituent groups. Job announcements describe required and preferred qualifications (III.A.3).

Recruitment and hiring procedures ensure that required degrees are from accredited U.S. institutions. If not, faculty applicants may make an equivalency request when their background does not clearly meet the minimum qualifications as defined in the job announcement via the job description. Faculty applicants with foreign degrees must obtain a complete evaluation of foreign transcripts, degrees, and other relevant documents (III.A.4).

The team found that evaluation processes for all employment groups at the College are well-defined by board policies and procedures, and collective bargaining agreements or handbooks where appropriate. Evaluations are thorough and address performance criteria specific to the employment group. The processes defined are consistent and timely (III.A.5).

The decision to hire new faculty members is vetted through the annual program review process and prioritization of positions is analyzed in the Planning and Budget Committee, with recommendations made to the Superintendent/President. The process takes into consideration enrollment, growth, and fill rates to ensure that a sufficient number of faculty members are in place to support academic programs and achieve the College mission (III.A.7).

Adjunct faculty are oriented and evaluated in a timely and consistent manner. Adjunct faculty are invited to participate in committee work and professional development training opportunities, which may offer stipends or flex credit (III.A.8).

Staff hiring, as with faculty hiring, is vetted through annual analyses of the organization's structure, program reviews, and the Planning and Budget Committee, to ensure a sufficient number of staff members are in place to support the College operations (III.A.9).

Administrators are sufficient in number and qualifications to support the College mission and purpose. The College is currently conducting a search for a permanent Superintendent/President, and has seen a number of transitions in recent years (III.A.10).

The College has defined processes for creating and updating board policies and procedures on a six-year cycle, although policies and procedures may take more than one cycle to be reviewed and/or revised (III.A.11).

The team finds that the College addresses equity and diversity through several means: an advisory EEO Committee to address equity and diversity issues; an EEO Plan; EEO training for hiring screening/interviewing committee members; professional development opportunities that address diversity and equity; Title IX training; and Employee Assistance Program services that may address diversity and equity. Plans and training opportunities are data-informed (III.A.12).

The College has policy and procedure 302 "District Code of Ethics" to ensure ethical practices of all employees. Outcomes of ethics violations are found in the College collective bargaining agreements and handbooks, as stated in Administrative Procedures (III.A.13).

Professional development activities are available in a wide range of topics for all employee groups. Faculty members also have access to flex activities and sabbaticals (for full time faculty). The Human Resources office provides mandatory and best-practice training opportunities. The College notes that the Professional Development Committee is currently in flux (III.A.14).

The College keeps personnel records confidential and secure through several security measures and procedures, and access to records follows strict protocols (III.A.15).

Conclusion:

The College meets Standard III.A.

III.B. Physical Resources

General Observations:

The evidence supports the College maintains and improves its physical resources regularly and adheres to rigorous standards to provide a safe and secure learning environment that leads to student success. The Facilities Department works with the Facilities Committee to prioritize maintenance projects. A work-order system manages repairs; and the program review process facilitates large requests. Requests are required to demonstrate how they impact student access, success, and safety. Long-term and capital projects are in place and are managed through the Facilities Plan and part of the Educational Master Plan.

Findings and Evidence:

The College meets the standards established to ensure construction and daily maintenance practices are in place and physical resources are safe and adequately maintained to support academic programs at all locations. This is evident in the College's planning processes, the structure of its facilities staffing, and shared-governance committees. Construction, maintenance and grounds work, as well as campus security, emergency operations and environmental health and safety compliance create an environment of daily upkeep, continual improvement of physical resources, and ensures the safety of the campus. Ongoing discussions occur on the improvement of campus safety and recommendations are brought to the Planning & Budgeting Committee. OSHA-approved safety inspections are regularly scheduled, and a work-order system allows faculty, staff, and students to relay possible issues. Many of the buildings on campus were built using updated architectural standards, and accessibility compliance is regularly assessed, and identified renovation plans are ongoing. The District has ALICE certified full-time Campus Security guards for campus-wide, mass-shooting training events; updated district wide emergency plans; regular ongoing safety training; and ongoing assessments and inspections across campus by outside sources (III.B.1).

The College has an established plan for the future of its facilities. This is evident in past, current, and future projects affecting the main campus and the three centers. With the passing of Measure W, there are significant projects across all campuses, which emanate from the EMP and have improved the quality of the campuses to better serve student needs. Through Program Review, resources and requests are evaluated for relevance and effectiveness and action is taken based on these evaluations. Larger preventative maintenance projects are completed as funding allows. The College facilitates the examination of potentially aging building components and makes recommendations for necessary upgrades. Identified items needed for replacement are submitted to the District through the Scheduled Maintenance and Special Repairs Program (SMSRP). Grant funds, instructional support funds and maintenance funds provided by the state provide resources for remodeling of buildings and the replacement of furniture, computers, vehicles and instructional supplies when necessary. This was evident when the First Year Institute, the Veterans Resource Center and the library and a classroom at the Coast Center needed remodeling/modernization of classroom space and updated technology (III.B.2).

The College continually evaluates the relevance and effectiveness of its resources and makes plans based on those evaluations through regular updates of the EMP and FMP and through the Program Review process. In addition, collaboration with constituent groups through regular meetings contribute to effective planning of large-scale projects as well as daily assessment of physical resources. As planning for large-scale projects occurs, the FMP outlines the vision to direct these plans to ensure the future of both funding and use by the College. The District's Sustainability Policy 6505 and Administrative Procedure 6505.1 ensures standards for facilities planning, construction and renovation meet the highest standards and that the goals set strive to achieve sustainability. Equipment use and needs are examined through maintenance logs, repair histories, and Program Review. Space usage is inventoried and discussions take place to access space usage to work toward solutions to create effective and efficient use of campus space (III.B.3).

The College has long-range capital plans in place for the continued improvement of facilities and equipment. The FMP, approved through the College's participatory governance process, is the guiding force to the future development of physical resources. The capital projects are budgeted to include the lifespan of the project, compliance, and all construction, preservation, maintenance, and operations costs. Sustainability policies and practices are at the forefront of large-scale projects to keep up with any changes that take place during programming. Once projects are approved, they go through several phases. After the completion of each phase, participants are given the opportunity to review and comment to reconcile costs. The public is involved with bond projects, and constituencies, communities, businesses, and civic organizations are engaged in these projects to ensure their input and needs are reflected in the final project and that instructional needs are met. The Citizens Bond Oversight Committees (CBOC) report is one measurement demonstrating how the College has implemented its institutional goals and plans for new facilities and equipment and the costs associated (III.B.4).

Conclusion:

The College meets Standard III.B.

III.C. Technology Resources

General Observations:

The evidence supports that the technology resources at Mendocino College are appropriate and adequate to support the institution's programs and has efficient and effective use of IT staff to support the IT infrastructure for the main campus and three centers. Program Review facilitates requests, and the Technology Committee, which includes members from every constituent group, is responsible for decisions regarding requests for the planning of the College's current and future technology needs.

Findings and Evidence:

The College adequately supports all of its operational functions, academic programs, teaching and learning, and support services. The College's departments and programs make technology requests through a robust Program Review process to meet their program goals and support

student success. Departments must show that their requests will support their SLOs/SAOs and relate to the College's Mission, Vision, and Strategic Goals. The Technology Committee score and rank requests, then collaborative decisions between employee constituency groups and the College are made about the allocation of resources. The Information Technology Department is appropriately staffed and utilizes the Program Review process to assess and make requests of staff. IT personnel support provides technological and media support for all on campus and distance education/online programs. The IT Department launched a help desk ticketing system in fall 2019 to better track service to the College community. There is 24/7 support for Canvas and fiscal support through ESCAPE (II.C.1).

The College utilizes the annual program review process to evaluate and prioritize technology needs. Through the development of a Technology Action Plan and Measure W funding, prioritized technology projects were accomplished in 2015. A new technology plan was not created after the expiration of the 2010-15 plan, but the Program Review process continued to be utilized to meet the College's technology needs and for major technology initiatives to ensure technology was updated and replaced and that the technological infrastructure was adequate to support the mission, operations, programs, and services. In 2017, the College began working on an Ellucian Strategic Alignment Plan for Colleague, resulting in a multi-phased technology alignment process that has updated and replaced technology. This has improved service delivery outcomes, updated aging technology, and worked to create student-facing technologies to enhance their academic experiences. With the development of the 2020-2023 Technology Plan, a host of new and updated technology initiatives are underway to support the College's mission, operations, programs and services (III.C.2).

The College is committed to safe, secure, and reliable access to technology at all four of its campuses. Classrooms at all locations are equipped with a computer, projector, document camera, DVD player, sound system and network connectivity that are continuously supported. A number of protocols and processes are in place to keep the campus safe and informed about threats to security. The College has established a single sign-on requirement and student/employee data is properly stored. In 2017, ePlace Solutions conducted a Cyber Security Internal Control Survey Report of Mendocino College that provided observations, strengths and recommendations regarding their cyber security. The Technology Committee incorporated the findings into the Technology Action Plan (III.C.3).

The College delivers regular and appropriate instruction and support to faculty, staff, administration and students in the use of technology. Faculty receive training for teaching online, participate in online conferences, have 24/7 access to online platform software training and help, and other types of training and support on a variety of technology topics. Several departments have developed support tools for faculty, staff and students for accessing technology systems and program-specific information. Employees are trained how to teach online through an online platform and have access to fiscal information through an employee portal. In spring 2020, training opportunities provide faculty and staff the guidance they need for online materials to be accessible to all students (III.C.4).

The College adheres to the policies it has in place for the appropriate and ethical use of technology. Staff, students, and administration receive the necessary notice, information, and

training regarding policies and procedures. As well, the onboarding of new employees includes this training. Currently, board policies are being reviewed to bring them into better alignment with current technology (III.C.5).

Conclusion:

The College meets Standard III.C.

III.D. Financial Resources

General Observations:

The College is fiscally healthy and has sufficient finances to operate. Financial statements and protocols are audited to ensure compliance with all relevant laws. Fiscal information is shared frequently with the campus constituent groups and the Board of Trustees to ensure everybody is updated. The College has limited debt and has set aside funds accordingly to pay that debt. Campus wide constituents are involved in the Planning and Budget Committee and have input into the budget process especially as it relates to tying it to program review and the resource requests that come through that process, although there is room for improvements in communicating results of decisions.

Findings and Evidence:

The College has a 26% reserve which is more than required by the Chancellor's Office. The board approved a higher threshold of 15%, but the College has exceeded that requirement. There are board policies in place related to budget preparation and the adopted budget for 2019-20 demonstrates that the District has met all of the parameters set forth. The District has an unmodified audit and has addressed any findings (III.D.1).

The College utilizes their program review process when making decisions on the allocation of funds. These resource requests must support the mission, vision, values, and goals as well as align with the campus Educational Master Plan and Strategic Plan. The Facilities Committee, Technology Committee and Staffing Committee review the relevant requests and rank them accordingly. The requests are reviewed by administration to identify available funding sources. The Board has policies and procedures in place that provide direction and expectations to staff related to fiscal management. To ensure that financial information is transparent, the Board receives monthly and quarterly updates from the College. In addition, at the fall in-service, the Vice President, Administrative Services provides a financial update for the College. The Planning and Budget Committee also gets regular updates on the status of the budget (III.D.2).

The College has established timelines for the budget process which include the integration of the program review process. In addition, there are policies and procedures in place to guide the budget development process. Through the program review process, presentations at Planning and Budget, presentations to the Board and campus in-service presentations, there is sufficient evidence that all constituent groups are involved in the budget development process. Appropriate

updates are provided and constituents are given ample opportunity to provide feedback related to budget development and financial matters (III.D.3).

The College reviews budget information as it is received from the State and presents it to the Planning and Budget Committee to ensure that the committee members stay updated. In addition, updates are provided to the board on a monthly and quarterly basis to keep them apprised of fiscal matters. Administration provides budget projections to help the College anticipate potential shortfalls. These projections allow the College to make educated decisions as they relate to finance (III.D.4).

External auditors conduct the annual audit as well as reviews financial controls and processes in place to ensure finances are handled appropriately. The Board of Trustees receive monthly, quarterly, and annual financial updates. The District is fiscally dependent on the Mendocino County Office of Education which also provides fiscal oversight. The team found that the financial controls are in place and there are frequent board updates as well as the oversight by the County (III.D.5).

The external auditors review the financial controls of the District. Given that these processes have been reviewed and approved by the auditors, the financial statements presented are found credible. Board policy requires compliance with Title V and Ed Code for budget development. The College ensures there is a connection between budget development and program review in support of student learning programs and services (III.D.6).

The College has had unmodified audits with minor findings. Management has responded in a timely manner to the findings. The College has taken corrective action and there are no repeat findings (III.D.7).

Audit reports do not reflect any concerns related to financial controls. Board policies are in place that require financial audits on an annual basis. Internally, the Fiscal Services Office reviews procedures regularly and makes adjustments as needed to improve controls. Through conversations with employees, they shared that they include the Fiscal Department in conversations about cash handling and fiscal matters to ensure they are following appropriate protocols (III.D.8).

The Board has adopted a policy to maintain a 15% reserve. Between the 2016-17 and 2018-19 fiscal years, the District has maintained a reserve of more than 25% without the need for cash borrowing. There seems to be sufficient reserves to cover most unforeseen instances. In addition, the District has established separate funds for various financial obligations as well as rising benefit costs. The College is under a hold harmless in the new Student Center Funding Formula and realizes that there will be some financial challenges in fiscal year 2022-23 and are beginning conversations now to address those concerns (III.D.9).

The Board has policies in place related to appropriate investments for District funds as well as Foundations. The College utilizes a chart of accounts in line with the Budget and Accounting Manual and funds are tracked separately and appropriately as required by the State Chancellor's Office as well as the Federal Government (III.D.10).

The College has one loan for a solar field that they installed. They set aside the utility savings to make the payments on those loans. Outside of that, the College has no long-term debt. The College monitors revenues and expenses and maintains a large reserve which provides security for unforeseen occurrences. In addition, the College Planning and Budget Committee reviews 5-year projections of revenue and expenses to help in planning. These projections are shared at Planning and Budget as well as the Board of Trustees meetings (III.D.11).

The District maintains a Special Reserve Fund Budget for accrued vacations, load banking, and self-insurance liabilities. In addition, there is a Health Fund budget which offsets the costs of health benefits as well. Given these special funds as well as the large reserve that is maintained, the College has met the standard. The College hired an external consulting firm to complete an actuarial plan in 2018-19. The study follows appropriate accounting standards (III.D.12).

The only long-term debt the College has is related to the Solar Field. The money to repay this debt is kept separate to ensure funds are available to make payments. Through conversations the team was notified that the College intends to pay this loan off next year and will be having conversations on how to reallocate those funds to facilities and capital projects (III.D.13).

The College's annual audit reviews categorical, grant, and foundation funds as well as general funds to ensure the funds are used appropriately and with a high degree of integrity. In addition, performance audits are conducted to ensure the General Obligation Bonds are spent in compliance with the ballot language and on the relevant projects (III.D.14).

The financial aid default rates are within the Department of Education's limit of 30%. The Financial Aid Director monitors the default rate and it has actually reduced over the past 3 cohorts. The College recognized they were coming close to exceeding the federal limits so they hired a consulting firm to assist them in lowering their default rates. The College reviewed the causes and made adjustments as evidenced in the reduction over the past several years (III.D.15).

Board policies are in place related to purchasing and contracts. The president or the appropriate vice president reviews the contract to ensure it is in compliance with board policies. Through conversations with the Assistant Superintendent/Vice President Administrative Services and the Director, Fiscal Services, it was confirmed that the contracts are reviewed to ensure that they are in the College's best interest and that they are financially responsible. The Board ratifies all contracts (III.D.16).

Conclusion:

The College meets Standard III.D.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

The team found that the evidence demonstrated broad based involvement by constituent groups in making recommendations on college operations. Minutes from various meetings, presentation outlines and the committee handbook all support their commitment to widespread participation. Board policies and procedures exist that provide parameters of involvement and expectations by the board. Faculty participate in decision making processes. The College is currently implementing OneDrive to share meeting agendas and minutes. Notes are sent to committee members and it is expected that constituent participants share that information with their respective groups. Surveys are conducted related to committees and satisfaction.

Findings and Evidence:

The team has reviewed the College's committee handbook, minutes from meetings as well as presentations staff have made on various innovative initiatives that have been implemented and found that there is a great deal of constituent based involvement. The College has implemented processes to include the classified staff in the participatory governance structure including that of equity. The administration enabled involvement of classified staff with the Center for Urban Education, as well as the faculty, to encourage college wide commitment to equity. In addition, through this encouragement, the classified began the way-finding project and the textbook assistance program. Another example of a campus wide initiative that has involved cross constituent involvement was the Pomo Pathway project, which required cross campus involvement and buy-in and has led to greater student success (IV.A.1).

Board policies and administrative procedures are in place outlining the expectations of participatory governance and the need for involvement of all constituent groups. The committees that make recommendations to the president are participatory governance committees. The seven primary committees not only include representatives from each constituent group, but also include individuals in roles to assist with getting the necessary data and facts to make informed recommendations to the president (IV.A.2).

The College has policies and procedures in place to designate the Academic Senate's areas of responsibility as it relates to curriculum, degrees, and certificates. In addition, the college administration involves Academic Senate in other matters that would benefit from their expertise. The faculty works closely with the Vice President, Academic Affairs on curriculum and other instructional matters. This involvement is also reflected in the committee handbook and demonstrated by their attendance in campus wide committees. Through campus

conversations, the team was able to confirm that these conversations are taking place and that faculty are broadly involved in campus operations (IV.A.3).

In addition to board policies in place related to the faculty involvement in academic related areas, the College also has a curriculum handbook outlining the requirements associated with program development and the purpose of the Curriculum Committee. The College has an Educational Action Plan Committee whose purpose is to develop, monitor and evaluate educational programs to ensure they are in accordance with the college mission, vision and strategic plan (IV.A.4).

The College has a committee handbook and decision-making guides as well as collective bargaining agreements that outline the requirements of involvement related to participatory governance. Their responsibilities as they relate to involvement in participatory governance and decision making are outlined and followed. Having each constituent group at the table allows for the sharing of unique perspectives as it relates to campus operations and ideas to improve student success. This is demonstrated through committee structures and minutes from participatory governance committees. This campus wide participation was observed by the team as well during the visit (IV.A.5).

Through the distribution of agendas and minutes, press releases, emails, and newsletters, decisions and important information is shared campus wide. The College is currently developing a OneDrive location to provide updated committee information and campus announcements. Committee chairs share information with members and in turn, the constituent representatives have the responsibility to share that data with their constituent groups. Although the program review process is in place and the College follows the process, there was no clear process for communicating the results and decisions made as they relate to items approved through the resource request process. This formal process of documentation and dissemination would assist the College in ensuring consistent communication (IV.A.6).

Through committee surveys and institutional climate surveys, the College is able to gather data for assessment on the effectiveness of their committees in reaching their goals as well as perceptions campus wide on efforts. The team confirmed in interviews that these survey results are utilized to make improvements on campus. A couple of examples include staff onboarding and campus engagement (IV.A.7).

Conclusion:

The College meets Standard IV.A.

Recommendation:

In order to improve institutional effectiveness, the team recommends the College formally document and widely communicate funding decisions resulting from the program review process (IV.A.6).

IV.B. Chief Executive Officer

General Observations:

The College is in the process of hiring a permanent CEO. The team confirmed the CEO has primary responsibility for the quality of the institution and provides effective leadership and is engaged with the campus community. The beginning of the year “In Service” Day was highlighted as a particularly successful gathering where the CEO, administration, faculty leadership and classified senate are able to share, learn, and plan effectively.

Findings and Evidence:

Board Policy 2430 delegates the authority and responsibility to the Superintendent/President for administering policies adopted by the Board of Trustees and executing all decisions of the Board of Trustees requiring administrative action. Conversations with members of the Board of Trustees illustrate a clear understanding of their role and the role of CEO. Evidence supports that the CEO actively assumes responsibility for institutional advancement and the quality of the College. The CEO serves as the Chair of both the Planning and Budgeting Committee and the President’s Policy Advisory Committee. Both of these important committees ensure dialogue and administration connection to and from all divisions. Since August 2019, the College has planned and developed a timeline to identify a permanent replacement for the CEO position. The Board of Trustees relies on the CEO as its only direct report and has entrusted this person with the overall function of the institution (IV.B.1).

Board Policy 3100, 6100 and AP 6100 provide authority to the CEO for organizing the administrative structure of the college. During the 2018-2019 academic year, the CEO initiated an organizational change at the College to improve efficiency, programs, and overall effectiveness. Through campus-wide communications, campus constituents were afforded an opportunity to provide ideas and input on the proposed organizational changes. The CEO considered thoughts and suggestions from individuals, departments, and divisions; the discussions and communication is well-documented in meeting minutes (IV.B.2).

BP 1200 outlines the District mission. The mission statement is readily available on the College website and in printed material such as the catalog. The mission is evaluated and reviewed on a regular basis. It is the responsibility of the CEO to work with the governing Board to develop the strategic initiatives and goals driven by the EMP. The CEO works in collaboration with the Director of Institutional Effectiveness, Research and Planning, Academic Senate and the Vice President of Academic Affairs to determine institution-set standards for achievement and ensure institutional improvement of teaching and learning. Yearly plans for institutional improvements are presented and vetted through the different college governance groups. Interviews with members from different constituent groups confirmed the collegial relationships between the CEO and the participatory governance groups (IV.B.3).

BP 3200 assigns the primary responsibility for the accreditation process to the Superintendent/President, ensuring that the District complies with all accreditation requirements as stated by ACCJC. Although BP 3200 clearly makes the Superintendent/President responsible for the College’s accreditation, evidence has been presented that the development of the final report is shared among many constituent groups. This distribution allows for individuals and

departments to submit information on their area of expertise while contributing in participatory governance at the institution (IV.B.4).

The Board delegates executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action to the Superintendent/President. The CEO ensures compliance with internal and external regulations and exercises responsibility over the budget. The College's fiscal management practices include budget projections that are given to the Board of Trustees and publically shared with the campus community. The team confirmed budget information is shared among constituent groups and the College's reserves have grown over the past few years (IV.B.5).

The CEO works and communicates effectively with the communities served by Mendocino College and the campus at large. The team found evidence of the CEO's direction of the Community Relations department that sends out press releases, college updates and social media announcements. The CEO has participation in various community boards, committees and service organizations (IV.B.6).

Conclusion:

The College meets Standard IV.B.

IV.C. Governing Board

General Observations:

Representing the regions within the District, the seven member Mendocino College Board has the authority and responsibility for policies that assure quality student learning and achievement and financial stability. The evidence provided in the form of Board policies, minutes, and interviews suggests Board actions are consistent in supporting the College mission. The team verified the Board's engagement with the campus community, as well as with the accreditation process. Board members demonstrated this by actively participating in the open forums.

Findings and Evidence:

Board policies delineate that the Board has authority over and responsibility for policies to assure the academic quality and financial stability of the institution. Evidence demonstrates the College has an engaged governing Board that represents the District's regions and is informed in its oversight of the college's programs and services. For example, during the visit, the College provided the team with Board meeting minutes that included a presentation by the VPSS on Mendocino College's efforts to support Native American students and their associated tribes (IV.C.1).

Based on evidence and interviews, the team verified that the Board of Trustees act as a collective entity, even when the vote is not unanimous (IV.C.2).

Board policies pertaining to the selection and evaluation of the CEO are in place. The College is in the process of recruiting for a new CEO. The timeline and process for selecting the new CEO was made available to the team during the peer review visit. (IV.C.3).

The team verified that the governing board serves the public interest in the College's educational quality and advocates for and protects the college from undue influence or political pressure. The team's review of the evidence supported that the college's Board has established board policies that are aligned with this standard and define its duties and responsibilities to ensure educational quality, promote legal and ethical standards, and assure fiscal stability (IV.C.4, IV.C.5).

Evidence demonstrates that the governing board publishes on the college website its bylaws and policies regarding Board membership, its duties and responsibilities, and its procedures for meeting and voting (IV.C.6).

The Board acts in a manner consistent with its bylaws and policies and regularly assesses them for their effectiveness, revising as needed. The college's PPAC met with team members to provide updated information regarding its policy review. The college's policies and practices across all areas are beginning to be regularly reviewed by the President's Policy Advisory Committee (PPAC) with feedback from constituent groups. A number of policies had not been updated for over a decade. However, steps have recently been taken to rectify the situation. The team recognizes and supports the College's commitment in continuing to expedite the review and/or updates to its policies and procedures (IV.C.7).

The governing board regularly reviews student achievement metrics and institutional plans for improving academic quality. Scorecard and student achievement goals were some of the items provided as evidence. Additionally, new board members received an orientation with the CEO, and the Board has ongoing trainings, workshops and study sessions (IV.C.8, IV.C.9).

The governing board has a clear process for evaluating its effectiveness and uses the results to improve board performance in support of academic quality and institutional effectiveness (IV.C.10).

According to evidence, a clear code of ethics and conflict of interest are delineated in Board policies. The Board has clearly defined policies for dealing with behavioral violations and there was no evidence of conflicts of interests or interference with the impartiality of the governing board members. In meeting with the Board, it was confirmed that they operate to secure and ensure the academic and fiscal integrity of the institution (IV.C.11).

The evidence reflects how the Board delegates full responsibility to the Superintendent/President through established Board Policy and Administrative Procedures that are used to hold the CEO accountable (IV.C.12).

Evidence presented during the site visit supports that the governing board is regularly updated on and involved in the accreditation process (IV.C.13).

Conclusion:

The College meets Standard IV.C.

Quality Focus Essay

The ACCJC’s Guide to Institutional Self-Evaluation states the function of the Quality Focus Essay (QFE) as “the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level.” Colleges are asked to “identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement.” The team acknowledges the collaborative process involved in the identification of QFE projects and the student equity framework utilized for College-wide improvements.

The College’s Accreditation Steering Committee discussed, planned for, and drafted the Institutional Self-Evaluation Report (ISER). As the ACCJC Standards were discussed, and Standard Chairs began to bring forward their analysis and evaluation to the Steering Committee, topics and themes for the QFE emerged. There were several iterations of suggested topics for the QFE.

The final action projects identified were chosen because of their “positive impact on improving student learning and/or student achievement.” The emphasis on “moving the needle” regarding student success shaped the discussion by the Steering Committee and guided the final action projects. The action projects identified for the QFE are also shaped by the recent changes at the College described in the ISER and the current and changing California Community College context.

The two final 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 QFE includes ambitious goals, a well thought action plan, and specific and measurable outcomes. The team encourages the College to continue providing ongoing professional support in achieving these goals. The goals and objectives of the QFE set a high mark, and the College is to be celebrated for blending in the metrics of the Student Success Funding Formula and other large-scale initiatives to provide a coherent approach to enhance student success and institutional effectiveness.