

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES AGENDA  
WORKSHOP**

Saturday, November 6, 2010  
**9:00 AM – 3:00 PM**

**Mendocino College  
1000 Hensley Creek Road  
Ukiah CA 95482  
Board Room, Room 1060**

**CALL TO ORDER /PLEDGE OF ALLEGIANCE**

**1. PUBLIC COMMENTS**

This time is set aside for general public comments. Additionally, comments may be made at time of discussion of any item. After being recognized by the Chair, those wishing to make comments are asked to stand at the podium, give their name, place of residence and affiliation, if any, and address their comments to the Board Chair. Trustees may ask questions of the speaker for clarification but will not generally discuss items that are not on the agenda. If appropriate, they may refer the subject to College staff for research or for the item to be placed on a subsequent agenda.

**2. APPROVAL OF AGENDA**

2.1 Agenda Approval

**3. ACTION/DISCUSSION ITEMS**

3.1 Technology Plan 9:15 – 10:00 AM  
Presentation by Karen Christopherson

3.2 Joint Meeting of the Board of Trustees and Mendocino College 10:00 AM - Noon  
Foundation Directors  
Discussion led by Superintendent/President Lehner

Lunch Break Noon – 12:45 PM

3.3 Review of Trustee Protocols 12:45 – 1:15 PM  
Discussion led by Board President Chaniot

Time **1:15 PM PUBLIC HEARING**  
Certain A Public Hearing will be held on the 50% law  
Item

3.4 Presentation on Health Benefits Plan 1:30 – 2:30 PM  
Presentation by Karen Chaty

3.5 Presentation on Load Banking 2:30 – 3:00 PM  
Presentation by Karen Chaty

**4. ADJOURNMENT**

**ADA Compliance: Persons with disabilities needing assistance, please notify the Superintendent/President's Office at 468-3071 no later than 24 hours prior to the scheduled meeting. Meetings are held in locations which are wheelchair accessible.**

**Agenda Packet and Supporting Documents Notice: The agenda packet and supporting materials can be viewed in the President's Office, Room 1070, Mendocino College, 1000 Hensley Creek Road, Ukiah CA or on the College's website at [www.mendocino.edu](http://www.mendocino.edu).**

Mendocino-Lake Community College District

# Technology Action Plan

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2010-2015

Draft: October 18, 2010

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## **EXECUTIVE SUMMARY**

To leverage the strategic potential of technology, Mendocino College must align its technology vision and initiatives with national, state and college priorities. This Plan provides a roadmap for the future of technology at Mendocino College and guidelines for getting there. Our mission is to provide the technological proficiency, infrastructure, services and assistance that students, faculty and staff need to advance teaching and learning, regardless of physical boundary, in a diverse and changing environment. In addition, we envision a diverse community that is actively engaged in frequent interaction with electronic media, always embracing technology. Student success modeling and the analysis of complex data has become an essential of higher education for teaching, learning, and community outreach.

### **Technology Action Plan**

To accomplish this, Mendocino College has undertaken the creation of this Technology Action Plan. The motivations for creating this plan are multiple:

- Assure that the technology solutions being delivered are the appropriate ones and support the College mission.
- Create an awareness of the strategic potential of technology among the College community and make an attempt at coordinating technology solutions across the college's multiple technology providers to assure coordinated vision and effort.
- Ensure technology initiatives are strategic, solving problems, encouraging knowledge transfer, and, most importantly, student-centered.
- Facilitate long term planning via continuous research and development efforts required to stay current with new innovative technology solutions that are available in the industry.
- Advance our "systems thinking" mentality to leverage and utilize technology when appropriate, and to transform inefficient and outdated business processes into strategic, cost-effective and best practice solutions.

### **Guiding Principles**

Principles are guidelines or philosophies used to develop strategic initiatives and criteria that will be used to prioritize projects. They provide additional detail (the "how") on the way in which a technology organization will achieve its mission and vision:

- Services will be delivered in the most effective and efficient manner.
- Solutions delivered will be aligned with the institutional mission and transform the way we do business.
- We will participate in the development of, requirements for, and enhancement of, core administrative system and implement the results.
- We will free College resources to concentrate on providing value-added services by outsourcing technology services and/or collaborating with other entities on non-core administrative systems, when advantageous.

- Institutional priorities, technology directions, client needs, and usage trends will be used to create criteria for the prioritization of technology initiatives and drive the application of technology solutions in a college-wide direction.
- The institution will leverage its investment in administrative and academic systems, data sources, connectivity, and institutional knowledge to provide strategic services.
- IT will support departments and process owners in the development, review, and redesign of their business processes, providing technology and institutional perspectives.
- IT will recognize and respond to the need for appropriate academic, library and support services required to assist with the growth in on-line learning.
- To accommodate projected growth, avoid obsolescence, and maintain competitiveness, we will proactively execute technology initiatives and lifecycle replacements.

The implementation of this plan can have substantial impacts on Mendocino College and its clients. As the focus of technology moves from operational to strategic, successful projects rely on the understanding and support of the entire institution to integrate advancements into the overall mission, goals, and operation of the College.

### Key Success Factors

Listed below are some of the Key Success Factors required for the successful implementation of Mendocino College's Technology Action Plan.

- College-wide Support and Ownership
- Executive Management Support
- Communication
- Culture Change
- Appropriate Staffing and Resources
- Willingness to Share and Analyze Data
- Financial Support for Infrastructure and Lifecycle Replacement
- Professional Development and Training
- Technology Standards & Compliance
- Integrate with Planning Efforts and Continually Revise Plan

### **Implementation**

The next step is to implement this plan by doing the following:

- Create awareness and ownership of technology vision – The College community must understand and support this plan for it to succeed. There will be a variety of communication efforts launched to obtain feedback and to build understanding and support.

- Develop tactical plans – Technology providers and College departments will use this Technology Master Plan to guide the development of tactical plans, assuring that projects are in line with the technology vision, strategic initiatives, and prioritization criteria.

- Create measurements and a process to review and update the Technology Action Plan

To assure that projects are supporting the technology vision, and ultimately the College mission and vision, measurements will be developed to assess success. A process must be developed to review and update the plan based on these measurements, and in response to the changing needs and goals of the College.

### **Goals of the Technology Action Plan (2010-2015)**

- Use technology to support student learning and student success
- Use technology to support staff and faculty
- Maximize the sustainability of technology resources with effective planning and budgeting

## MISSION, VISION, VALUES AND GOALS

### Our Mission

Mendocino College provides opportunities to our students and our communities by offering academic programs, transfer preparation, career and technical education, lifelong learning and student support programs that are dedicated to the achievement of Student Learning Outcomes.

### Our Vision

Mendocino College is a major contributor to the vitality of our communities by inspiring student learning and motivating personal development. We provide excellent, innovative educational and support programs that are accessible to all and result in student success.

### Our Core Values

*Student Success:* We are committed to helping students achieve their educational goals.

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

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

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

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

*Responsiveness:* We respond to requests and concerns in a timely and helpful manner. We listen to our students and our communities and institute changes based on identified needs.

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

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

## **Our Strategic Goals**

In order to fulfill our mission and realize our vision, Mendocino College faculty and staff will concentrate on the following five long-term goals:

- Ensure student success within a learner-centered environment
- Improve student access to college programs and services
- Enhance the student learning experience by providing educational, cultural and social opportunities beyond the classroom
- Maximize the acquisition and efficient use of financial, human and physical resources
- Build new and stronger relationships with businesses, educators, agencies and other constituents of our communities

## **TECHNOLOGY PLAN PROCESS**

The technology planning process has been driven by a variety of inputs for both administrative and instructional planning.

### **Administrative Technology Planning**

Administrative technology planning is mainly outlined in the goals of the annual program review of the IT department. Most significantly, since the passage of Measure W in 2006; the IT department has focused on the district network upgrade and implementation of a district information system; focus on student functionality; call Datatel Colleague. In Spring of 2009; the district went live with the vast portion of the student functionality which included web access to the system for registration; fee payment; document status; and reporting.

For 2009-2010, the focus has been to stabilize the system and to have the knowledge transfer from the consultants to district staff of how to maintain the system.

In Summer 2010; a new phase of the network infrastructure upgrade has begun with the rollout wireless network access throughout the district and the Colleague Portal development slated to go live in Spring/Fall 2011.

Other inputs to the administrative technology planning is review of the computer inventory to ensure that desktop computers or printers are not out of date in staff offices. Individual departments also can state technology needs or initiatives in their program review. The two Vice Presidents review those program reviews and make prioritization recommendations and use funds that may come from state or grant sources to meet district goals.

### **Instructional Technology Planning**

Instructional Technology Planning is accomplished by the executive instructional staff by reviewing instructional program reviews and computer replacement plans.

In February 2010, the Board of Trustees adopted the Educational Master Plan. This plan is considered to be a living document that provides the foundation for the Technology Action Plan and the Facilities Master Plan.

### **Main Points for both Administrative and Instructional Technology Planning:**

Measure W has been a defining driver on technology projects since 2006

Technology planning inputs is primarily program reviews. Program reviews take into consideration the overall district strategic planning process along with educational and facility plans.

The Chancellor's Office provided in 2001 Gartner Group Student, Staff and Faculty Baseline standards. These standards were last updated in 2004.

Funding of technology is done in a decentralized manner without specific funds consistently earmarked.

## **INPUTS INTO THE TECHNOLOGY ACTION PLAN**

The following inputs are reviewed prior to developing the Technology Action Plan:

Accreditation Self-Study

Strategic Master Action Plan

Educational Master Plan

Facilities Master Plan

Program Review Equipment and Information Technology Sections

Datatel/Colleague Project Charter

Technology Inventory for both Administrative and Instructional Areas

Measure W Bond Projects

## **TECHNOLOGY ACTION PLAN GOALS**

The Technology Plan contains the following goals:

**Goal 1:** Use technology to support student learning and student success

**Goal 2:** Use technology to support staff and faculty

**Goal 3:** Maximize the sustainability of technology resources with effective planning and budgeting.

## TECHNOLOGY ACTION PLAN

Strategic Goal 1: Use technology to support student learning and student success.		Objective 1.1: Implement a new library automation system that will allow students to have greater ease in searching the library collections on-campus and remotely.			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Acquire tech support for open source library automation system (Koha).	Tech Support for Koha	Head Librarian	September 2010	Koha tech support assists in set-up of new system.
2.	Configure the new library automation system and load local data.	Koha assistance with key concepts to support patron data loads and other data.	Instructional Technology Specialist, IT Programmer	Sept. – Nov 2010	Local data such as patrons and library holdings are loaded in Koha system.
3.	Provide training on new system for library staff	Koha training support for all areas of the system.	Head Librarian	Nov.-Dec. 2010	Staff training takes place for all three areas: Admin, OPAC, & cataloging.
4.	Implement new library automation for students.	Some new brochures to announce the new library automation.	Head Librarian & Instructional Technology Specialist.	January 2011	New Library automation Interface is available in the library and off-campus.
5.					

## TECHNOLOGY ACTION PLAN

Strategic Goal 1: Use technology to support student learning and student success		Objective 1.2: Implement a portable computing solution that will allow students to actively participate in library orientations and access research database materials in the bibliographic classroom.			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Demo different models of different types of portable devices (Laptop/PDA/Tablet) for use in the new Library bibliographic classroom.	Demo units from various vendors.	Head Librarian & Instructional Technology Specialist.	Nov. 2010 – March 2011	Ability to access to research databases / other online resources. Compatibility with any necessary plug-ins. Security measures to prevent unauthorized changes to the device. Time required to maintain and to update the device.
2.	Determine which device(s) will best serve students in learning how to use the various library resources while in the library bibliographic classroom.	Evaluation of devices that are used for the demo.	Head Librarian & Instructional Technology Specialist.	Feb. 2011-March 2011	A decision on what device to purchase for the new library bibliographic room will be made.
3.	Develop an RFP for the portable device (Laptop/PDA/Tablet) that is selected for the library bibliographic classroom.	The results of the evaluation and all tech specifications for the	Head Librarian, Instructional Technology	March 2011- April 2011	An RFP is sent out to potential vendors.

		selected device.	Specialist, BIPC Technology subcommittee.		
4.	Review bids portable device (Laptop/PDA/Tablet) that is selected for the library bibliographic classroom and award a contract.	Bids from vendors.	Bond Implementation Technology subcommittee	April 2011- June 2011	Contracts are awarded for the portable device (Laptop/PDA/Tablet) that is selected for the library bibliographic classroom
5.	The portable devices (Laptop/PDA/Tablet) that are selected for the library bibliographic classroom are set up in the new library.	Completed library bibliographic classroom and staff time to install the devices and storage.	Instructional Technology Specialist & IT Department	April 2012 – June 2012.	The portable devices (Laptop/PDA/Tablet) are operable in the bibliographic classroom for summer session 2012.

## TECHNOLOGY ACTION PLAN

Strategic Goal 1: Use technology to support student learning and student success		Objective 1.3 : Implement Student Portal			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Develop portal for staff and student use		Director IT	Fall 2010/Spring 2011	Training scheduled and attended
2.	Recruit student input for student portal		Director IT	Fall 2010	
3.	Conduct student training for student portal		Director IT	Spring 2011	Students successfully use portal
4.					
5.					

## TECHNOLOGY ACTION PLAN

Strategic Goal 1: Use technology to support student learning and student success		Objective 1.4 : Implement new district website			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Develop RFP for college website		Director of IT	Spring 2011	RFP released
2.	Evaluate and choose vendor		Director of IT	Spring 2011	RFP award by BOT
3.	Implement new website	Need to fund/hire web programmer	Director of IT/Vendor/Webprogrammer/Key stakeholders	Fall 2011	New website implemented
4.					
5.					

## TECHNOLOGY ACTION PLAN

Strategic Goal 1: Use technology to support student learning and student success		Objective 1.5 Implement Wi-Fi infrastructure for Ukiah campus and centers			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Complete installation		Network admin	Spring 2011	Wi-fi available at Ukiah campus/Centers
2.					
3.					
4.					
5.					

## TECHNOLOGY ACTION PLAN

Strategic Goal 1: Use technology to support student learning and student success		Objective 1.6 Provide and maintain computer labs and Smart Classrooms that facilitate instruction, enhance student learning and allow for successful completion of course work.			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Provide and maintain quality hardware software and support for instructional computer classrooms capable of running resource intensive software applications and providing for rich multimedia instructional experiences.				
2.	Provide and maintain quality hardware software and support for open lab(s) that (together) support the full range of software required for primary coursework.				
3.	Provide and maintain quality hardware software and support for laboratory experimentation and simulation.				
4.	Provide and maintain quality hardware software and support for Smart Classrooms.				
5.	Make use of thin client technology to provide and maintain labs for areas of instruction and study that do not require resource intensive software applications. Possible application for areas: English, BOT, word processing, basic internet research, etc.				

## TECHNOLOGY ACTION PLAN

Strategic Goal 2: Use technology to support faculty and staff		Objective 2. 1 : Establish support channels to communicate needs to Information Technology Servies			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Establish help desk w. work order system	Work order system	Director IT	Fall 2011	Work order system established
2.	Evaluate overall organizational structure of institutional technology: admin and educational support		Executive management/Director IT/Technology Committee	Fall 2011	Report structure and recommendation
3.					
4.					
5.					

## TECHNOLOGY ACTION PLAN

Strategic Goal 2: Use technology to support faculty and staff		Objective 2. 2 : Implement Staff Portal			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Conduct staff training for staff portal		Director IT	Fall 2010/Spring 2011	Training scheduled and attended
2.	Finalized taxonomy w/ student input		Director IT/Portal Team/ IIS Team Leads	Fall 2010	Taxonomy adopted
3.	Establish portal governance guidelines		Director IT/Portal Team/ IIS Team Leads	Fall 2010/Spring 2011/ periodic review	Governance guidelines established
4.					
5.					

## TECHNOLOGY ACTION PLAN

Strategic Goal 2: Use technology to support faculty and staff		Objective 2. 3 : Establish training facility and technology training for faculty and staff			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Establish training facility in new library building	Classroom in new library building	Director of IT with Librarian	Fall 2012	Space established
2.	Establish training schedules: MS Office; Webadvisor; Portal; Colleague;	Determine training needs by staff survey	Director of IT	Fall 2012/ review on a semi annual basis	Staff satisfaction in training provided
3.					
4.					
5.					

## TECHNOLOGY ACTION PLAN

Strategic Goal 3: Maximize the sustainability of technology resources with effective planning and budgeting		Objective 3.1: Acquire thin client technology for new Library/Learning Center that allows for sustainability of computing, ease of management, and provides energy savings.			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Demo and test different thin client units from various vendors.	Thin client demo units.	Telecommunications Technician & IT Programmer	Sept. 2010-Jan. 2011	Performance, responsiveness, & ease of management of thin clients reviewed.
2.	Develop RFP for thin client & server bid for new Library/Learning Center.	Tech specifications from desired thin client units and for servers to support thin clients.	Telecommunications Technician, IT Programmer, Instructional Technology Specialist, & Head Librarian	Jan. – March 2011	RFP is developed and ready to go to vendors
3.	Review bids for thin clients and servers and award a contract.	Bids from vendors.	Bond Implementation Technology subcommittee	March 2011- June 2011.	Contracts are awarded for thin clients and servers.
4.	Thin clients and servers are set up for the new Library/Learning Center.	Completed Library/Learning Center & Staff time to install servers and thin clients.	IT Department & Instructional Technology Specialist.	April 2012 – June 2012.	Thin clients are operating in the new Library/Learning Center.

## TECHNOLOGY ACTION PLAN

Strategic Goal 3: Maximize the sustainability of technology resources with effective planning and budgeting		Objective 3.2: Ensure that classrooms and labs have up to date equipment			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Maintain/review inventory of classrooms/lab equipment		Director of IT/ Technical staff/Technology Committee	Annual – info feeds into program review	
2.	Fund the four year refresh cycle on computer labs and classrooms.		VP/Deans		
3.	Determine where Thin Client can be utilized to decrease cost		Director of IT/Technical staff		
4.					
5.					

## TECHNOLOGY ACTION PLAN

Strategic Goal 3: Maximize the sustainability of technology resources with effective planning and budgeting .		Objective 3.3: Acquire technology for Distance Education classroom in the new Library/Learning Center.			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Review the latest technology to support video broadcasting and receiving for the Distance Education classroom in the new Library/Learning Center.	A Media Technician	Media Technician	Whenever one is hired.	If the job gets done.
2.	Develop RFP video broadcasting and receiving for the Distance Education classroom in the new Library/Learning Center.	A Media Technician	Media Technician	Whenever one is hired.	If an RFP gets written.
3.	Review bids for video broadcasting and receiving for the Distance Education classroom in the new Library/Learning Center and award a contract.	Bids from vendors & a Media Technician.	Media Technician & Bond Implementation Technology subcommittee	March 2011- June 2011.	Contracts are awarded.
4.	Video broadcasting and receiving is set up and functional for the new Library/Learning Center.	Completed Library/Learning Center & Staff time to set up equipment.	Media Technician	April 2012 – June 2012.	The Distance Education classroom is functional is able to broadcast and receive video.
5.					

## TECHNOLOGY ACTION PLAN

Strategic Goal 3: Maximize the sustainability of technology resources with effective planning and budgeting		Objective 3.4: Develop a Total Cost of Ownership (TCO) model for technology planning and budgeting			
Strategies	What is to be done? (Description of Activity)	What is needed to do it? (New Resources Required)	Who is MRP? (Most Responsible Person)	When will it be done? (Timeline)	How will we measure the results? (Assessment)
1.	Develop a model to calculate initial cost and on-going cost for new technology projects		Director of IT/ VP of Business Services	Fall 2011	Establish TCO model
2.	Use TCO model to establish budget for project and to establish budget for on-going costs		President/VPs/Deans	Fall 2011	Technology Budget Planning is established
3.					
4.					
5.					

**MLCCD Board of Trustees and MCF Board of Directors**  
**Joint Meeting**  
**November 6, 2010**

1. Introductions
2. Small Group Discussion – Collaborative Visioning (30 minutes)
  - a. Why does the Foundation exist? What is its purpose?
  - b. What is the ideal relationship between the two Boards?
  - c. What will the Foundation look like in 5 years? 10 years?
    - i. Members
    - ii. Investments
    - iii. Activities
3. Reports from Small Groups (15 minutes)
4. Foundation Membership (10 minutes)
  - a. Overlap with Board of Trustees?
  - b. Include College staff – voting or non-voting?
5. Setting Priorities (15 minutes)
  - a. Alignment of Strategic Plans
  - b. Best ways to help students and programs
6. Capital Campaign – Should we move forward? (20 minutes)
7. Fundraising Events on Campus – Should we allow alcohol? (10 minutes)
8. Connections to Community – Business/Government/Non-Profits (10 minutes)
9. Moving Forward – Next Steps (10 minutes)
10. Lunch



## **Mendocino College Trustees' Participation in Board Meetings**

### **Purpose**

The purpose of this document is to provide guidance to trustees to ensure efficient and effective Board meetings.

### **Protocols for Both Open and Closed Sessions of the Board of Trustees**

1. Recognize that the Trustees have authority only as a Board.
2. Prepare for meetings by thoroughly reading Board agendas.
3. Apprise the Superintendent/President of questions or concerns prior to the meetings.
4. Ensure requests that involve staff time are important to the college decision-making process and justify staff time involved.
5. Actively participate in meetings and provide appropriate input.
6. Prior to speaking, request permission from the Board President.
7. Limit discussion to items on the agenda.
8. Ask relevant questions to clarify information needed for decision making.
9. Actively listen to others; listen to what is not said, as well as what is said.
10. Respect others' views.
11. Consider issues, not personalities.
12. Clarify the pros and cons of all alternatives.
13. Be objective. Consider what is best for the institution as a whole, not what will benefit a particular department or individual.
14. Advocate for positions based upon thorough study and objective reflection.
15. Help the chair to conclude debate when all sides have been fully explored.
16. Table or postpone an item if information is insufficient.
17. Abstain from voting when there is a possible financial conflict of interest.
18. Don't vote for a particular position just to avoid offending a fellow board member or member of the public.
- 19. Put all trustee reports in writing and submit in time to be included in agenda packet.**

### **Additional Protocols for Closed Sessions**

1. Do not discuss closed session matters outside of the meeting room.
2. Return personal and confidential material to the Superintendent/President at the conclusion of the closed session.
3. Ensure the safekeeping of notes related to closed session matters.
4. Only the Superintendent/President may update an absent trustee about closed session discussions.



## **Mendocino College Trustees' Participation in College-Related Activities Other Than Board Meetings**

### **Purpose**

The purpose of the document is to provide guidance to trustees to ensure appropriate involvement of trustees in College operations and community interactions.

### **General Protocols**

20. Communicate to constituents that trustees have no authority as individuals, only as a Board.
21. Avoid surprises by informing fellow Board members and the Superintendent/President about college-related discussions that occur between public Board meeting dates.
22. As soon as possible after a community or employee contact, apprise the Superintendent/President of issues or concerns that might impact or involve college staff or operations.

### **Protocols for Interactions with Community Members**

5. Answer questions from community members by sharing information and discussions from public Board meetings and by relaying other general public information about the College. Do not disclose items discussed in closed session or learned in confidential discussions with the Superintendent/President.
6. Direct constituents' concerns/complaints regarding the college to the Superintendent/President.
7. Inform the Superintendent/President and the Board President ahead of time of planned community contacts that involve college staff or operations.

### **Protocols for Interactions with District Employees and Groups**

1. As a matter of courtesy, inform the Superintendent/President when you plan to visit college staff and facilities for some reason other than regular college meetings and public functions.
2. Ensure that questions or requests for information that may impact college staff have sufficient importance to merit the staff time necessary. Consider getting the information from another trustee.
3. In meeting with college staff, be cautious about expressing a personal opinion concerning college matters. Staff may view personal comments as directives of the Board.



## **Mendocino College Trustees' Recognition of District Employees**

### **Purpose**

The purpose of this document is to standardize procedures for recognizing Employees who retire, resign, or receive tenure.

### **To Recognize Retirees Of Mendocino College:**

1. Superintendent/President and staff purchase appropriate plaque (or item of recognition) to be given to retirees in appreciation of their service to Mendocino College.
2. College note cards ~~or purchased greeting cards~~ provided to Trustees for their signatures and any desired personal comments.
3. Invite retirees to Board meeting (May/December). Place item on the agenda at beginning of the meeting. Invite retirees to give brief account of college tenure and future plans.
4. Plaque and note/card presented to retiree at Board meeting (May/December).
5. If retiree did not attend Board meeting to receive their plaque and card, it will be presented to them at the Spring Barbeque (May) or Holiday Party (December) where the Superintendent/President will recognize retirees or mailed to them if necessary.

### **To Recognize Employee Resignations:**

1. Superintendent/President and staff prepare letter of recognition.
2. Trustees sign and add personal comments as desired.
3. **Staff** mail letter to employee.

### **To Recognize Faculty Who Receive Tenure:**

1. Invite faculty to Board meeting (April) **to comment on their programs and experience to date.** Place item on Board agenda at beginning of meeting.

### **To Recognize accomplishments of District Employees**

1. **Superintendent/President and Vice Presidents alert Trustees to accomplishments of employees.**
2. **College note cards provided to Trustees for their signatures and any desired personal comments.**

## HOW THE MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT PROVIDES HEALTH BENEFITS 2010-11

### **Benefits Provided**

The District's health benefit program includes: medical, dental, vision, and prescriptions which are described in the Health Benefits Plan Document. Life insurance is also provided. In addition, health plan members and spouses/domestic partners are eligible to receive an annual stipend of \$100 each for participating in the District's Wellness Plan. Annual health screening, flu shots, and free use of the fitness lab are provided in support of the Wellness Plan. All health benefit information is posted on the HR Intranet.

### **Eligibility**

Those eligible for health benefits are:

- Actives (permanent employees working 20 hrs/wk or more and their dependents)
- Board of Trustees and their dependents
- Retired actives (15 years of service & PERS/STRS eligible) and their spouses to age 65
- One retired Superintendent/President and four Trustees with 12 or more years of service have lifetime benefits that are secondary to Medicare. This type of benefit was discontinued in 1991 and no others will qualify.

### **General Plan Design**

Medical benefits are partially self-funded. Prescription, dental and vision benefits are fully self-funded. The District pays all claims, and purchases stop/loss insurance for medical claims in the event that one person exceeds a specified dollar amount (currently \$75,000) or the group as a whole exceeds an aggregate amount in a fiscal year which is formula driven. It is calculated and reviewed at year-end. The stop/loss premium costs are \$153.78 per person per month for the individual stop/loss insurance, and \$6.75 per person for the aggregate insurance.

In addition, there is a "corridor" (currently \$200,000) that the District is responsible for on claims exceeding \$75,000 before the stop/loss insurer becomes financially responsible for claims exceeding \$75,000.

Also, sometimes when there is a large, on-going claim transitioning from one fiscal year into the next, the District may be financially responsible for an added specific dollar "deductible" for that individual before the stop/loss insurer becomes financially responsible for the medical claims.

The District contracts with Benefit and Risk Management Services (BRMS) to pay all medical, dental and vision claims, assist participants and providers, and provide a variety of financial reports. The cost for this service is \$22.00 per month per person.

The District contracts with American Health Care for prescription benefits. Prescriptions must be purchased from a preferred pharmacy which includes many options. There are Formulary and Maintenance lists. Drugs purchased from these lists cost the employee and the District less. Maintenance drugs can be purchased by mail from InformedMail.

Employee life insurance is provided by Sun Life (\$10,000 employees; \$50,000 Vice-Presidents; \$100,000 Superintendent/President). The cost is \$2.40 per month per each \$10,000. When an employee turns 65, coverage decreases to \$6,500.

The District's PPO network (preferred providers) is the California Foundation for Medical Care (CFMC), an extensive statewide network. The cost is \$3.10 per person. Using a PPO provider is not mandatory, however, when utilized the employee saves money (a 10% co-pay rather than 30%) and the District saves money (discounted rates). Most local providers are part of CFMC. The District's health benefit consultant has also negotiated preferred rates with a list of regional providers which along with CFMC comprise our plan's PPO network.

The services of SHPS, a utilization review company, are also an important part of providing health benefits. Plan participants, physicians and/or hospitals are required to pre-notify SHPS regarding any hospital stay, inpatient and outpatient (see back of ID card). SHPS certifies medical necessity and certifies the number of days stay. Also, if the hospital being utilized does not belong to our PPO network, SHPS notifies our benefit consultant (Rich Consultants) who contacts the facility to discuss costs, often negotiating discounts. The monthly rate for SHPS is \$4.40 per person.

The District contracts with a benefit consultant, Tom Rich, Rich Consultants, to assist the District in purchasing stop/loss insurance and with overall plan administration with the various entities – including detailed management of large, over specific claims. His office is critical in serving as a go-between for stop/loss records and claims, as well as the many complex and varied issues which arise with plan administration. This fee is \$3,000/month.

### **Current Funding**

The District sets an annual health benefit rate per active employee included in the District's budget. For 2010-11, this rate is \$21,120 (\$1,760/month). However, this rate is a "composite" rate which provides for the pay-as-you-go costs for both actives and retirees

Employees who work less than .79 FTE have a monthly payroll deduction to participate in the health benefit plan. When the monthly payroll is processed for an employee, the assigned budget codes are charged for their portion of the \$1,760. These funds are deposited to the Health Benefit Fund at the County Treasury.

All health benefit expenses are paid from the Health Benefit Fund. Weekly, monthly and annual reports document plan activity and are shared with the Board of Trustees, the Health Benefit Committee, the collective bargaining/meet and confer groups, managers, faculty, and staff.

**Future Funding:** Included in the District's Special Reserve Fund are the following:

- Health Fund Reserve (\$300,000). This reserve "backs-up" health benefit expenses when actual expenses exceed the estimated budgeted expenses. Funds have been periodically transferred from the Special Reserve Fund (or sometimes the General Fund) to the Health Benefit Fund when the balance is insufficient to cover health benefit costs.
- Incurred But Not Recorded (IBNR) Health Benefits (\$298,451). This is a set-aside should the District move from the self-insured approach to providing health benefits. The District would be required to pay the IBNR Claims (those incurred but not paid by the District before the new method of providing benefits is effective).

- Self-Insurance Reserve (\$298,451). This reserve could be used for any unanticipated expenses related to the things for which the District is self-insured: property, liability and health benefits.
- GASB 45 Reserve (\$470,447). The District tracks health benefit costs separately for actives and retirees per GASB 45, a federal government accounting standard which requires public employers to disclose retiree health benefit liabilities on their annual financial statements. To identify the District's potential retiree health benefit liability, a GASB 45 actuarial study is completed every three years. A 4/9/08 study identified the District's liability target as \$4.3 million which can be amortized over 30 years.

However, because the District covers retiree expenses on a pay-as-you-go basis, it may set aside approximately \$125,000 annually in an irrevocable trust account to meet the balance of the liability target. If it doesn't, the amount is noted on the District's annual financial statement.

To help address this liability, the District joined the Retiree Health Benefit Joint Powers Authority through the Community College League of California. It provides a legal, investment opportunity through which a District can establish an irrevocable trust account for retiree health benefits to help meet the GASB 45 liability. Any funds deposited in the trust offset the identified liability target, and may only be used for retiree expenses when withdrawn. Currently, the District has not deposited funds in an irrevocable trust, but has set aside \$470,447 in the Special Reserve Fund for this purpose.

### **Why this approach to providing health benefits has worked for Mendocino College**

1. **Cost control measures:** Claims are monitored on a daily basis by SHPS, BRMS, and Rich Consultants. The large PPO network, preventative health screenings, the Wellness Program, the WellNow! Email newsletter sent each semester, and paying attention to prescription costs also help control costs.
2. **Reasonable stop/loss rates:** Mendocino College alone would not be able to attract a stop/loss provider because we are too small and the financial risk is too random. Rich Consultants brokers stop/loss coverage for our employees along with about 800 employees for Ukiah Unified School District through CCHI, a brokering company, to help us get the best rates possible.
3. **Disclosure:** The Health Benefit Committee reviews health benefit costs and related information. It includes a representative from each collective bargaining/meet and confer group to keep employees apprised of benefit issues. Each month a health benefit report is included in the agenda for the Board of Trustees and each Fall the Board receives an annual report on the health benefit activity for the prior year. Whenever health benefit changes are needed, they are facilitated through the Health Benefit Committee with the employee groups.

### **Alternatives to providing health benefits**

Periodically the question is asked why the college doesn't purchase insurance through a Blue Cross indemnity plan as the college did from 1973 to 1981. While that was an easier method of providing benefits, it is now more expensive than the college's approach and benefits are greatly reduced. Some colleges provide benefits through an HMO, which is typically the least expensive method of providing health benefits, but there is no access to an HMO in this area.

One alternative to providing self-insured health benefits on our own, is to utilize a pooled-approach, something that is explored periodically (although certain aspects of our health benefit program are already pooled by sharing PPO networks, plan administrators, consultants, etc., with Ukiah Unified School District).

One advantage in pooling is the size factor. Joining a JPA for health benefits, combines the numbers of lives which could possibly reduce the cost of stop/loss insurance. An example is SISC, in which some community colleges, cities, and counties participate. The major disadvantage is that employers and employees lose control over benefit structure and once part of a pool, it can be very difficult and expensive to transition out of the group to something else. Also, employers with poor experience adversely affect the plan cost for those employers with better experience. This type of pool charges fully insured rate equivalents, meaning that the District would have to pay a larger rate up front to cover the pooling costs.

Stay Well is another example of a pooled-approach. Schools in Mendocino County (except the college and Ukiah Unified School District) have a partially self-funded plan through Blue Shield. A large Board, including representatives from each school, monitors the plan costs and collectively agrees to changes to help control costs. Employee contributions, deductibles, and copayments are currently higher than the District's plan.

### **Health Benefit Committee**

The Director of Human Resources chairs the Health Benefit Committee which also includes the Vice-President of Administrative Services, the Human Resources Specialist, and one representative from each collective bargaining/meet and confer team. The committee reviews health benefit plan activity, costs, related data, etc. It may make suggestions regarding health benefit issues or review legally mandated changes which may be required for the health benefit plan. As needed, committee members jointly consider modifications to the benefit plan which are proposed through the collective bargaining/meet and confer processes.

**Karen Chaty**  
**Director of Human Resources**

**14.12 Load Bank Leave**

- 14.12.1** Instructors may bank overload hours, up to one (1) FTE. An Instructor with a combined assignment of teaching and reassigned time may only bank up to the annual teaching FTE assigned.
- 14.12.2** Instructors may use Load Bank Leave to complete the load requirement, work a reduced load, or take a full leave for a semester or a year and be paid for such leave at their regular salary.
- 14.12.3** Instructors may not take a full-time load bank leave in their final semester of employment.
- 14.12.4** If an overload class which was intended to be banked is cancelled, time worked to that point will be paid at the overload rate.
- 14.12.5** Instructors must notify the responsible Dean in writing prior to the beginning of each semester if they intend to bank overload hours.
- 14.12.6** To use load bank leave, Instructors must submit a written request to the responsible Dean by February 1<sup>st</sup> for the following academic year.
- 14.12.7** The number of load bank leaves will not exceed ten percent (10%) of instructional faculty, rounded to the nearest whole. If leave requests exceed this number, first consideration will be given to Instructors who have the longest service, have not previously taken leaves, and/or have the longest interval since a previous leave.
- 14.12.8** Prior to taking a full-time load bank leave, Instructors must:
  - 14.12.8.1** have course outlines and student learning outcomes on file which meet Title V standards.
  - 14.12.8.2** meet normal obligations required in Section 7.9 such as developing the department budget, course scheduling for the discipline, program review, and a flex plan for the required number of hours.
  - 14.12.8.3** agree to a suitable replacement plan with the responsible administrator. Temporary, full-time instructors will not be hired as replacements, and a leave will not be granted in the absence of a replacement plan.

- 14.12.9** A list of approved load bank leaves will be distributed by the Deans to the Vice-President of Education and Student Services, the Academic Senate, MCFT, the Instructors who requested leaves, and Human Resources.
- 14.12.10** Human Resources will maintain load bank records. The value of the overload hours banked will be recorded at the Instructor's overload rate when the load was banked. As load bank is used, the oldest banked load will be withdrawn first. Upon termination an Instructor will be paid the value of any unused banked hours.
- 14.12.11** Upon the death of a faculty member, the college will pay his/her estate for any unused banked hours at the recorded value. Payment may be made to a trust to the extent permitted by law, if the Instructor notified the District in writing that payment be made in this way upon his or her death.
- 14.12.12** Load Bank Leave will have no effect on professional development leave eligibility, health benefits, or retirement options and may be used concurrently with Professional Development Leave.