

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES AGENDA - REGULAR MEETING**

Wednesday, April 10, 2019 – 4:00 PM

Mendocino College – 372 E. Commercial Street – Willits, CA 95490

CALL TO ORDER/PLEDGE OF ALLEGIANCE

1. APPROVAL OF AGENDA AND MINUTES

- 1.1 Agenda Approval
- 1.2 Approval of Minutes of the regular meeting held on March 13, 2019.

PUBLIC COMMENTS ON CLOSED SESSION ITEMS

This time is set aside for general public comments. Additionally, comments may be made at the 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 President. Trustees may ask questions of the speaker for clarification but will not discuss items that are not on the agenda. If appropriate, the Board may choose to refer the subject to College staff for research or for the item to be placed on a subsequent agenda.

2. CLOSED SESSION

- 2.1 Collective Bargaining/Meet and Confer – Pursuant to Government Code section 54957.6
Designated Representatives: Reyes, Polak, Cichocki, Velasco and Marin
Employee Organizations: MCFT, MPFA, Management/Supervisory/Confidential, MLCCCBU and Superintendent/President
- 2.2 Conference with Legal Counsel – Anticipated Litigation – Pursuant to Government Code section 54956.9(d) 1 case
Case names unspecified: Disclosure would jeopardize anticipated settlement negotiations
- 2.3 Public Employee Discipline/Dismissal/Release – Pursuant to Government Code section 54957
Case names unspecified: Disclosure would jeopardize existing settlement negotiations
- 2.4 Public Employee Performance Evaluation – Pursuant to Government Code section 54957
Superintendent/President

RETURN TO OPEN SESSION

REPORT OF ACTION TAKEN IN CLOSED SESSION

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 President. Trustees may ask questions of the speaker for clarification but will not discuss items that are not on the agenda. If appropriate, the Board may choose to refer the subject to College staff for research or for the item to be placed on a subsequent agenda.

3. PRESIDENT AND ADMINISTRATION REPORT

- 3.1 A report from Superintendent/President Reyes is presented as information

CONSENT AGENDA

4. Personnel

- 4.1 Consideration to Approve Personnel List – Short-Term Non-Continuing Employees
Recommendation to approve the short-term non-continuing personnel list as presented
- 4.2 Consideration to Approve Personnel List – Part-Time Faculty
Recommendation to approve the part-time faculty personnel list as presented
- 4.3 Consideration to Approve Transfer/Promotion/Reassignment - Classified

- Recommendation to approve the classified transfer/promotion/reassignment personnel list as presented
- 4.4 **Consideration to Approve Temporary, Non-Tenure Track, Categorically Funded, Full-Time Faculty Contract**
 Recommendation to approve the non-tenure track, categorically funded, full-time faculty contract as presented
- 4.5 **Consideration to Approve Increase in Number of Hours Worked Per Week – Classified Employee**
 Recommendation to approve the increase in number of hours worked per week – classified employee as presented
- 4.6 **Consideration to Ratify Resignation/Retirement – Full-Time Faculty**
 Recommendation to ratify the resignation/retirement as presented
- 4.7 **Consideration to receive the Mendocino-Lake Community College Classified Bargaining Unit/SEIU (MLCCCBU) Local 1021, 2019/20 Reopeners**
 Recommendation to receive the Mendocino-Lake Community College Classified Bargaining Unit (MLCCCBU) Local 1021 reopeners as presented
- 4.8 **Consideration to receive the Mendocino College Federation of Teachers (MCFT/AFT) 2020/21 Reopeners**
 Recommendation to receive the Mendocino College Federation of Teachers (MCFT/AFT) 2020/21 reopeners as presented
- 4.9 **Consideration to present the Mendocino-Lake Community College District Reopeners to the Mendocino-Lake Community College Classified Bargaining Unit/SEIU, Local 1021 (MLCCCBU) 2019/20**
 Recommendation to present the 2019/20 Mendocino-Lake Community College District Reopeners to the Mendocino-Lake Community College Classified Bargaining Unit/SEIU, Local 1021 (MLCCCBU)
- 4.10 **Consideration to present the Mendocino-Lake Community College District Reopeners to the Mendocino College Federation of Teachers (MCFT/AFT) 2020/21**
 Recommendation to present the 2020/21 Mendocino-Lake Community College District Reopeners to the Mendocino College Federation of Teachers (MCFT/AFT)

5. Other Items

- 5.1 **Fiscal Report as of February 28, 2019**
 Recommendation to accept the report as presented
- 5.2 **Donations**
 Recommendation to accept the donated items as presented

6. INFORMATIONAL/ACTION ITEM

- 6.1 **Board of Trustees/Foundation Board Ad-Hoc Committee**
 An update from the ad-hoc committee will be presented with possible action to be determined at the meeting.

7. ACTION ITEMS

- 7.1 **2018-2019 April Revised Budget**
 Recommendation to adopt the proposed 2018-2019 April revised budget as presented
- 7.2 **Contracts and Agreements – Quarterly Ratification**
 Recommendation to ratify the contracts and agreements as presented
- 7.3 **Awarding of Audit Contract for Fiscal Year Ending June 30, 2019**
 Recommendation to award the audit contract for the fiscal year ending June 30, 2019
- 7.4 **Northern California Community Colleges Self Insurance Authority (NCCCSIA) Designation of District Alternate– Resolution 04-19-01**
 Recommendation to adopt resolution 04-19-01 to designate a District Alternate
- 7.5 **Vice President’s Salary Schedule**
 Recommendation to approve the salary schedule for the Vice President of Academic Affairs and the Vice President of Student Services as presented
- 7.6 **Classified Professionals Week – Resolution 04-19-02**
 Recommendation to adopt resolution 04-19-02 in honor of Classified employees

8. BIG PICTURE

- 8.1 Partnerships with Small Schools – What are we doing currently and what more can be done?

A presentation by Debra Polak, Vice President of Academic Affairs

9. INFORMATIONAL ITEMS AND REPORTS

- 9.1 Mendocino College Foundation, Inc.
Mendocino College Foundation informational report
- 9.2 Constituent Group Reports
Reports from constituent groups are presented as information
- 9.3 Board Policy Additions and Revisions – First Reading
Revisions and additions to Board policies are presented for information and review
- 9.4 Vision for Success Goals
The Vision for Success goals are presented for information and review
- 9.5 Student Housing
An update on student housing will be presented
- 9.6 Campus Climate and Student Satisfaction Inventory Update
An update on the campus climate and student satisfaction inventory progress will be presented

10. TRUSTEE COMMUNICATIONS

- 10.1 Trustee Reports
Written and oral reports from Trustees are presented as information
- 10.2 Future Agenda Items
Board discussion about topics to be included on future agendas

11. 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

Future Board Meetings - TENTATIVE:

- *Regular Meeting – Wednesday, May 15, 2019, 4:00 PM, Mendocino College, 1000 Hensley Creek Road, Ukiah, CA 95482*

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES

A regular meeting of the Mendocino-Lake Community College District Board of Trustees was convened on Wednesday, March 13, 2019 at Mendocino College, 1000 Hensley Creek Road, Ukiah, CA.

GENERAL MATTERS

Call to Order & Pledge of Allegiance Trustee Pinoli, Board President, called the meeting to order at 4:02 PM which was followed by the Pledge of Allegiance led by Trustee Nickerman.

Board Members

President	Robert Jason Pinoli	present
Vice President	Marie L. Myers	present
Clerk	Ed Nickerman	present
Trustee	Paul Ubelhart	absent
Trustee	Xochilt Martinez	present
Trustee	Dave Geck	absent
Trustee	John Tomkins	present
Student Trustee	Rickie Farah	arrived at 5:30 pm

Secretary Arturo Reyes, Superintendent/President

Support Staff Mary Lamb, Executive Assistant to the Superintendent/President

Staff Representatives

Debra Polak, Vice President of Academic Affairs (present)
Eileen Cichocki, Assistant Superintendent/Vice President of Administrative Services (present)
Ulises Velasco, Vice President of Student Services (present)
Annette Loria, Interim Director of Human Resources (present)

Constituent Representatives

Academic Senate	Catherine Indermill, President (present)
Classified Senate	Tony Novelli, President (present – arrived at 5:30pm)
Management/Supervisory/Confidential	Matthew Gordon, President (present – arrived at 5:30pm)

Agenda Approval M/S (Tomkins/Myers) to approve the agenda as amended. The amendment being the removal of 8.1 – Big Picture Item. The matter was approved via the following vote:

Ayes	Tomkins, Pinoli, Myers, Martinez and Nickerman
Noes	None
Abstentions	None
Absent	Geck and Ubelhart

Minutes Approval M/S (Tomkins/Martinez) to approve the minutes of the regular Board meeting held on February 13, 2019 as presented. The matter was approved with the following vote:

Ayes	Tomkins, Pinoli, Nickerman, Martinez and Myers
Noes	None
Abstentions	None
Absent	Geck and Ubelhart

M/S (Tomkins/Martinez) to approve the minutes of the Special Meeting held on March 6, 2019 as presented. The matter was approved with the following vote:

Ayes	Tomkins, Pinoli, Myers, Martinez and Nickerman
Noes	None
Abstentions	None
Absent	Geck and Ubelhart

Public Comments on Closed Session Items

- There were no comments from members of the public at this time.

CLOSED SESSION

The Board adjourned to Closed Session at 4:06 PM with Board President Pinoli stating items 2.1, 2.2, 2.3 and 2.4 will be discussed in closed session.

OPEN SESSION

Report of Action Taken in Closed Session

The Board returned to open session at 5:30 PM with Board President Pinoli reporting no action taken in closed session.

Newly Tenured Faculty Recognition

The board recognized and congratulated Casey Terrill and Alicia Mendoza for completing the process and joining the ranks of fully-tenured faculty members at Mendocino College. Vice President Velasco gave a brief overview of Alicia Mendoza’s time at Mendocino College. Dean Montes provided a brief overview of Casey Terrill’s time at Mendocino College as well.

Public Comments

- Ian Blundell, a current Mendocino College student, addressed the board regarding the proposed housing initiative.
- Ian Blundell also addressed the board regarding the proposed housing initiative on behalf of Bill Pauli who was unable to be in attendance at the meeting.

PRESIDENT AND ADMINISTRATION REPORT

A written report was presented by Superintendent/President Reyes.

Superintendent/President Reyes introduced Nicole Marin who pending approval later in the agenda will become the new Director of Human Resources. He also thanked Annette Loria who has been serving as the interim Human Resources Director since September 2018.

INFORMATIONAL/ACTION ITEM

Student Housing Presentation and Possible Action

Ivory Li from Piper Jaffrey presented information regarding three potential funding options for the proposed housing initiative.

After discussion, the board determined the need to form an ad-hoc committee to

review the proposed housing initiative further with members of administration, faculty, staff, students and possibly community members comprising the committee. The student trustee requested to be included as a member of the committee. Board President Pinoli stated he will appoint the remaining member(s) of the committee and will work on getting the initial meeting scheduled.

With the creation of the ad-hoc committee, no further action will be taken on this item during tonight's meeting.

CONSENT AGENDA

M/S (Nickerman/Tomkins) Board of Trustees does hereby approve the Consent Agenda as presented. The consent agenda was approved with the following vote:

Ayes	Tomkins, Pinoli, Martinez, Nickerman, and Myers
Noes	None
Abstentions	None
Absent	Geck and Ubelhart

Items with an asterisk * were approved by one motion as the Consent Agenda.

Personnel

Consideration to approve the personnel list – Short-Term Non Continuing (STNC) Employees

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby ratify the employment of the short-term non-continuing (STNC) employees as submitted and presented at the meeting pending receipt of all necessary employment eligibility requirements.

Consideration to approve the personnel list – Part-Time Faculty

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the list of part-time faculty as submitted and presented at the meeting pending receipt of all necessary employment eligibility requirements.

Consideration to approve the personnel list - Classified

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve employment of Lisa Caito, Center Assistant effective March 14, 2019 as presented pending receipt of all necessary employment eligibility requirements.

Consideration to approve the personnel list – Educational Administrator

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the employment of Janet Daugherty, Teaching and Learning Student Success Director effective April 1, 2019 as presented pending receipt of all necessary employment eligibility requirements.

Consideration to approve the personnel list – Classified

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the employment of Nicole Marin, Director of Human Resources effective April 1, 2019 as presented pending receipt of all necessary employment eligibility requirements.

Administrator

Consideration to approve the Educational Administrator Contracts

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the Educational Administrator contracts as presented.

Consideration to approve the Classified Administrator Contracts

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the Classified Administrator contracts as presented.

Mendocino-Lake Community College Classified Bargaining Unit/SEIU (MLCCCBU) Local 1021

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby ratify the 2018-2019 Tentative Agreement between the Mendocino-Lake Community College District and the Mendocino-Lake Community College Classified Bargaining Unit (MLCCCBU) Local 1021.

Consideration to approve - Professional Development Leave

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby ratify the Spring 2020 Professional Development Leave for Marcus Frederickson as presented.

Other Items

Fiscal Report as of January 31, 2019

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby accept the fiscal report as of January 31, 2019 as presented.

Donations

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby accept the donated items from Retech, Inc. as presented.

ACTION ITEMS

2019 California Community College Trustees (CCCT) Ballot for Board of Directors

After reviewing the information presented, the board took the following action:

M/S (Myers/Tomkins) that the Mendocino-Lake Community College District Board of Trustees does hereby cast their votes for Raymond Macareno, Thomas J. Prendergast III, Michael Baldini, Sally Biggin, Travey Vackar, Gary Chow and Linda S. Wah with the following vote:

Ayes	Tomkins, Myers, Pinoli, Martinez and Nickerman
Noes	None
Abstentions	None
Absent	Geck and Ubelhart

Board Policy Additions and

After reviewing the information presented and discussion, the board took the following action:

Revisions – Second Reading

M/S (Myers/Nickerman) that the Mendocino-Lake Community College District Board of Trustees does hereby adopt the additions and/or revisions to Board Policy 4040, Board Policy 4250, Board Policy 5205 and Board Policy 5210 as presented with the following vote:

Ayes	Tomkins, Myers, Pinoli, Martinez and Nickerman
Noes	None
Abstentions	None
Absent	Geck and Ubelhart

INFORMATIONAL REPORTS

Mendocino College Foundation, Inc.

A written informational report was submitted by Katie Fairbairn, Executive Director of the Mendocino College Foundation. She stated she had nothing to add.

Trustee Tomkins commented on an event sponsored by the Friends of the Lake Center group.

March 27, 2019 will be the first meeting of the Foundation Board and College Board of Trustees ad-hoc committee created during the January 16, 2019 workshop.

Friends of the Mendocino College Coastal Field Station and Natural Sciences affiliate

An informational report was submitted by Steve Cardimona.

Constituents Group Reports

Academic Senate

A written report was submitted by Academic Senate President Catherine Indermill. She added that the Academic Senate has appointed Tascha Whetzel as the Curriculum Committee chairperson for the next two years.

Classified Senate

Classified Senate President Tony Novelli stated he had nothing to share at this time.

Management/Supervisory/Confidential

A written report was submitted by Management/Supervisory/Confidential President Matthew Gordon who added he had nothing to add.

Campus Climate and Student Engagement Update

A copy of the in-depth report from Ruffalo Noel Levitz was shared with the board. The report discussed the action plans developed with Dr. David Trites during his February visit to our campus. Dr. Trites will be on campus for his final visit on March 21st and 22nd to complete the work identified by the Campus Climate and Student Engagement surveys.

TRUSTEE COMMUNICATION

Trustee Reports

Trustees commented orally on their recent college-related activities.

*Future Agenda
Items*

Future agenda items discussed and approved by the board members are as follows:

- A visit to the Career Hub – a tour will be offered prior to a future meeting
- Dates regarding a possible workshop to establish Board Priorities, etc. were discussed. An inquiry will be sent out to the board members to solicit possible dates for the workshop.

Adjournment

With agenda business concluded, Board President Pinoli declared the meeting adjourned at 6:27 PM.

Submitted by:

Arturo Reyes, Superintendent/President
Secretary, Board of Trustees

SUBJECT: PRESIDENT AND ADMINISTRATION REPORT

Improvements to the Hensley Creek/North State Street Intersection

Engineered plans for a traffic signal at the intersection of Hensley Creek Road and North State Street will go to the Mendocino County Board of Supervisors for consideration on April 9th. Additionally, plans for a digital monument sign for Mendocino College at the intersection will be presented to the BOS for consideration at that same time.

Board Room Remodel

As I mentioned in October, the Hispanic Serving Institutions grant is providing funds to update the board room. While the space will continue to be used for the meetings of the Board, the room will now be used for small events, parent trainings, staff/faculty professional development, student trainings, outreach workshops, and other grant related activities. The First Year Institute program will be given priority when using this space although we will have Board meetings here in the future. Work will begin over the next few weeks and the facilities department plans to have it ready for use at some time in May. I am grateful for the FYI program's efforts to remodel this space to meet their growing needs.

AB 705 K-12 Counselor Workshop

Mendocino College hosted over 35 K-12 counselors/educators from our service area on March 14 for a workshop titled "AB 705: What counselors need to know". Attendees represented Lake County as well as the Ukiah, Fort Bragg and Willits areas. This workshop was part of a continued effort to update our K-12 partners with updates about the implementation of AB 705. We also used this opportunity to provide information about our academic and support programs. The workshop was well received by the attendees and we will continue our collaborative work with future workshops and events to continue our collaborative partnerships.

Commencement Preparation Underway

Preparations for the 2019 commencement ceremony are under way. Students who have applied for graduation will soon be receiving packets that provide them with information about the ceremony, how to acquire their cap and gown, as well as applications to be the student speaker. The ceremony will be held on May 24 at 6 pm on the Athletic Field. A reception will follow.

Veterans Resource Center

On March 27, the District received a regular audit completed by a representative of the California State Approving Agency for Veterans Education (CSAAVE) on behalf of the Department of Veterans Affairs (VA). The audit included a thorough review of veteran and dependent files to ensure certifications to the VA for educational benefits are properly reported and adhering to federal regulation. An interview of staff regarding current policy and procedure as they relate to students using VA educational benefits was also conducted, as well as a discussion about ways to improve processes to better serve students and continue to meet VA regulations. The district passed this audit with no findings.

Room 1240 in MacMillan Hall is currently being transformed to become the new Veteran Resource Center. The space is receiving new paint, upgraded networking and new desks/furniture. The new location will open after spring break and will offer a larger space for veterans to use to connect with services, receive tutoring, and participate in workshops.

First Year Institute

The First Year Institute (FYI) collaborated with Dean of Counseling & Student Programs Antonio Lopez and Student Life Coordinator Lauren Simmonds to organize a campus visit for 140 students from Dana Gray Elementary in Fort Bragg on April 4. The day included campus tours, a presentation about the benefits of college and a mini-fair in Pomo Plaza. Mendocino College continues to promote a college-going culture in our community by working with K-12 partners to conduct campus visits for local students.

24 parents of Migrant and English language students from Lakeport and Kelseyville Unified School Districts participated in a two-day training by the Parent Institute for Quality Education at the Lake Center. The training was sponsored by our First Year Institute (FYI) program and helps to fulfill an HSI grant requirement to promote higher education in the community.

FYI is sponsoring two more student trips this Spring; one to Cal Day at UC Berkeley on Saturday, April 13 in collaboration with Extended Opportunity Programs and Services (EOPS) and a cultural excursion to San Francisco on Saturday April 27. The program will also be holding an interview skills workshop on Wednesday, April 10 to help students identify successful practices when attending a job or internship interview.

Close to 200 incoming Mendocino College freshmen recruited by the outreach team have been identified as FYI eligible. We have sent those students an invitation to join FYI by April 15 and 40 have so far accepted. We will work closely with these students to complete the onboarding process by June 2019 and invite them to a New Student Welcome on campus in July.

College Assistance Migrant Program

The College Assistance Migrant Program (CAMP) had its first field trip of the semester on March 8. CAMP Manager Mariana Martinez, Administrative Assistant Yolanda Vasquez, and CAMP Counselor Lidia Sanchez took 29 CAMP Students to visit Dominican University, San Francisco State University, and Pier 39. This trip provided students the opportunity to tour two university campuses and to visit a San Francisco landmark.

CAMP hosted its second Lunch and Learn event on March 20. This event allowed Assistant Superintendent/Vice President Eileen Cichocki, Vice President Debra Polak, and Vice President Ulises Velasco to share their educational and career trajectories with student attendees. Lunch was prepared by the American Indian Alliance Student Club, who served Indian Tacos and gave a short presentation about the history of Indian Tacos. Approximately 30 students participated in the event.

CAMP Alumni Rebeca Ortega visited the CAMP CCS 100 class on March 28. Rebeca graduated from Mendocino College in 2017 and will be graduating from UC Berkeley in Fall 2019. She shared her experience with students to inspire them to further their education by transferring to pursue a Bachelor's degree.

Women's History Month Luncheon

On March 29, Mendocino College hosted a Women's History Month Luncheon event on campus. The event celebrated the women of Mendocino College by providing the Wonder Woman of Mendocino College awards to Student Maricela Gallardo, Instructor Machiko Shimada, Custodian Maria Zuniga and Director of Institutional Effectiveness, Research and Grants Minerva Flores. The College community nominated women from each constituent group and the organizing committee, comprised of Director of Community Relations and Communications Janelle Bird, Data Analyst Isabel Lopez,

History Instructor Neeka Aguirre, and CAMP Manager Mariana Martinez, selected the award recipients. The event included a talk from Instructor Aguirre about women's history in the United States as well as a delicious meal.

New Student Service Software Tools

On Tuesday, March 19, ConexED/Cranium Café training was offered to a diverse group of College Administrators, Faculty, and Staff by Heather Lund of ConexEd. Cranium Café is an online tool that will allow our counselors to meet with students in a user-friendly, online environment. This will provide students who aren't able to visit one of our campus or center locations to still have face-to-face, online meetings with their counselors. Students will be able to see their counselor, receive/share documents, and have access to information provided by their counselor all from their computer/laptop. Mendocino College is working to implement this tool before the end of the Spring semester and will then work to expand this service to other departments to further facilitate access to our fantastic student support services.

CAMP and FYI are the first departments at Mendocino College implementing the Student Planning tool in Colleague, our enterprise Resource Planning and Student Information System. Student Planning allows students to have greater access to their educational plan, view progress made towards achieving their desired certificate or degree, and a better user experience that will ultimately bring the course enrollment, financial aid, and educational plan tools to students. Shortly after piloting the tool with CAMP and FYI, we will transition to make the tool available to all students.

Professional Development

The Veteran Resource Center provided funding to send two Mendocino College staff persons to the California Community Colleges Veteran Summit held on March 21-22 in Monterey, CA. Marianna Cooper, Admissions and Records Specialist, and Alicia Mendoza, Counselor, attended the summit which offered updates from the Department of Veterans Affairs as well as sessions covering topics such as credit for prior learning, veteran's counselor training, and a report out on the State of the California Community College Veteran Student.

Admissions & Records Director Anastasia Simpson-Logg participated in the NAFSA Academy 16 Spring Training in Atlanta, GA on March 5-8. This kick-off event is part of a yearlong program offered by NAFSA to selected participants and includes connection with a cohort of international study professionals. This professional development opportunity provides concentrated training in the areas of international study and study abroad.

Director of Financial Aid and EOPS Yuliana Sandoval, Financial Aid Technician Victoria Ramos, and Administrative Assistant Martha Soto attended the 2019 California Community Colleges Student Financial Aid Administrators Association Conference held in San Diego on March 5-7. This conference is organized annually between CCCSFAAA and the Chancellor's Office to provide financial aid professionals with updates about the latest policy changes. Director Sandoval also took part in the CCC All Financial Aid Directors Meeting at the beginning of the conference to receive direct information from Chancellor's Office staff and to provide networking opportunities for financial aid directors in the community college system. A focus of the conference was removing barriers for students seeking financial aid. As a result, the Financial Aid Office has been identifying potential process and operational changes that may better serve our students.

Superintendent/President Arturo Reyes, Vice President Ulises Velasco, and CAMP Manager Mariana Martinez attended the 2019 Chief Student Services Officers (CSSO) Association Spring Conference held in Los Angeles on March 24-26. Vice President Velasco participated in a panel discussion with

three other CSSOs to share with attendees about what the CSSO job is like, what to look for in up-and-coming leaders, and a realistic view of the position from the various types of colleges across the state. Additionally, English Instructor John Rall, Vice President Velasco, former Outreach Specialist Chantel Martinez, and Coyote Valley Education Director TeMashio Anderson presented on the Pomo Pathways program. This conference brings together student services professionals from throughout the California Community College system to provide updates from the state and learn from our colleagues at other institutions about the great work being done to support students.

Guided Pathways

On March 29, four Guided Pathways Regional Coordinators from the Chancellor's Office visited Mendocino College to engage a group of faculty, managers, classified staff, and students to reflect on our current practices and services and how to plan for improvements.

Physical Therapy Assistant (PTA) Program Development

- The PTA program development continues this semester leading up to the first onsite accreditation visit here at Mendocino College by the Commission on Accreditation of Physical Therapist Education (CAPTE) July 1 & 2. This is the start of an accreditation process that will be completed in four semesters. This process will culminate with our first completing cohort of 24 PTA students that will start in the Spring 2020 semester. Students who complete the program will take a national exam accredited by CAPTE that will allow them to work as PTA's anywhere in the United States earning a living wage in their first year of employment. PTA Director Sara Bogner is currently completing the application documents required by CAPTE. Clinical Director Joe Munoz is developing and securing the required 30 plus required clinical sites in our region for our PTA students. Both full-time faculty members are working with Shasta College to partner in this innovative educational delivery model which consists of online lecture/face to face labs and is the first of its kind in California. Many other faculty & staff members are giving their support by providing the program directors with the necessary information and current process for student enrollment, course and curriculum materials, and public promotional strategies for this new health care program. The current wait list for physical therapy services in our area exceeds 300 patients per Physical Therapist.

Centers

- All Centers are implementing a new lending library for our students. Under Dean Xu's leadership, and financial support from the Deans Innovation Fund, the Centers are purchasing books to lend to students for on campus use.
- As part of our work around our new Service Area Outcomes (SAOs), all Centers are conducting student surveys to measure how welcoming and friendly of an environment we are creating for our students. In addition, at the Lake Center, we are conducting a customer service training for all staff on April 11. Steve Hixenbaugh and Adan Chaidez will be partnering to provide this training.

Coast Center

As scheduling is being completed for summer and fall—there are new classes being offered at the Coast Center, including an expanded Upward Bound summer program. In the fall, we will be introducing Theater Arts on the coast, along with a full array of General Education courses. The Coast Center has formed an initial partnership with the NOYO Center and plans to host a summer display at the downtown NOYO Center, curated by Mendocino College faculty and students.

North County Center (NCC)

This fall in Willits, we are introducing a Weekends to Success campaign at the NCC that allows students to sign up as a full-time student, solely attending classes on the weekends. On Sunday, April 14 from 2-4 pm, the NCC's Creative Writing Class invites you to join them at the Willits Community Theater as they perform their original written works.

Lake Center

- The Lake Center hosted the second Intertribal Social Gathering on March 23. Over fifty people participated in an all-day event with activities ranging from ceremonial skirt making to basket weaving. The event was co-sponsored by the Deans Innovation Fund and tribal partners.
- The Lake County Friends of Mendocino County co-hosted the Eighth Annual Pianist Benefit Concert on March 10, raising funds to support Mendocino College Lake County students.
- The Second Annual Fiesta at the Lake Center will take place on May 16 from 5-7 pm. This year's event will have an early registration focus. Mendocino Lake ACE is sponsoring the event and will be purchasing and lending books to the first 10 students that sign up for each ESL section.
- The Interim Director of the Lake Center in collaboration with the Lake County Sheriff's Office is excited to announce a new Fundamentals of Construction class being offered in the Lake County Jail. We hope that this is the first step in creating a "corrections to college" program in the district.
- The North Lake Education Partnership continues to make progress on K-14 pathways at our three Lake County K-12 districts. Each school has selected pathways and the sequence of dual and concurrent enrollment classes that will be offered at their sites. High school students will have the opportunity to complete 9-20 units of coursework in a career education or IGETC transfer pathway by the time they graduate high school and will have a clear path to Mendocino College to complete a certificate or associates degree.

Upcoming Events

Earth Week

Next week is Earth Week! Mendocino College will be hosting Earth Week April 8-12 to initiate community awareness about climate change and other environmental issues through a multidisciplinary approach. The week will be devoted to talks, demonstrations, displays, and activities geared around the topic. All Earth Week events will be held in the Student Center at the Mendocino College Ukiah campus and are free and open to the public! There will also be a wide variety of Mendocino College faculty that will be focusing on climate change in their classes during throughout the week. To view the schedule of events, visit: <https://www.mendocino.edu/earthweek>

Annual Student Juried Art show

The Mendocino College Art Gallery welcomes the community to its largest and most popular exhibition of the year. Mendocino College students have been working hard in and outside of class producing a wide range of work including ceramics, sculpture, photography, textiles, paintings, drawings, and mixed media works. The Student Show will run from April 22 through May 17, 2019 with a GALA Opening on Thursday, April 25 from 4-6 pm. The event will feature delicious treats to delight the taste buds, dancers to delight the eyes, and music for the ears, while student artists document it all live by sketching and painting on site.

Annual Spring Plant Sale

The Mendocino College Agriculture Department would like to invite you to the annual Spring Plant Sale. The annual event will be held on Friday May 3 from 9 am until 5 pm and Saturday May 4 from 9

am until 3 pm. The sale will feature: heirloom vegetables, California natives, plants, shrubs, drought tolerant, and hard to find plants.

Spring Dance Festival

Mendocino College dance presents – SENSATIONS May 2, 3, 4, at 7:30 pm and May 5 at 2 pm in the Center Theatre. Choreographed by local professionals and students, this performance will feature Contemporary, Ballet, Hip Hop, Jazz, Tap, and more. Tickets are \$10 for everyone, advanced tickets are available at the Mendocino Book Company, the Mendocino College Bookstore, by calling (707) 468-3079, and online at www.artsmendocino.org.

SUBJECT: EMPLOYMENT – SHORT-TERM NON-CONTINUING (STNC)
EMPLOYEES

SYNOPSIS:

Approval of employment of short-term non-continuing (STNC) employees is requested.

RECOMMENDATION:

The Superintendent/President recommends approval of this Board item as presented.

ANALYSIS:

Education Code 88003 authorizes a governing board to hire short-term (temporary, hourly) employees for less than 75% of a school year, up to 180 days.

Education Code 70902(d) permits a governing board to adopt a rule delegating the authority to hire short-term employees to the Superintendent/President, or designee. This district has adopted such a rule in Policy No. 703.

EC 88003 was amended to require districts to specify at a regularly scheduled Board meeting the service to be performed, as well as the start and end dates of the service.

Reference Board Policy 703, Employment of Short-Term, Substitute Employees

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College Board of Trustees hereby ratifies the employment of the short-term non-continuing (STNC) employees as presented pending receipt of all necessary employment eligibility requirements.

Short Term Non Continuing (STNC) Employees

(Individual assignments may not exceed 180 days within the start and end date)

Last Name	First Name	Position	Department	Start Date	End Date
Bostick	Cassandra	Associate Teacher IV	Child Development Center	3/4/2019	5/19/2019
Burkhardt	Ross	Life drawing Model	Art	4/11/2019	5/24/2019
Chauvin-Payne	Kalob	Center Assistant	Coast Center	3/27/2019	6/30/2019
Connolly	Amber	Center Assistant	Coast Center	4/11/2019	6/30/2019
Gowan	Monica	Outreach Specialist	Adult Education Program	3/12/2019	6/30/2019
Holden	Robyn	Center Assistant	North County Center	3/18/2019	6/30/2019
Holden	Robyn	EOPS Tutoring	Learning Center	3/18/2019	5/24/2019
McCoy	Kristi	Administrative Assistant II	Foundation	4/11/2019	6/30/2019
Schwarm	Crystal	Student Services Specialist	Counseling	3/14/2019	6/30/2019
Simmonds	Lauren	Human Resources Specialist	Human Resources	4/1/2019	6/30/2019

Student Employees

(Individual assignments may not exceed 180 days within the start and end date)

Last Name	First Name	Position	Department	Start Date	End Date
Calbert	Alexis	Tutor	Learning Center	3/4/2019	5/24/2019
Florida	Josiah	Tutor	Learning Center	3/27/2019	5/24/2019
Herbertson	Kailee	Tutor	Learning Center	3/20/2019	5/24/2019
Irber	Erin	Instructional Aide	Coast Center	6/3/2019	6/19/2019
Stepp	Samantha	Tutor	Learning Center	3/1/2019	5/24/2019

SUBJECT: EMPLOYMENT – PART-TIME FACULTY

SYNOPSIS:

Employment of Part-Time Faculty for the Spring 2019 semester.

RECOMMENDATION:

The Superintendent/President recommends that this item be approved as presented.

ANALYSIS:

The Deans recommend employment of the Part-Time Faculty included on the attached list. Each individual meets the state-mandated qualifications or the District's equivalency policy for the assignment or possesses a valid, applicable credential.

Reference Board Policy 7120, Recruitment and Hiring

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the employment of the Part-Time Faculty for the Spring 2019 semester as presented pending receipt of all necessary employment eligibility requirements.

EMPLOYMENT – PART-TIME FACULTY SPRING 2019 SEMESTER

Name	Position	Location
Feigin, Kathryn	PT Instructor	Ukiah
Miller, Collin	PT Instructor	Ukiah
O'Brien, Mary	PT Instructor - Substitute	Anderson Valley

SUBJECT: TRANSFER/PROMOTION/REASSIGNMENT - CLASSIFIED

SYNOPSIS:

Transfer and promotion to Financial Aid Technician

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

Darletta Fulwider, currently an Administrative Assistant II for the District, applied for an internal transfer and promotion to the Financial Aid Technician position.

A transfer/promotion/reassignment process was followed and Ms. Fulwider was the successful candidate selected for the position.

Reference Board Policy 7120, Recruitment and Hiring

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approves the transfer and promotion of Darletta Fulwider, Financial Aid Technician, effective May 1, 2019.

SUBJECT: EMPLOYMENT – TEMPORARY, NON-TENURE TRACK,
CATEGORICALLY FUNDED, FULL-TIME FACULTY CONTRACT

SYNOPSIS:

Employment of temporary, non-tenure track, categorically funded full-time faculty.

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

Shanti Adhikari, Full-time Faculty – Nursing
August 19, 2019 through May 22, 2020

Temporary, non-tenure track, categorically funded faculty are employed on an annual basis based on continued funding and evaluations. Categorical funding has been secured for this position for the 2019/2020 year.

Reference Board Policy 7120, Recruitment and Hiring

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby employs Shanti Adhikari as a temporary, non-tenure track, categorically funded, full-time Nursing faculty effective August 19, 2019 through May 22, 2020.

SUBJECT: INCREASE IN NUMBER OF HOURS WORKED PER WEEK
CLASSIFIED EMPLOYEE

SYNOPSIS:

Increase in number of hours worked per week from 20 to 25 for Curriculum Technician.

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

The Mendocino-Lake Community College Classified Bargaining Unit, SEIU Local 1021, requested an increase in the number of hours worked per week from 20 to 25 for the Curriculum Technician position. PBC discussed the request on October 2, 2018.

Reference Board Policy 7110, Delegation of Authority

MOTION/ACTION:

RESOLVED, that the Mendocino-Lake Community College District Board of Trustees does hereby approve the increase in number of hours worked per week from 20 to 25 for the Curriculum Technician effective April 1, 2019.

SUBJECT: RESIGNATION/RETIREMENT – FULL-TIME FACULTY

SYNOPSIS:

Retirement – Full Time Faculty

RECOMMENDATION:

The Superintendent/President recommends that this item be ratified as presented.

ANALYSIS:

Daniel Jenkins
Full-time Faculty, Human Services
Effective: May 27, 2019

Reference Board Policy 7350, Resignations

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College Board of Trustees hereby ratifies the retirement of Daniel Jenkins, Full-Time Faculty, Human Services, Effective May 27, 2019.

ITEM NO: 4.7
DATE: April 10, 2019

SUBJECT: MENDOCINO-LAKE COMMUNITY COLLEGE CLASSIFIED
BARGAINING UNIT/SEIU (MLCCCBU) LOCAL 1021, 2019/20 REOPENERS

SYNOPSIS:

Initial 2019/20 collective bargaining proposal from the Mendocino-Lake Community College Classified Bargaining Unit/SEIU (MLCCCBU) Local 1021.

RECOMMENDATION:

The Superintendent/President recommends that this item be approved as presented.

ANALYSIS:

Mendocino-Lake Community College Classified Bargaining Unit has requested to negotiate the items included in the attached initial proposal 2019/20.

Article 8, Section 3547, of the Public Employees Relations Act requires that initial proposals be presented at a public meeting of the Board and that sufficient time be allowed for public comment on the proposal before negotiations commence.

Any related public comments will be accepted by the Superintendent/President prior to the May Board meeting.

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby receives the initial 2019/20 collective bargaining proposal from the Mendocino-Lake Community College Classified Bargaining Unit (MLCCCBU) and directs the Superintendent/President to receive public comments to this proposal prior to the May Board meeting.



March 15, 2019

Roxanne Sanchez
President

Sunny Santiago
VP Region A (North Central)

Tom Popenuck
VP Region B (North Coast)

Gary Jimenez
VP Region C (East Bay)

Joseph Bryant
VP Region D (San Francisco)

Marcus Williams
VP Region E
(Amador/Calaveras/San Joaquin)

Jan Schardt
Secretary

Amos Eaton
Treasurer

Theresa Rutherford
VP of Representation

Alysabeth Alexander
VP of Politics

Ramses Teon-Nichols
VP of Organizing

Executive Board

- Pete Albert
- John Arantes
- Akbar Bibb
- Derrick Boutte
- Lorraine Bowser
- Theresa Breakfield
- Monique Broussard
- Norlissa Cooper
- Gregory Correa
- Felipe Cuevas
- Evelyn Curiel
- Karla Faucett
- Al Fernandez
- Geneva Haines
- Dellfinia Hardy
- Dan Jameyson
- Cynthia Landry
- Omar Medina
- Yeon Park
- Mercedes Riggelman
- Mary Sandberg
- Eric Stern
- Robert Taylor
- Angel Valdez
- Jim Wise
- Janice Wong

Executive Board & Budget & Finance Committee

- Kathryn Cavness
- Rhea Davis
- Tina Diep
- Mary Duncan
- Peggy LaRossa
- Julie Meyers
- Cristin Perez

Eileen Cichocki
Assistant Superintendent/Vice President
of Administrative Services
Mendocino-Lake Community College
1000 Hensley Creek Rd.
Ukiah, CA 95482

**Re: SEIU LOCAL 1021 NEGOTIATIONS RE-OPENER FOR 2019-2020
NEGOTIATIONS FOR PERMANENT AND STNC EMPLOYEES**

Dear Eileen:

In accordance with the Collective Bargaining Agreement between Mendocino-Lake Community College District Board of Trustees and the Mendocino-Lake Community College Classified Bargaining Unit, SEIU Local 1021, the Union is pleased to provide our initial proposals for contract negotiations to be "sunshined" by the Board of Trustees.

SEIU Local 1021 proposes to alter or amend the articles as indicated in the unit's contact as follows:


Article 2- Union Rights

Article 6- Salary

Article 13-Vacation

Article 23-Classification/Reclassification

SEIU Local 1021 reserves the right to add, modify, delete or alter proposals.

Sincerely,

Patrick Hickey
Field Representative

Cc: Toni Fort, Chapter President

SUBJECT: MENDOCINO COLLEGE FEDERATION OF TEACHERS(MCFT/AFT),
2020/21 REOPENERS

SYNOPSIS:

Initial 2020/21 collective bargaining proposal from Mendocino College Federation of Teachers (MCFT/AFT).

RECOMMENDATION:

The Superintendent/President recommends that this item be approved as presented.

ANALYSIS:

Mendocino College Federation of Teachers has requested to negotiate the items included in the attached initial proposal for 2020/21.

Article 8, Section 3547, of the Public Employees Relations Act, requires that initial proposals be presented at a public meeting of the Board and that sufficient time be allowed for public comment on the proposal before negotiations commence.

Any related public comments will be accepted by the Superintendent/President prior to the May Board meeting and after that time negotiations may commence.

MOTION/ACTION:

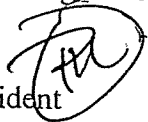
RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby receives the initial 2020/21 collective bargaining proposal from the Mendocino College Federation of Teachers (MCFT/AFT) and directs the Superintendent/President to receive related public comments prior to the May Board meeting.



MENDOCINO COLLEGE FEDERATION OF TEACHERS
AFT/CFT LOCAL 6322

TO: Debra Polak & Nicole Marin
MLCCD Negotiators

FROM: Bart Rawlinson
MCFT Chief Negotiator

Phil Warf 
MCFT President

SUBJECT: MCFT REOPENERS

DATE: March 15, 2019

The Mendocino College Federation of Teachers, Local 6322 AFT/CFT, respectfully submits the following items as reopeners for the purpose of negotiations between MCFT and the Mendocino Lake Community College District. These reopeners are for negotiations to take place during the 2019-20 fiscal year, with the goal reaching an agreement on these items to take effect at the beginning of the 2020-21 fiscal year.

In addition to Article 10 (Salary), Article 11 (Employee Benefits), and Article 18 (Duration), we would like to reopen negotiations on Article 7 (Workload), Article 14 (Leaves) and Article 17 (Grievance).

We look forward to working with you.

Mendocino College Federation of Teachers – AFT/CFT Local 6322

Phil Warf, President
(707) 468-3030
pwarf@mendocino.edu

Doug Boswell, Vice President
(707) 468-3169
dboswell@mendocino.edu

Roger Ahders, Treasurer
(707) 468-3136
rahders@mendocino.edu

ITEM NO: 4.9

DATE: April 10, 2019

SUBJECT: MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT REOPENERS TO
MENDOCINO-LAKE COMMUNITY COLLEGE CLASSIFIED
BARGAINING UNIT/SEIU, LOCAL 1021 (MLCCCBU) 2019/20

SYNOPSIS:

Initial 2019/20 Mendocino-Lake Community College District collective bargaining reopens to the Mendocino-Lake Community College Bargaining Unit, Local 1021

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

The Mendocino-Lake Community College District will reopen Article 7 (Health and Welfare), Article 15 (Leaves), and Article 27 (Duration).

Article 8, Section 3547, of the Public Employees Relations Act requires that initial proposals be presented at public meeting of the Board and that sufficient time be allowed for public comment on the proposal before negotiations commence.

Any related public comments will be accepted by the Superintendent/President prior to the May Board meeting and after that time negotiations may commence.

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby presents the District's initial 2019/20 collective bargaining proposal to Mendocino-Lake Community College Classified Bargaining Unit/SEIU, Local 1021 (MLCCCBU), and directs the Superintendent/President to receive related public comments prior to the May Board meeting.

ITEM NO: 4.10

DATE: April 10, 2019

SUBJECT: MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT REOPENERS TO MENDOCINO COLLEGE FEDERATION OF TEACHERS (MCFT/AFT), 2020/21

SYNOPSIS:

Initial Mendocino-Lake Community College District collective bargaining reopeners to the Mendocino College Federation of Teachers for 2020/2021

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

The Mendocino-Lake Community College District reopens articles: 7 (Workload), 8 (Evaluation Processes), and 14 (Leaves).

Any related public comments will be accepted by the Superintendent/President prior to the May Board meeting and after that time negotiations may commence.

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby receives the initial 2020/21 collective bargaining proposal from the Mendocino College Federation of Teachers (MCFT) and directs the Superintendent/President to receive related public comments prior to the May Board meeting.

ITEM NO: 5.1

DATE: April 10, 2019

SUBJECT: FISCAL REPORT AS OF FEBRUARY 28, 2019

SYNOPSIS:

A report on District fiscal data as of February 28, 2019

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

The fiscal report as of February 28, 2019 is submitted as information. The Board of Trustees is requested to accept the report.

Reference Board Policy 6200, Budget Preparation

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby accept the fiscal report as presented.

Mendocino-Lake Community College District
General Fund
2018/19 Fiscal Report as of February 28, 2019

	2018/19 Working Budget	Year-to-date Actuals	Balance	% Rec/Exp
REVENUE				
	Beginning Fund Balance	\$6,794,482		
FEDERAL	Federal Forest Reserve	\$16,000	\$0	\$16,000 0%
	CAMP	\$522,925	229,137	293,788 44%
	PELL Grant Administration	\$7,500	690	6,810 9%
	HEP	\$737,762	236,347	501,415 32%
	HSI	\$855,370	373,426	481,944 44%
	CTEA	\$179,433	0	179,433 0%
	Other Federal Revenue	\$50,254	0	50,254 0%
	TOTAL FEDERAL SOURCES	\$2,369,244	\$839,600	\$1,529,644 35%
STATE	State General Apportionment	10,200,530.00	\$6,136,465	\$4,064,065 60%
	Education Protection Account	2,272,229.00	\$1,136,304	\$1,135,925 50%
	Board of Governors Grant	43,419.00	29,524	13,895 68%
	Student Equity and Achievement	1,868,377.00	1,426,217	442,160 76%
	Part-time Faculty Office Hours	7,000.00	0	7,000 0%
	Part-time Faculty Compensation	101,911.00	54,735	47,176 54%
	Prop 39 Work Force Grant	1,309,437.00	0	1,309,437 0%
	AEBG Adult Education Block Grant	1,931,328.00	1,444,742	486,586 75%
	CTE Strong Workforce Program	1,506,938.00	981,416	525,522 65%
	Other Categorical Apportionments	240,860.00	219,453	21,407 91%
	TANF	42,692.00	22,200	20,492 52%
	DSPS	385,466.00	262,117	123,349 68%
	CALWORKS	222,103.00	151,030	71,073 68%
	BFAP	181,124.00	123,164	57,960 68%
	EOPS	576,265.00	391,860	184,405 68%
	EOPS CARE	63,560.00	43,221	20,339 68%
	MESA	90,016.00	0	90,016 0%
	Other Categorical Program Allowances	404,067.00	237,349	166,718 59%
	State Subventions	211,829.00	198,775	13,054 94%
	Lottery	501,318.00	45,713	455,605 9%
	Mandated Cost Reimbursements	71,300.00	73,473	-2,173 103%
	Other State Revenue	289,000.00	157,098	131,902 54%
	TOTAL STATE SOURCES	\$22,520,769	\$13,134,856	\$9,385,913 58%
LOCAL	Property Taxes	\$9,802,390	\$6,157,645	\$3,644,745 63%
	Local Contributions/Grants/Donations	149,174	25,652	123,522 17%
	Contract Instructional Services	26,000	1,225	24,775 5%
	Rents/Leases (Facilities Use)	67,286	64,180	3,106 95%
	Interest	45,000	57,046	-12,046 127%
	Community Extension	9,000	1,674	7,326 19%
	Student Fees	1,124,000	1,124,444	-444 100%
	Bookstore Commission	60,000	0	60,000 0%
	Other Local Revenue	355,715	295,177	60,538 83%
	TOTAL LOCAL SOURCES	\$11,638,565	\$7,727,043	\$3,911,522 66%
	TOTAL REVENUES	\$36,528,578	\$21,701,499	\$14,827,079 59%
TOTAL RESOURCES AVAILABLE		\$43,323,060		
EXPENDITURES				
	Certificated Salaries	\$12,267,314	\$7,322,649	\$4,944,665 60%
	Classified Salaries	6,771,869	4,235,518	2,536,351 63%
	Benefits	7,088,174	4,410,008	2,678,166 62%
	Subtotal Personnel Costs	\$26,127,357	\$15,968,175	\$10,159,182 61%
	Supplies	\$1,414,149	\$659,323	\$754,826 47%
	Services	5,699,419	2,440,171	3,259,248 43%
	Capital Outlay	1,644,095	819,755	824,340 50%
	Transfers/Other Outgo	2,049,786	988,831	1,060,955 48%
	TOTAL EXPENDITURES	\$36,934,806	\$20,876,255	\$16,058,551 57%
	Ending Fund Balance	\$6,388,254		
TOTAL EXPENDITURES/CONTINGENCY		\$43,323,060		

SUBJECT: DONATION

SYNOPSIS:

Acceptance of donation to Mendocino College as follows:

Miscellaneous art books, pastels, paints, brushes, and ceramic tools donated by Connie Sackman

RECOMMENDATION:

The Superintendent/President recommends acceptance of these donations.

ANALYSIS:

The miscellaneous art supplies will be used by students enrolled in Art Department classes.

Reference Board Policy 609, Donations and Gifts

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby accept the above donation from Connie Sackman.

SUBJECT: BOARD OF TRUSTEES/FOUNDATION BOARD AD-HOC COMMITTEE

SYNOPSIS:

An update report will be shared.

RECOMMENDATION:

To be determined at the meeting.

ANALYSIS:

At the Board Workshop held on January 16, 2019, Trustees Geck, Nickerman and Martinez of the college Board of Trustees were selected to participate as part of an ad-hoc committee created to review ways the college and the foundation could continue to work together collaboratively going forward.

The ad-hoc committee met for the first time on Wednesday, March 27, 2019. The ad-hoc committee members will provide an update to the full board on that meeting.

MOTION/ACTION:

To be determined at the meeting.

SUBJECT: 2018-2019 APRIL REVISED BUDGET

SYNOPSIS:

The 2018/19 April Revised Budget is presented for Board of Trustees adoption.

RECOMMENDATION:

The Superintendent/President recommends the adoption of the 2018/19 April Revised Budget for the Mendocino-Lake Community College District Unrestricted General Fund, Restricted General Fund, Debt Service Fund, Child Care Fund, Capital Projects Fund, Special Reserve Fund, Health Fund, Student Representation Fee Fund, Student Center Fee Fund, and Student Financial Aid Award Projections as shown in Attachments "A-1" through "I".

ANALYSIS:

On September 12, 2018, the Board of Trustees approved the 2018/19 Adopted Budget. All budgets presented here reflect information received and decisions made since the approval of the Adopted Budget. Highlights are discussed below:

UNRESTRICTED GENERAL FUND:

Beginning Balance: The beginning balance for the 2018/19 proposed April Revised Budget is \$6,559,593 based on the June 30, 2018 audited financial statements.

Revenue Highlights include:

1. General Apportionment Revenue: Based on the First Principal Apportionment (P-1) documents and related information provided by the California Community Colleges Chancellor's Office (CCCCO), the proposed April Revised Budget includes an assumption that our General Apportionment funding will decrease by (\$144,847) from the Adopted Budget. The decrease is the result of the CCCCCO estimating a \$321 million system wide revenue shortfall in the 2018/19 fiscal year. If the shortfall materializes, this would be a 5% deficit factor, which would result in a \$1.2 million revenue loss for Mendocino College. However, the CCCCCO agreed to insure all Districts will receive 2017/18 Total Calculated Revenue (TCR) plus Cola which is \$23,042,131 for Mendocino College.
2. Prior Year Recalculations: The District received the final calculation for 2017/18 apportionment from the CCCCCO via the Recalculation Apportionment in February 2019. The Recalculation for 2016/17 was (\$11,442) less than the amount calculated when the books were closed in August 2018. Additionally, Part-Time Faculty Compensation was reduced by (\$14,217) due to a prior year adjustment. These two prior year corrections net to a one-time revenue loss of (\$25,659) recorded in the 2018/19 fiscal year.
3. Revisions to Existing Grants: Based on additional information received subsequent to the adoption of the Adopted Budget, the budgets for some grants and other restricted programs have been revised accordingly.

Expenditure Highlights include:

1. Salaries, Wages and Benefits:

Costs for all currently authorized positions are included in this budget based on projected actual costs for 2018/19. MCFT, SEIU and MSC collective bargaining agreements have been settled for 2018/19 and all associated costs are included in this budget.

2. Contractual Services:

This budget includes an increase to sign language interpreting costs of \$75,000 due to an increase in the number of deaf or hard of hearing students requiring interpreting services. Also, minor adjustments were made to utilities, consulting services, and service maintenance agreements.

3. Capital Outlay:

The General Fund Capital Outlay budget was increased by \$82,000. This one-time augment is primarily made up of \$39,000 to fund the purchase of a new stage for commencement, and \$26,000 to fund the purchase of a vehicle for the Dean of Centers.

4. Uncollected Student Receivables:

This budget includes writing off \$75,000 of the student accounts receivable balance that has been determined uncollectible. This is debt incurred by students from 7/1/2013 to 6/30/2014 which remains unpaid to date and is largely due to financial aid due back from students who dropped classes after receiving financial aid. The debt will remain on the student's account even after being written off and the District intends to remain active in pursuing the uncollected student accounts receivable.

BOARD BUDGET PARAMETERS:

1. General Fund Budget Parameters

1.1 Unrestricted Ending Balance -The targeted ending fund balance in the General Fund shall be 15% of total unrestricted expenditures. At no time shall the ending balance go below a minimum of 5%. - **MET**

1.2 Balanced Budget

1.2.1 The General Fund shall have a balanced budget with total ongoing expenditures and transfers not exceeding total ongoing revenues.

NOT MET – The Unrestricted General Fund budget is out of balance by \$642,000 of which \$372,000 is due to one-time transactions. Therefore, this budget has an ongoing structural deficit of \$270,000.

1.2.2 One-time revenues and reserves shall not be used to fund ongoing expenditures but may be considered for current year expenditures that do not create obligations in future years.

NOT MET – The Unrestricted General Fund budget is out of balance by \$642,000 of which \$372,000 is due to one-time transactions. Therefore, this budget has an ongoing structural deficit of \$270,000.

2. Health Fund Budget Parameter

2.1 The Health Benefit contribution rate shall be set for the next fiscal year so that total annual contributions equal or exceed projected total health care costs as determined by an analysis of historical trends. **-MET**

Unrestricted Ending Balance:

The April Revised Budget as presented is unfavorable over the Adopted budget by \$46,435 to the ending fund balance. As stated above, this budget is not balanced and does not comply with all Board Budget Parameters. The budgeted ending fund balance is \$5,918,004, which is 23.33% of expenditures. The Board has directed administration to set aside the amount estimated to cover future year increases to PERS/STRS rates through 2020/21. Therefore, \$699,000 has been set aside in the Unrestricted General Fund reserve, which results in a remaining fund balance of \$5,219,004 or 20.57%.

These figures assume that all revenues and expenditures will materialize at 100% of budgeted amounts. Past experience suggests that some budgeted expenditures could be unspent at year end which would increase the ending balance.

OTHER FUNDS:

The Debt Services Fund Budget (Attachment B), includes the debt service payment on the Solar Field Project. A portion of the Solar Field Project was funded by municipal lease bonds. The debt service will be offset by the energy savings from the solar field and PG&E incentives, both of which are highly dependent upon weather conditions. The solar Field Project will be paid off in 2021.

The Child Care Fund Budget (Attachment C), was revised to reflect salary, benefit, supply, and service expenditure revisions made since the adoption of the budget in September. The proposed April Revised Budget includes a General Fund subsidy of \$107,344, a decrease of \$10,896, from the Adopted Budget.

The Capital Projects Fund Budget (Attachment D), reflects budgets similar to those presented in the Adopted Budget.

The Special Reserve Fund Budget (Attachment E), includes the reserves for accrued vacations, load banking and self-insurance needs (active/retiree health plans, property, liability, workers' compensation). Accrued vacation and load banking are both reserved at 25% of the total value projected as of June 30, 2018. The Health Fund Reserve is intended to set aside funds for possible transfer to the Health Benefits Fund if necessary and to recognize that at the end of each year there are Incurred But Not Recorded (IBNR) health benefit claims. The Self Insurance Reserve is set aside to address other unforeseen costs associated with the District being self-insured for property, liability, and workers' compensation. The GASB 75 Reserve begins to address the need to fund the future liability of retiree health benefits; reflecting a portion of the GASB 75 OPEB liability. The OPEB liability is calculated in the actuarial study dated November 26, 2018.

The Health Fund Budget (Attachment F), identifies those monies set aside for payment of plan participant health benefits during the 2018/19 fiscal year. Revenue is budgeted at \$1,400 per

employee per month. Actual health benefit claims from July 1, 2018 through February 28, 2019 have averaged \$1,389 per employee per month.

The Student Representation Fee Fund Budget (Attachment G), was included to reflect the \$1 per semester that each student pays to support student government here at the College.

The Student Center Fee Fund Budget (Attachment H), was included to reflect the \$1 per unit per semester to a maximum of \$5 that each student pays for equipment and improvements in the Student Centers.

The Student Financial Aid Award Projections (Attachment I), includes projected 2018/19 revenues and expenditures based on the latest information regarding utilization and program funding.

Reference Board Policy 6200, Budget Preparation

MOTION/ACTION:

RESOLVED, That the Board of Trustees of the Mendocino-Lake Community College District does hereby adopt the proposed 2018/19 April Revised Budget as presented and shown on Attachments A-1 through I:

Attachment A-1	April Revised Unrestricted General Fund Budget, 2018/19
Attachment A-2	April Revised Restricted General Fund Budget, 2018/19
Attachment B	April Revised Debt Service Fund Budget, 2018/19
Attachment C	April Revised Child Care Fund Budget, 2018/19
Attachment D	April Revised Capital Projects Fund Budget, 2018/19
Attachment E	April Revised Special Reserve Fund Budget, 2018/19
Attachment F	April Revised Health Fund Budget, 2018/19
Attachment G	April Revised Student Representation Fee Fund Budget, 2018/19
Attachment H	April Revised Student Center Fee Fund Budget, 2018/19
Attachment I	April Revised Student Financial Aid Award Projections, 2018/19

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
UNRESTRICTED GENERAL FUND
2018/19**

	2018/19 ADOPTED BUDGET FUND 11		2018/19 REVISED BUDGET FUND 11
	<u> </u>		<u> </u>
BEGINNING FUND BALANCE	\$ 6,559,593		\$ 6,559,593
REVENUE:			
A. Federal	23,500		23,500
B. State	13,409,536		14,051,806
C. Local	11,440,729		10,654,131
TOTAL REVENUE	<u>\$ 24,873,765</u>		<u>\$ 24,729,437</u>
EXPENDITURES:			
A. Certificated Salaries and Wages	\$ 10,623,485		\$ 10,498,579
Classified Salaries and Wages	<u>5,022,245</u>		<u>5,001,531</u>
Subtotal Salaries and Wages	15,645,730		15,500,110
Fringe Benefits	<u>5,995,735</u>		<u>5,851,495</u>
Total Personnel Costs	21,641,465		21,351,605
B. Supplies	810,775		703,211
C. Contractual Services	2,393,602		2,622,617
D. Capital Outlay	93,734		176,146
E. Transfers			
To Child Care Fund	138,240		127,344
To Debt Service Fund	<u>391,103</u>		<u>390,103</u>
	529,343		517,447
TOTAL EXPENDITURES AND TRANSFERS	<u>\$ 25,468,919</u>		<u>\$ 25,371,026</u>
FUND BALANCE:			
A. Designated (PERS/STRS)	699,000		699,000
B. Undesignated	<u>5,265,439</u>	20.67%	<u>5,219,004</u>
			20.57%
TOTAL ENDING FUND BALANCE	5,964,439	23.42%	5,918,004
			23.33%
CHANGE IN RESERVES	<u>\$ (595,154)</u>		<u>\$ (641,589)</u>

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
RESTRICTED GENERAL FUND
2018/19**

	2018/19 ADOPTED BUDGET FUND 12	2018/19 REVISED BUDGET FUND 12
	<u> </u>	<u> </u>
BEGINNING FUND BALANCE	\$ 234,889	\$ 234,889
<u>REVENUE:</u>		
A. Federal	2,295,490	2,345,743
B. State	8,982,884	9,348,761
C. Local	107,000	118,000
TOTAL REVENUE	<u>\$ 11,385,374</u>	<u>\$ 11,812,504</u>
<u>EXPENDITURES:</u>		
A. Certificated Salaries and Wages	\$ 1,423,711	\$ 1,684,609
Classified Salaries and Wages	2,005,835	1,929,244
Subtotal Salaries and Wages	<u>3,429,546</u>	<u>3,613,853</u>
Fringe Benefits	1,235,490	1,243,249
Total Personnel Costs	<u>4,665,036</u>	<u>4,857,102</u>
B. Supplies	561,796	745,082
C. Contractual Services	3,773,585	3,190,004
D. Capital Outlay	940,330	1,524,316
E. Transfers to Student Financial Aid Fund and Other Payments To/For Students and Payments Directly to AEBG Consortium Members	<u>1,486,212</u>	<u>1,520,443</u>
TOTAL EXPENDITURES AND TRANSFERS	<u>\$ 11,426,959</u>	<u>\$ 11,836,947</u>
ENDING FUND BALANCE	193,304	210,446
CHANGE IN RESERVES	<u>\$ (41,585)</u>	<u>\$ (24,443)</u>

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
DEBT SERVICE FUND
2018/19**

	2018/19 ADOPTED BUDGET FUND 29	2018/19 REVISED BUDGET FUND 29
BEGINNING FUND BALANCE	\$ -	\$ -
<u>REVENUE:</u>		
A. Interest	(3,000)	(2,000)
B. Transfer from General Fund - Solar	391,103	390,103
TOTAL FUNDS AVAILABLE	<u>\$ 388,103</u>	<u>\$ 388,103</u>
<u>EXPENDITURES:</u>		
A. Solar debt service payments	\$ 388,103	\$ 388,103
RESERVES	-	-
TOTAL EXPENDITURES AND RESERVES	<u>\$ 388,103</u>	<u>\$ 388,103</u>

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
CHILD CARE FUND
2018/19**

	2018/19 ADOPTED BUDGET FUND 33	2018/19 REVISED BUDGET FUND 33
<u>REVENUE:</u>		
Federal		
A. Food Program	\$ 35,000	\$ 33,000
State		
B. CA State Preschool Program	228,605	240,724
C. Food Program	2,000	1,750
D. General Contract	165,856	180,889
Local		
E. Parent Fees - Certified/Subsidized	5,000	-
F. Parent Fees - Non-Certified/Full Fee	65,000	110,000
Transfers		
G. General Fund Subsidy	118,240	107,344
H. Employee Child Care Benefit	20,000	20,000
 TOTAL REVENUE	 \$ 639,701	 \$ 693,707
<u>EXPENDITURES:</u>		
A. Personnel Costs		
1. Salary and Wages		
Classified Regular	\$ 227,544	\$ 233,482
Classified Hourly	161,985	185,161
	389,529	418,643
2. Benefits	154,785	157,045
Total Personnel Costs	544,314	575,688
B. Supplies	73,263	94,895
C. Contractual Services	22,124	23,124
 TOTAL EXPENDITURES	 \$ 639,701	 \$ 693,707

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
CAPITAL PROJECTS FUND
2018/19**

	2018/19 ADOPTED BUDGET FUND 41	2018/19 REVISED BUDGET FUND 41
	<u> </u>	<u> </u>
BEGINNING FUND BALANCE		
Unrestricted	\$ 927,846	\$ 927,846
TOTAL BEGINNING FUND BALANCE	927,846	927,846
<u>REVENUE:</u>		
A. Interest	15,000	15,000
B. Proposition 39 Energy Projects	4,483	4,483
C. Physical Plant Block Grant	94,387	94,387
D. Redevelopment Agency On-going	100,000	150,000
E. NCCCSIA Return of Equity	34,000	-
F. NCCCSIA Safety Credit	15,000	15,000
TOTAL REVENUES	<u>262,870</u>	<u>278,870</u>
TOTAL FUNDS AVAILABLE	<u>\$ 1,190,716</u>	<u>\$ 1,206,716</u>
<u>EXPENDITURES AND TRANSFERS:</u>		
A. Energy Projects	\$ 4,483	\$ 4,483
B. Physical Plant Block Grant	9,387	94,387
C. Campus Signs	41,287	41,287
D. Disabled Access Improvements	100,000	50,000
E. Traffic Light	300,000	300,000
F. Safety Improvements	75,000	75,000
G. Housing Study	50,000	50,000
H. Facilities Master Planning	25,000	25,000
I. Other Capital Projects	100,000	100,000
TOTAL EXPENDITURES	<u>705,157</u>	<u>740,157</u>
RESERVES	485,559	466,559
TOTAL EXPENDITURES AND RESERVES	<u>\$ 1,190,716</u>	<u>\$ 1,206,716</u>

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
SPECIAL RESERVE FUND
2018/19**

	<u>2018/19 ADOPTED BUDGET FUND 61</u>	<u>2018/19 REVISED BUDGET FUND 61</u>
BEGINNING FUND BALANCE	\$ 2,370,838	\$ 2,370,838
<u>REVENUE:</u>		
A. Interest	16,000	36,000
B. Transfer from Health Fund	768,890	768,890
TOTAL FUNDS AVAILABLE	<u>\$ 3,155,728</u>	<u>\$ 3,175,728</u>
<u>EXPENDITURES AND TRANSFERS:</u>		
A. Self Insurance Claim	<u>\$ -</u>	<u>\$ -</u>
<u>RESERVES:</u>		
A. Accrued Vacation Reserve	171,562	171,562
B. Load Banking Reserve	115,089	115,089
C. Health Fund Reserve	275,000	275,000
D. Incurred But Not Recorded (IBNR) Health Benefits	180,000	180,000
E. GASB 75 Reserve	2,269,108 *	2,269,108 *
F. Self Insurance Reserve	144,969	164,969
TOTAL RESERVES	<u>3,155,728</u>	<u>3,175,728</u>
TOTAL EXPENDITURES AND RESERVES	<u>\$ 3,155,728</u>	<u>\$ 3,175,728</u>

*Total GASB 75 liability per actuarial study dated November 26, 2018 is \$5,856,986.

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
HEALTH FUND
2018/19**

	2018/19 ADOPTED BUDGET FUND 62	2018/19 REVISED BUDGET FUND 62
BEGINNING FUND BALANCE	\$ 1,518,890	\$ 1,518,890
<u>REVENUE:</u>		
A. Contribution from Other Funds	3,276,000	3,283,000
B. Employee Contributions	30,000	30,000
C. Interest	23,000	16,000
TOTAL REVENUE	<u>3,329,000</u>	<u>3,329,000</u>
TOTAL FUNDS AVAILABLE	<u>\$ 4,847,890</u>	<u>\$ 4,847,890</u>
<u>EXPENDITURES:</u>		
A. Health Care Services	\$ 3,329,000	\$ 3,329,000
B. Transfer to Special Reserve Fund	768,890	768,890
TOTAL EXPENDITURES	<u>4,097,890</u>	<u>4,097,890</u>
RESERVES	<u>750,000</u>	<u>750,000</u>
TOTAL EXPENDITURES AND RESERVES	<u>\$ 4,847,890</u>	<u>\$ 4,847,890</u>

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
STUDENT REPRESENTATION FEE FUND
2018/19**

	2018/19 ADOPTED BUDGET FUND 72	2018/19 REVISED BUDGET FUND 72
BEGINNING FUND BALANCE	\$ 32,375	\$ 32,375
<u>REVENUE:</u>		
A. Student Representation Fees	11,000	10,000
B. Interest	350	400
TOTAL REVENUE	<u>11,350</u>	<u>10,400</u>
TOTAL FUNDS AVAILABLE	<u>\$ 43,725</u>	<u>\$ 42,775</u>
<u>EXPENDITURES:</u>		
A. Services (Travel)	\$ 11,350	\$ 8,850
TOTAL EXPENDITURES	<u>11,350</u>	<u>8,850</u>
RESERVES	<u>32,375</u>	<u>33,925</u>
TOTAL EXPENDITURES AND RESERVES	<u>\$ 43,725</u>	<u>\$ 42,775</u>

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
STUDENT CENTER FEE FUND
2018/19**

	2018/19 ADOPTED BUDGET FUND 73	2018/19 REVISED BUDGET FUND 73
BEGINNING FUND BALANCE	\$ 327,691	\$ 327,691
<u>REVENUE:</u>		
A. Student Center Fees	33,000	31,000
B. Interest	4,000	4,000
TOTAL REVENUE	<u>37,000</u>	<u>35,000</u>
TOTAL FUNDS AVAILABLE	<u>\$ 364,691</u>	<u>\$ 362,691</u>
<u>EXPENDITURES:</u>		
A. Student Salary & Benefits	\$ 30,476	\$ 15,238
B. Supplies	4,500	6,700
C. Services	5,750	5,750
D. Equipment	21,000	24,631
TOTAL EXPENDITURES	<u>61,726</u>	<u>52,319</u>
RESERVES	<u>302,965</u>	<u>310,372</u>
TOTAL EXPENDITURES AND RESERVES	<u>\$ 364,691</u>	<u>\$ 362,691</u>

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
STUDENT FINANCIAL AID AWARD PROJECTIONS
2018/19**

	<u>2018/19 ESTIMATED AWARDS</u>	<u>2018/19 ESTIMATED AWARDS</u>
<u>SOURCE OF FUNDS:</u>		
FEDERAL SOURCES		
A. PELL GRANT	\$ 5,500,000	\$ 4,500,000
B. FSEOG	69,000	114,400
C. BUREAU OF INDIAN AFFAIRS	6,000	4,500
D. DIRECT LOANS	1,300,000	640,355
E. AMERICORPS	20,000	15,000
F. FEDERAL WORK STUDY	62,000	62,000
TOTAL FEDERAL SOURCES	<u>6,957,000</u>	<u>5,336,255</u>
STATE SOURCES		
A. CAL GRANT	480,000	420,000
B. EOPS GRANT	140,000	148,000
C. CHAFEE GRANT	40,000	40,000
D. FULL-TIME STUDENT SUCCESS GRANT	14,542	14,542
E. COMMUNITY COLLEGE COMPLETION GRANT	78,000	78,000
F. STUDENT SUCCESS COMPLETION	259,686	294,686
G. NONRESIDENT DREAMER EMERGENCY AID	7,353	7,353
TOTAL STATE SOURCES	<u>1,019,581</u>	<u>1,002,581</u>
LOCAL SOURCES		
A. SCHOLARSHIPS	250,000	297,717
TOTAL	<u>\$ 8,226,581</u>	<u>\$ 6,636,553</u>
<u>DISBURSEMENTS:</u>		
A. STUDENT FINANCIAL AID	<u>\$ 8,226,581</u>	<u>\$ 6,636,553</u>

SUBJECT: CONTRACTS AND AGREEMENTS – QUARTERLY RATIFICATION

SYNOPSIS:

Board of Trustees review and ratification of contracts and agreements for goods and services for the January 1, 2019 through March 31, 2019 quarter of fiscal year 2018/2019.

RECOMMENDATION:

The Superintendent/President recommends that the Board of Trustees review and ratify those 2018/2019 contracts and agreements which have been approved at the administrative level, as presented in the attached summary document.

ANALYSIS:

In accordance with Education Code Sections 85230-85233, the Board of Trustees may choose to delegate authority to sign contracts and agreements on behalf of the District. Historically the Mendocino-Lake Community College District Board of Trustees has delegated such authority to the Superintendent/President and the Vice President of Administrative Services by Board resolution. This agenda item provides, in summary form, a compilation of those contracts and agreements that have administrative approval for the current fiscal year.

Reference Board Policy 6340, Bids and Contracts

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby ratify the contracts and agreements as provided on the attached compilation.

Contract/Agreement	Income or <Expense>	Responsible VP
<u>Robert Ferrilli LLC</u> February 8, 2019 until terminated <i>AutoGrad Program - automated degree and certificate evaluator.</i>	<\$31,925>	Ulises Velasco
<u>Grossmont-Cuyamaca Community College District Auxiliary</u> February 1, 2019 <i>Financial Aid Consortium fiscal agent for the purpose of coordinating the work and management of funds received and expended relating to the California State Grant Interface Project. The custom interface allows the College the ability to import California State Grant Rosters and California Dream Act/CALISIR data into Colleague and use data to award financial aid effectively and efficiently.</i>	<\$15,000>	Ulises Velasco
<u>Sonoma State University</u> July 1, 2018 through June 30, 2019 <i>Amendment to Lease Agreement extending term through June 30, 2019.</i>	\$10,820	Eileen Cichocki
<u>SPURR (School Project for Utility Rate Reduction)</u> July 1, 2019 through June 30, 2024 <i>Natural gas procurement for Ukiah Campus.</i>	As billed	Eileen Cichocki
<u>State of California - Department of Forestry and Fire Protection</u> March 13, 2019 until completed <i>Chamberlain Creek Conservation Camp Program for grounds cleanup during Spring Break.</i>	<\$200> per day	Eileen Cichocki
<u>UC Davis</u> July 1, 2019 through June 30, 2022 <i>Grant for Chemistry full-time faculty member Gregory Allen to participate in the project "Advancing California Chemistry Education into the 21st Century with Individualized Adapted Learning."</i>	\$16,200	Debra Polak
<u>Amanda Xu</u> January 29, 2019 until terminated <i>Vehicle Use Agreement for use of District-owned 2019 Honda Insight by Dean of Centers Amanda Xu.</i>	\$0	Debra Polak

SUBJECT: AWARDING OF AUDIT CONTRACT FOR FISCAL YEAR ENDING
JUNE 30, 2019

SYNOPSIS:

Awarding the District's audit contract for the fiscal year ending June 30, 2019.

RECOMMENDATION:

The Superintendent/President recommends that this item be approved as presented.

ANALYSIS:

Cossolias, Wilson, Dominquez, Leavitt (CWDL) was awarded a three-year contract for annual audits at the April 11, 2018 Board of Trustees meeting. CWDL completed the June 30, 2018 audit and the firm's services for the June 30, 2019 audit are offered for \$34,880/District and \$8,005/Foundation.

CWDL currently audits Lassen, Butte-Glenn, Siskiyou, San Jose/Evergreen, Yuba and Napa Valley community college districts.

Reference Board Policy 6400, Audits

MOTION/ACTION:

RESOLVED, that the Mendocino-Lake Community College District Board of Trustees does hereby award the audit contract for the fiscal year ending June 30, 2019 at a price of \$34,880/District and \$8,005/Foundation to the Certified Public Accounting firm Cossolias, Wilson, Dominquez, Leavitt (CWDL).

ITEM NO: 7.4
DATE: April 10, 2019

SUBJECT: NORTHERN CALIFORNIA COMMUNITY COLLEGES
SELF INSURANCE AUTHORITY (NCCCSIA)
DESIGNATION OF DISTRICT ALTERNATE – RESOLUTION #04-19-01

SYNOPSIS:

Board of Trustees consideration of a resolution concerning the Northern California Community Colleges Self Insurance Authority is requested.

RECOMMENDATION:

The Superintendent/President recommends adoption of the proposed resolution.

ANALYSIS:

Mendocino College is a member of the NCCCSIA joint powers authority which provides the District with its workers' compensation, property and liability insurance coverage. Resolution 04-19-01 appoints Nicole Marin, Director of Human Resources as the alternate representative to Assistant Superintendent/Vice President of Administrative Services Eileen Cichocki.

Reference Board Policy 6540, Insurance

MOTION/ACTION:

RESOLVED, that the Mendocino-Lake Community College District Board of Trustees does hereby adopt Resolution 04-19-01 – Designation of District Alternate.

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
RESOLUTION 04-19-01**

**DESIGNATION OF DISTRICT REPRESENTATIVE AND ALTERNATE
TO NORTHERN CALIFORNIA COMMUNITY COLLEGES
SELF INSURANCE AUTHORITY (NCCCSIA)**

WHEREAS, Mendocino-Lake Community College District is a member of the Northern California Community Colleges Self Insurance Authority; and

WHEREAS, Northern California Community Colleges Self Insurance Authority requires each member district to have a representative at the regularly scheduled meetings; and

WHEREAS, the Bylaws of the Northern California Community College Self Insurance Authority require the Superintendent/President of each member district to appoint this representative; and

WHEREAS, the Bylaws of the Northern California Community Colleges Self Insurance Authority require the official representative to designate his/her alternate;

NOW, THEREFORE BE IT RESOLVED,
that Nicole Marin is hereby designated as the official alternate from this member district to attend the Northern California Community Colleges Self Insurance Authority meetings.

ADOPTED this 10th day of April, 2019.

Dave Geck	_____	Robert Jason Pinoli	_____
Xochilt Martinez	_____	John Tomkins	_____
Marie Myers	_____	Paul Ubelhart	_____
Ed Nickerman	_____		

Ayes _____ Noes _____ Abstain _____ Absent _____

ATTEST:

Clerk, Board of Trustees
Mendocino-Lake Community College District

Secretary, Board of Trustees
Mendocino-Lake Community College District

SUBJECT: VICE PRESIDENT'S SALARY SCHEDULE

SYNOPSIS:

Approval of a salary schedule for Vice Presidents.

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

The two Vice President positions currently have one set salary, \$148,767. The salary schedules for all other permanent employees within Mendocino College include annual step movements that occur each July 1. Step movements are to acknowledge the experience gained in the initial years of service in which one holds a position.

The attached table illustrates the step increases included in the various salary schedules of the different employee groups. The Full-Time Faculty salary schedule includes four columns (based on education) and between 13 to 16 annual step movements. If a faculty member starts at step one on column four, they will receive automatic annual pay increases that result in a 59% increase in salary over time. The Classified salary schedule includes five annual step movements in increments that range from 5% up to 6.5% and result in an overall automatic increase of 25% from step one to step five. The MSC salary schedule for all Management/Supervisory/Confidential employees includes four annual step movements, each at 5% increments and result in a 16% automatic increase in salary from step one to step four. This same structure exists for the Superintendent/President and the Assistant Superintendent/Vice President, Administrative Services. The Vice President of Academic Affairs and the Vice President of Student Services salary have no step increases.

Most colleges provide step movements to executive team members, examples include:

- SRJC - 5 steps at 5% each – total: 22%
- Lake Tahoe - 5 steps at 3% each – total: 13%
- Yuba - 9 steps at 2.5% each – total 22%
- Butte - 6 steps at 4% each – total: 22%

In order to more closely align the Vice President salary schedule structure with other employee groups, a four step salary schedule is proposed with a 5% increment per step, resulting in a 16% increase from Step 1 to Step 4.

Step 1	Step 2	Step 3	Step 4
\$148,767	\$156,205	\$164,015	\$172,216

Vice President, Academic Affairs
Vice President, Student Services

This proposed salary schedule creates fairness for the Vice Presidents when compared internally to other college employee groups.

The 2018 salary survey published by the Association for California Community College Administrators (ACCCA) shows our Vice Presidents are compensated approximately 25% less than the statewide average for Vice Presidents in single college districts. If the proposed salary schedule is implemented, the Vice Presidents compensation would still be 8 to 9% under the statewide average at the top step. Attached is a summary of the statewide comparison as well as the detail from the ACCCA survey for CSSO and CIO positions at all single college districts throughout the state.

If approved, the two incumbent Vice Presidents would move to Step 2 on July 1, 2019.

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approves the salary schedule for Vice Presidents as presented.

Mendocino College Salary Schedule Structures

FT Faculty Salary Schedule

		Education							
Annual Step Increase		COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4				
	1								
	2	4%	4%	4%	4%				
	3	4%	4%	4%	4%				
	4	4%	4%	4%	4%				
	5	4%	4%	4%	4%				
	6	4%	4%	4%	3%				
	7	4%	4%	3%	3%				
	8	4%	3%	3%	3%				
	9	3%	3%	3%	3%				
	10	3%	3%	3%	3%				
	11	3%	3%	4%	3%				
	12	3%	3%	2%	3%				
	13	3%	3%	3%	3%				
	14			3%	3%				
	15				3%				
	16				3%				
<i>(percentages are rounded to nearest whole percent)</i>									
Increase from step 1 to top step:									
		53%	51%	53%	59%				
Classified Salary Schedule									
	1								
	2	5.0%							
	3	5.5%							
	4	6.0%							
	5	6.5%							
	25% Increase from step 1 to top step								
Management/Supervisory/Confidential (MSC)									
	1								
	2	5.0%							
	3	5.0%							
	4	5.0%							
	16% Increase from step 1 to top step								
President/Superintendent & Assistant Superintendent/Vice President, Administrative Services									
	1								
	2	5.0%							
	3	5.0%							
	4	5.0%							
	16% Increase from step 1 to top step								
Vice Presidents									
	1	no steps							

Summary Information from 2018 ACCCA survey										
Vice President, Academic Affairs, Chief Instructional Officer (CIO)										
		Statewide	Existing		Proposed		Proposed		Proposed	
		Maximum Salary	Step 1		Step 2		Step 3		Step 4	
Mean (Average)	A	187,087	148,767	-26%	156,205	-20%	164,015	-14%	172,216	-9%
	B	181,982	148,767	-22%	156,205	-17%	164,015	-11%	172,216	-6%
	C	220,982	148,767	-49%	156,205	-41%	164,015	-35%	172,216	-28%
Vice President, Student Services, Chief Student Services Officer (CSSO)										
		Statewide	Existing		Proposed		Proposed		Proposed	
		Maximum Salary	Step 1		Step 2		Step 3		Step 4	
Mean (Average)	A	185,175	148,767	-24%	156,205	-19%	164,015	-13%	172,216	-8%
	B	184,969	148,767	-24%	156,205	-18%	164,015	-13%	172,216	-7%
	C	not found in survey								
Source:										
Association of California Community College Administrators (ACCCA)										
2018 Annual Salary Survey										
	A	Vice President at a single-college District								
	B	College Vice President at a college in a multi-college district								
	C	District Vice Chancellor of a multi-college district								

Single - Chief Instructional Officer

Year	College Name	Position 2: Title of Chief Instructional Officer	Maximum Annual Salary+	Years To Maximum Longevity With Longevity Pay	Without Doctorate - Maximum Annual Salary With Longevity Pay	Maximum Annual Salary+	Years To Maximum Longevity With Longevity Pay	With Doctorate - Maximum Annual Salary With Longevity Pay
2018	Allan Hancock College	Associate Supt/ VP, Academic Affairs	\$176,282			\$178,782		
2018	Antelope Valley College	VP Academic Affairs	\$178,168	6	\$178,168	\$179,968	6	\$179,968
2018	Barstow College	VP, Academic Affairs	\$138,625		\$138,625	\$138,625		\$138,625
2018	Butte College	VP for Learning	\$198,087	9	\$200,563	\$201,527	9	\$204,003
2018	Cabrillo College	VP/ Assistant Supt of Instruction	\$179,188		\$179,188	\$183,034		\$183,034
2018	Cerritos College	VP of Academic Affairs/ Assistant Supt	\$218,482	5	\$218,482	\$218,482	5	\$218,482
2018	Chaffey College	Associate Superintendent, Instruction and Institutional Effectiveness	\$245,244		\$245,244	\$245,244		\$244,245
2018	Citrus College	VP of Academic Affairs	\$224,330		\$224,330	\$229,938		\$229,938
2018	City College of San Francisco	Vice Chancellor of Academic Affairs	\$221,759			\$221,759		
2018	College of Marin	Assistant Superintendent/Vice President of Student Learning and Success	\$228,841		\$228,841	\$228,841		\$228,841
2018	College of the Canyons	Assistant Supt/ VP, Instruction	\$200,688			\$203,688		\$165,000
2018	College of the Desert	Vice President of Instruction	\$202,654		\$202,654	\$202,654		\$202,654
2018	College of the Redwoods	VP, Instruction	\$143,612			\$141,319		
2018	College of the Sequoias	VP, Academic Services	\$187,638			\$189,438		
2018	College of the Siskiyous	VP Instruction	\$162,298			\$164,298		
2018	Compton CCD	Vice President, Academic Affairs	\$188,676	10	\$192,276	\$189,676	10	\$193,276
2015	Copper Mountain College*	VP for Academic Affairs	\$125,413		\$125,413	\$125,413		\$125,413
2018	Cuesta College	VP of Academic Affairs	\$158,607			\$158,607		
2018	El Camino College	VP - Academic Affairs	\$215,143			\$215,143		
2018	Feather River College	Dean of Instruction	\$138,456	21	\$141,456	\$139,356	21	\$142,356
2018	Gavilan College	Vice President of Academic Affairs	\$203,404		\$203,404	\$203,404		\$203,404
2018	Glendale CCD	VP, Instructional Services	\$167,592	25	\$219,924	\$170,340	25	\$222,672
2018	Hartnell College	VP for Academic Affairs	\$159,480		\$159,480	\$160,980		\$160,980
2018	Imperial Valley College	VP for Academic Services	\$179,754	25	\$185,147	\$184,754	25	\$190,147
2018	Lake Tahoe College	Vice President of Academic Affairs	\$142,759	5	\$142,759	\$144,759	5	\$144,759
2018	Lassen College	Vice President of Academic Services	\$136,970			\$136,970		
2018	Long Beach City College	VP, Academic Affairs	\$246,823			\$249,073		
2018	Mendocino College	Vice President, Academic Affairs	\$148,767	34	\$148,767	\$151,487	34	\$151,487
2018	Merced College	Vice-President of Instruction	\$211,338		\$211,338	\$216,871		\$216,871
2018	MiraCosta College	VP Instructional Services	\$210,571		\$244,110	\$244,110		\$244,110
2018	Monterey Peninsula College	VP for Academic Affairs	\$150,720	8	\$150,720	\$150,720	8	\$150,720

Single - Chief Instructional Officer

Year	College Name	Position 2: Title of Chief Instructional Officer	Maximum Annual Salary+	Years To Maximum Longevity With Longevity Pay	Without Doctorate - Maximum Annual Salary With Longevity Pay	Maximum Annual Salary+	Years To Maximum Longevity With Longevity Pay	With Doctorate - Maximum Annual Salary With Longevity Pay
2018	Mt. San Antonio College	VP, Instruction	\$239,976	35	\$299,274	\$243,391	35	\$303,533
2018	Mt. San Jacinto College	VP of Instruction	\$172,777			\$172,777		\$172,777
2018	Napa Valley College	Assistant Superintendent/Vice President, Academic Affairs	\$175,296	15	\$175,296	\$175,296	15	\$175,296
2018	Ohlone College	VP, Academic Affairs/Deputy Supt	\$210,368	19	\$226,543	\$210,368	19	\$226,543
2018	Palo Verde College	Vice president of Instructional & Student Services	\$161,888	10	\$161,888	\$161,888	10	\$161,888
2018	Palomar College	Assistant Superintendent/Vice President, Instruction	\$249,447	41	\$249,447	\$250,881	41	\$250,881
2018	Pasadena City College	Assistant Superintendent/Vice President, Instruction	\$204,878		\$204,878	\$204,878		\$204,878
2017	Rio Hondo College*	VP, Academic Affairs	\$186,935			\$186,935		
2018	San Joaquin Delta College	Assistant Superintendent/ VP of Instruction	\$161,069	25	\$181,203	\$163,380	25	\$183,802
2018	Santa Barbara City College	Executive VP - Educational Programs	\$205,631	20	\$236,475	\$208,431	20	\$239,275
2017	Santa Monica College*	VP, Academic Affairs	\$241,917		\$241,917	\$241,917		\$241,917
2018	Santa Rosa Junior College	VP Academic Affairs/ Assistant Supt	\$202,752	20	\$234,710	\$206,807	20	\$239,120
2018	Shasta College	Assistant Superintendent/Vice President of Instruction	\$163,296			\$165,296		
2018	Sierra College	VP - Instruction	\$199,610	10	\$219,571	\$199,610	10	\$219,571
2016	Solano Community College*	Not applicable						
2018	Southwestern College	Chief of Information Systems	\$160,511		\$160,511	\$162,511		\$162,511
2018	Taft College	VP of Instruction	\$156,733	15	\$164,570	\$156,733	15	\$168,349
2018	Victor Valley College	VP, Instruction	\$196,704	25	\$226,210	\$199,704	25	\$229,210

*This district position was not represented in the 2018 salary survey. Data displayed is for the last year this district participated.

2018 ALL SINGLE-DISTRICT COLLEGES:

Chief Instructional Officer Mean (Average)	\$187,087	18	\$197,811	\$189,168	18	\$197,852
Chief Instructional Officer Median	\$187,287	19	\$202,654	\$188,187	19	\$202,654
Chief Instructional Officer Minimum	\$125,413	5	\$125,413	\$125,413	5	\$125,413
Chief Instructional Officer Maximum	\$249,447	41	\$299,274	\$250,881	41	\$303,533
Count of responses	48	21	35	48	21	37

2017 ALL SINGLE-DISTRICT COLLEGES:

Chief Instructional Officer Mean (Average)	\$183,234	15	\$188,673	\$185,172	15	\$190,132
Chief Instructional Officer Median	\$180,201	13	\$180,702	\$180,201	13	\$183,514
Chief Instructional Officer Minimum	\$125,413	2	\$125,413	\$125,413	2	\$125,413
Chief Instructional Officer Maximum	\$246,823	41	\$291,372	\$249,073	41	\$294,697
Count of responses	47	22	40	47	22	39

Single - Chief Student Services Officer

Year	College Name	Position 5: Title of Chief Student Services Officer	Maximum Annual Salary+	Years To Maximum Longevity With Longevity Pay	Without Doctorate - Maximum Annual Salary With Longevity Pay	Maximum Annual Salary+	Years To Maximum Longevity With Longevity Pay	With Doctorate - Maximum Annual Salary With Longevity Pay
2018	Allan Hancock College	Associate Superintendent/VP, Student Services	\$176,282			\$178,782		
2018	Antelope Valley College	Exec. VP, Student Services	\$178,168	6	\$178,168	\$179,968	6	\$179,968
2018	Barstow College	VP, Student Services	\$138,625		\$138,625	\$138,625		\$138,625
2018	Butte College	VP For Student Services	\$198,087	9	\$200,563	\$201,527	9	\$204,003
2018	Cabrillo College	VP/ Assistant Superintendent Student Services	\$179,188		\$179,188	\$183,034		\$183,034
2018	Cerritos College	VP of Student Services/ Assistant Super	\$218,472	5	\$218,472	\$218,472	5	\$218,472
2018	Chaffey College	Vice President, Student Services	\$217,920		\$217,920	\$217,920		\$217,920
2018	Citrus College	VP of Student Services	\$224,330		\$224,330	\$229,938		\$229,938
2018	City College of San Francisco	Interim Vice Chancellor of Student Development	\$221,759			\$221,759		
2018	College of Marin	Assistant Superintendent/Vice President of Student Learning and Success	\$228,841		\$228,841	\$228,841		\$228,841
2018	College of the Canyons	Assistant Superintendent/ VP, Student Services	\$200,688		\$200,688	\$203,688		\$203,688
2018	College of the Desert	Vice President of Student Services	\$202,654		\$202,654	\$202,654		\$202,654
2018	College of the Redwoods	VP, Learning & Student Development	\$143,612			\$143,612		
2018	College of the Sequoias	VP, Student Services	\$187,638			\$189,438		
2018	College of the Siskiyous	VP, Student Services	\$162,298			\$164,298		
2018	Compton CCD	Vice President, Student Services	\$188,676	10	\$192,276	\$189,676	10	\$193,276
2015	Copper Mountain College*	VP for Student Services	\$125,413		\$125,413	\$125,413		\$125,413
2018	Cuesta College	VP of Student Services	\$158,607			\$158,607		
2018	El Camino College	VP - Student Support Services	\$215,143			\$215,143		
2018	Feather River College	CSSO	\$138,456	21	\$141,456	\$139,356	21	\$142,356
2018	Gavilan College	Vice President of Student Services	\$203,404		\$203,404	\$203,404		\$203,404
2018	Glendale CCD	VP, Student Services	\$167,592	25	\$219,924	\$170,340	25	\$222,672
2018	Hartnell College	VP, Student Affairs	\$159,480		\$159,480	\$160,980		\$160,980
2018	Imperial Valley College	VP for Student Services & Equity	\$179,754	25	\$185,147	\$184,754	25	\$190,147
2018	Lake Tahoe College	Vice President of Student Services	\$142,759	5	\$142,759	\$144,759	5	\$144,759
2018	Lassen College	Dean of Student Services	\$129,473			\$129,473		
2018	Long Beach City College	VP, Student Support Services	\$246,823			\$249,073		
2018	Mendocino College	Vice President, Student Services	\$148,767	9	\$148,767	\$151,487	9	\$151,487
2018	Merced College	VP of Student Services	\$211,338		\$211,338	\$216,871		\$216,871
2018	MiraCosta College	VP Student Services	\$230,097		\$244,110	\$244,110		\$244,110

Single - Chief Student Services Officer

Year	College Name	Position 5: Title of Chief Student Services Officer	Maximum Annual Salary+	Years To Maximum Longevity With Longevity Pay	Without Doctorate - Maximum Annual Salary With Longevity Pay	Maximum Annual Salary+	Years To Maximum Longevity With Longevity Pay	With Doctorate - Maximum Annual Salary With Longevity Pay
2018	Monterey Peninsula College	VP for Student Services	\$150,720	8	\$150,720	\$153,708	8	\$153,708
2018	Mt. San Antonio College	VP, Student Services	\$239,976	35	\$299,274	\$243,391	35	\$303,533
2018	Mt. San Jacinto College	VP of Student Services	\$185,079			\$185,079		\$185,079
2018	Napa Valley College	Assistant Superintendent/Vice President, Student Affairs	\$175,296	15	\$175,296	\$175,296	15	\$175,296
2018	Ohlone College	VP, Student Services	\$200,350	19	\$215,755	\$200,350	19	\$215,755
2018	Palo Verde College	Dean of Instruction and Student Services	\$138,760	25	\$138,760	\$138,760	25	\$138,760
2018	Palomar College	Assistant Superintendent/Vice President, Student Services	\$249,447	41	\$249,447	\$250,881	41	\$250,881
2018	Pasadena City College	Vice President, Student Services	\$214,638		\$214,638	\$214,638		\$214,638
2017	Rio Hondo College*	VP, Student Services	\$195,166			\$195,166		
2018	San Joaquin Delta College	Assistant Superintendent/ VP of Student Services	\$161,069	25	\$181,203	\$163,380	25	\$183,802
2018	Santa Barbara City College	Dean, Educational Programs	\$156,714	20	\$180,221	\$159,514	20	\$183,021
2017	Santa Monica College*	VP - Student Affairs	\$241,917		\$241,917	\$241,917		\$241,917
2018	Santa Rosa Junior College	VP Student Services/ Assistant Superintendent	\$202,752	20	\$234,710	\$206,807	20	\$239,120
2018	Shasta College	Assistant Superintendent/Vice President of Student Services	\$163,296			\$165,296		
2018	Sierra College	VP - Student Services	\$199,610	10	\$219,571	\$199,610	10	\$219,571
2016	Solano Community College*	VP, Student Services	\$135,473	29	\$138,473	\$154,147	29	\$156,547
2018	Southwestern College	VP, Student Affairs	\$185,545	8	\$185,545	\$187,545	8	\$187,545
2018	Taft College	Vice President of Student Services	\$156,733	15	\$164,570	\$156,733	15	\$168,349
2018	Victor Valley College	VP, Student Services	\$196,704	25	\$226,210	\$199,704	25	\$229,210

*This district position was not represented in the 2018 salary survey. Data displayed is for the last year this district participated.

2018 ALL SINGLE-DISTRICT COLLEGES:

Chief Student Services Officer Mean (Average)	\$185,175	18	\$194,050	\$187,305	18	\$196,036
Chief Student Services Officer Median	\$185,545	19	\$200,563	\$187,545	19	\$197,965
Chief Student Services Officer Minimum	\$125,413	5	\$125,413	\$125,413	5	\$125,413
Chief Student Services Officer Maximum	\$249,447	41	\$299,274	\$250,881	41	\$303,533
Count of responses	49	23	37	49	23	38

2017 ALL SINGLE-DISTRICT COLLEGES:

Chief Student Services Officer Mean (Average)	\$178,194	17	\$181,972	\$180,059	17	\$186,283
Chief Student Services Officer Median	\$176,185	15	\$178,168	\$178,205	18	\$180,085
Chief Student Services Officer Minimum	\$116,562	5	\$116,562	\$116,562	5	\$125,413
Chief Student Services Officer Maximum	\$246,823	41	\$291,372	\$249,073	41	\$294,697
Count of responses	49	24	43	49	24	42

ITEM NO: 7.6
DATE: April 10, 2019

SUBJECT: CLASSIFIED PROFESSIONALS WEEK – RESOLUTION #04-19-02

SYNOPSIS:

Board of Trustees adoption of Resolution 04-19-02

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

The California State Legislature has designated the third week in May as Classified Employees week. To recognize and commend the contributions of classified staff in furthering the mission and goals of the District to provide excellence and opportunity for all, the Board is asked to approve a resolution proclaiming the first week of June as Classified Professionals Appreciation Week.

Reference Board Policy 7230, Classified Employees

MOTION/ACTION:

RESOLVED, that the Board of Trustees of the Mendocino-Lake Community College District Board of Trustees does hereby adopt Resolution 04-19-02 in honor of Classified Professionals Week as presented.

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
RESOLUTION 04-19-02**

CLASSIFIED PROFESSIONAL APPRECIATION WEEK

WHEREAS, classified professionals provide valuable services to the schools and students of the Mendocino-Lake Community College District; and

WHEREAS, classified professionals employed by Mendocino-Lake Community College District strive for excellence in all areas relative to the educational community; and

WHEREAS, classified professionals contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, classified employees support and enhance the educational process by assisting instructors, maintaining building and grounds, and performing all technical business, clerical and secretarial functions; and

WHEREAS, in the absence of these services the quality of our educational process would be greatly diminished; and

WHEREAS, the Board has designated the first week of June, rather than the third week of May, as Classified Professional Appreciation Week.

THEREFORE, BE IT RESOLVED that the Board of Trustees and the Superintendent/President acknowledge, with confident appreciation and commendation, the classified professionals of Mendocino-Lake Community College District.

Ed Nickerman	_____	Xochilt Martinez	_____
Robert Jason Pinoli	_____	John Tomkins	_____
Marie Myers	_____	Paul Ubelhart	_____
Dave Geck	_____		

Ayes _____ Noes _____ Abstain _____ Absent _____

PASSED AND ADOPTED THIS tenth day of April, 2019, by the Board of Trustees of the Mendocino-Lake Community College District.

Robert Jason Pinoli, Board President

Date

SUBJECT: MENDOCINO COLLEGE FOUNDATION REPORT

SYNOPSIS:

A report from the Executive Director of the Mendocino College Foundation is submitted as information.

ANALYSIS:

The Foundation is excited to announce that pending approval by the Mendocino College Board of Trustees a short term non continuing employee has been hired to work in the Foundation Office. Please join us in welcoming Kristi McCoy on April 11.

The scholarship application deadline has closed with 388 students accessing the scholarship program; 195 students completed their application. So far, the Foundation Board of Directors has awarded \$139,000 in perpetual and endowed scholarships to 99 recipients.

To date, 68 donors have confirmed their participation in the 2019 Adopt A Fifth Grader program. A large public ceremony is planned for May 28 at Dana Grey Elementary School in Fort Bragg in order to recognize and congratulate recipients and donors.

There are 31 Adopt A Fifth Grader Alumni that will graduate from high school this year. Congratulatory letters will be sent in the coming weeks in order to remind students that they have a \$1,000 scholarship waiting for them at Mendocino College.

The Coastal affiliate is planning a scholarship ceremony for late June. This event will honor all of the scholarship recipients and donors on the Mendocino Coast. To date, 21 coastal students have received scholarships and over 30 students have been awarded the Adopt A Fifth Grader scholarship.

The foundation is working with the college district to provide access and approval for CalFire to create fire breaks along the college and foundation properties.

The 19/20 budget is in draft form and will be presented to the foundation board on April 9. The ad-hoc committee assigned to updating the bylaws will meet in April and begin the process of revising the bylaws.

A thorough review of the 18/19 budget took place last month and the revenues are coming in higher than budgeted in certain categories, such as designated donations and expenditures are lower than anticipated.

Our "How to Help Our Affiliates" brochure highlights the Foundation's 12 affiliate organizations and how a gift to each of them can help the program. The brochure is being printed and will be distributed within the next two weeks.

SUBJECT: CONSTITUENT GROUP REPORTS

SYNOPSIS:

A report from the Constituent Groups to the Board of Trustees is submitted as information.

ANALYSIS:

Academic Senate:

The following report was submitted by Academic Senate President Catherine Indermill:

I will not attend the April meeting as I will be traveling to the Bay Area for the ASCCC Plenary session which begins Thursday morning. This is the 50th anniversary of ASCCC and some of the sessions will include historical highlights and accomplishments. I anticipate I will share some of this in my May report.

At the March Faculty meeting we had three presentations from our colleagues, Professor Julie Finnegan, Professor Steve Cardimona and Instructor Greg Allen. Finnegan shared some of the highlights of the business department, including impressive data on Certificates and Associate Degrees awarded. In 2016 there were 388 combined completions and in 2018 there were 410. Finnegan noted that this success is due to the collaborative effort of all the department faculty (full- and part-time) as well as those from across campus. For example, many business majors take a considerable number of math and English classes to complete their degree. She said she hoped everyone would understand the department's success is a “collective and coordinated institutional effort “.

Professor Cardimona gave a brief overview of some of the recent work that has been completed at the Mendocino College Coastal Field Station. He also invited all of us the Art Gallery Opening: *Fostering our Future: Collaborating to Cultivate an Environmentally Aware Community*. The exhibit features photography of the animal and plant life at the station, as well as examples of student research and laboratory projects demonstrating the unique learning experiences that are occurring. Most of the photographs were taken by our students and faculty. About the same time as the exhibit opening, The *Environmental Monitor* published an article (“Diversity Dominates at Mendocino College’s Coastal Field Station”, Lori Balster, 3/20/19):

- <https://www.fondriest.com/news/diversity-dominates-at-mendocino-colleges-coastal-field-station.htm>

Instructor Greg Allen, Chemistry, discussed strategies for assessing course-level Student Learning Outcomes. His techniques are based on research-minded approach. Using a single SLO from CHM 200 he explained various level of assessment that aligned with the student’s depth of knowledge. The information gained will influence content delivery modalities (e.g., lecture vs. student/group exploration). This was a nice follow up to the presentation Assistant Professor Vincent Porturica (English) gave in February. Porturica described how SLO assessment improved his course design.

News about other projects include the pending book publication from Professor Roger Hock (Psychology) and a keynote speech given by Instructor Neeka Aguirre (History). Hock's book, *Forty Studies that Changed Psychology: Exploration into the History of Psychological Research*, will be published in its eighth edition this summer. For over 25 years this book has been a mainstay for many college and high school courses around the world and has been translated into six languages. These landmark studies provide a fascinating glimpse into the birth and growth of the *science of psychology*, and into insights we have acquired trying throughout history to unravel the complexities of human nature.

Aguirre was the keynote speaker at the Women's History Lunch last week. She provided a clear and informative overview of women's contributions in the establishment of the United States. Her salient information was appropriate as we honor the importance of women during *Women's History Month*.

The Academic Senate continues to work on revisions of our constitution and bylaws. These should be ready for ratification next month. We have also been working on recommended revisions to board policies and administrative procedures related to Minimum Qualification (BP 7211 and AP 7211.1) and faculty hiring (BP 7120 and AP 701.1). These should be ready to forward to the President's Policy Advisory Committee (PPAC) by the end of the semester.

Classified Senate:

The following report was submitted by Classified Senate President Tony Novelli:

I am pleased to share with you some updates as to Classified activities and interests.

- Classified participated in all aspects of this phase of the work with Dr. Trites of Ruffalo Noel Levitz. We are encouraged that this conversation, more than any previous, has resulted in clearer perspectives and projects toward meaningful change for the institution. In particular, the emphasis on campus community and communications is a welcome focus where we feel much work is to be done, and great benefits can be accrued. As in past efforts like the CUE-supported equity work, and the more recent community strategic plan, a significant portion of what we learn as we listen to the various constituent groups are not just projects that must be done, with their associated time and resource budgets, but ways of working together that build trust, engage people in their creative capacities and native skill sets, and in the process, help move energy from apathy to optimism. There is no more important work, and we are just beginning, I encourage the Board to continue to support this highly strategic work toward improving student outcomes as improving the campus culture.
- Jeana Thompson in facilities management is our current Classified Senate Vice-President. At the date of this writing she and I will be attending the regional President's retreat at Fresno City College on Friday April 5th. I will report back on what we learned there at the Board meeting. In June we will also be leading a group of 5 Classified to the annual Classified Leadership Institute, which takes place again this year in Lake Tahoe. A rich, multi-day experience is sure to fill us with ideas and inspiration to share with our colleagues and the larger campus community. We are grateful to President Reyes for his continued dedication to Classified leadership development.
- Numerous members of Classified submitted comments, questions and concerns regarding the proposed student housing project. Many of those echoed concerns brought up elsewhere

regarding security, food services, additional road access, and zoning. We look forward to taking part in the Ad Hoc group that will attempt to address those concerns.

- Lastly, our Senate uses a 1-year term for the president position, and come July, the new president will be Jeana Thompson. I will be bringing her up to speed with duties in regard to the Board, and might invite her to attend the last couple of these to get acquainted. One thing I know she and I hope for, and has been a strong sentiment amongst our members is more direct interface with the Board in the future in addition to these meeting, where we can dialogue on topics of interest. Hopefully we can work to make this happen.

Management/Supervisory/Confidential

The following report was submitted by Management/Supervisory/Confidential President Matthew Gordon:

The Management/Supervisory/Confidential group has been very busy as the end of the semester continues to move closer and closer. Many campus events and activities are in the planning stage or in full swing as we look forward to commencement on May 24th. We have been discussing commencement at each of our meetings and every member of the group has been requested to participate in the event in some way. There is a lot of work to be completed for an event of this magnitude so with the assistance of every management team member, we are looking forward to yet another memorable commencement for our students.

One of the things the Management group continues to focus upon are the Service Area Outcomes (SAOs) for the various service-related departments on campus. Those managers working in areas not directly involved with students have been working with their manager counterparts who have direct student interaction to identify SAOs for those areas. Also included in those discussions have been how the identified SAO can be measured and if it is timely.

The management group has also been regularly involved in the participatory governance process by way of participation by group members on the various governance committees (Facilities Committee, President's Policy Advisory Committee (PPAC), Education Action Plan (EAP) committee, Staffing Committee, Planning and Budgeting Committee (PBC), etc.). Reports from representatives from each of these committees are shared at each of our meetings.

I would like to take this opportunity to recognize the efforts of the committee who were in charge of the Women's History Month luncheon held on March 31st and presented the "Wonder Woman of Mendocino College" awards. While I was unable to attend, I understand the luncheon was very well attended with everyone enjoying their time together and recognizing the great work done by so many exceptional people at our institution. I would also like to recognize the following individuals who were named as "2019 Wonder Woman of Mendocino College" from each of the constituent groups:

Student Wonder Woman	Maricela Gallardo	Classified Wonder Woman	Maria Zuniga
Faculty Wonder Woman	Machiko Shimada	Management Wonder Woman	Minerva Flores

Congratulations to each of these ladies!

Oral reports by other constituent group leaders may be presented at the meeting.

ITEM NO: 9.3
DATE April 10, 2019

SUBJECT: BOARD POLICY ADDITIONS AND REVISIONS – FIRST READING

SYNOPSIS:

New and revised Board policies are presented for review and discussion.

ANALYSIS:

As part of the ongoing effort to review all policies in the Board Policy Manual in a timely manner, the following Board policies are submitted for the Board's review. As part of the process, all Board Policies are being updated to reflect the standard numbering system used by Community Colleges throughout the state.

Board Policy #3410 - Nondiscrimination – This legally required board policy was last updated in 2013. It has been properly vetted through the College's participatory governance process. The policy was first reviewed by the President's Policy Advisory Committee on January 23, 2019; was shared with constituents for comment or suggestions and finalized by the committee at their meeting on March 22, 2019.

The approved version of the Administrative procedure supporting this policy has been included as a reference.

Board members will review the policy and may offer suggestions for changes if deemed necessary. Discussion and/or adoption of the policies will take place at the May 2019 Board meeting.



NON-DISCRIMINATION

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. ~~Unlawful discrimination in the workplace and in all programs and activities of the Mendocino-Lake Community College District is prohibited.~~

~~Neither the~~ **The District, nor any and each** individual who represents the District, shall ~~engage in unlawful discrimination in employment, or in educational access or educational programs, or in the conduct of official District activities.~~ **provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.**

The Superintendent/President shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics.

~~Unlawful discrimination is defined as discrimination on the basis of race, ethnic group identification, color, religion, sex (including sexual harassment), gender, gender identity, gender expression, ancestry, marital status, national origin, age, physical or mental disability, medical condition, genetic information, sexual orientation, or Vietnam-era Veteran status. No person shall be subjected to discrimination on the basis of one or more of these characteristics or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. This policy also includes as improper~~

Adopted: December 19, 1978

Revised: March 3, 1982

December 6, 1989

June 2, 1993

October 16, 1995

July 7, 1999

June 5, 2013

December 2018

~~discrimination any retaliation against an individual for filing a discrimination complaint, an individual participating in the investigation of a discrimination complaint, or any witnesses.~~

~~For information on sexual harassment, See Administrative Procedure No. 307.1. 3410.1~~

~~Formal complaints of unlawful discrimination in violation of this policy may be filed using Administrative Procedure No. 307.2 by anyone who alleges that he/she has personally suffered unlawful discrimination or by one who learns of unlawful discrimination in his/her official capacity as a faculty member or administrator. Informal allegations of discrimination may also be filed by one acting in the place and stead of an allegedly injured party. Appropriate disciplinary action will be taken against a student or employee found to have engaged in unlawful discrimination.~~

References: Education Code, Sections ~~66251~~ **66250** et seq., ~~66270~~ et seq., 72010 **et seq., and 87400 87100 et seq.;**
 Title 5, Sections 59300 et seq., and 59300 et. seq.;
 Penal Code Section 422.55;
 Government Code, Sections ~~11135,~~ **12926.1 and 12940 et. seq.;**
 Title 2 Sections 10500 et seq.;
 Labor Code Section 1197.5;
 ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog Requirements (formerly II.B.2.c) Accreditation Standard II

Adopted: December 19, 1978
Revised: March 3, 1982
December 6, 1989
June 2, 1993
October 16, 1995
July 7, 1999
June 5, 2013
December 2018



ADMINISTRATIVE PROCEDURES

No. 3410.1

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

NONDISCRIMINATION

The District shall provide and maintain administrative complaint procedures that assure equal access to employment, services, classes, athletics, and programs without regard to actual, perceived or association with others' ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, genetic information, ancestry, sexual orientation, or physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code. In addition to these protected bases, the District additionally provides equal employment opportunities to all applicants and employees regardless of gender, medical condition, marital status or military and veteran status.

Education Programs

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, "gender" means sex, and includes a person's gender identity and gender expression. "Gender expression" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of gender.

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

Employment

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, layoff and advancement for all position classifications shall be based on job-related criteria and the District's staffing needs.

It is also unlawful to discriminate against a person who serves in an unpaid internship or any other limited-duration program to provide unpaid work experience in the selection, termination, training, or other terms and treatment of that person on any the basis of their race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

Any person who desires to file a complaint based on discrimination, harassment or access should contact the District Compliance Officer, Director of Human Resources, by phone at (707) 468-3065 or in person at the District's Human Resources Department, 1000 Hensley Creek Road, Ukiah, California, 95482. A complete copy of the District's complaint procedure, Administrative Procedure 3435.1, can be found at the District's Human Resources Department, Room 1160 in MacMillan Hall, and the Library, Room 4220 in the Library/Learning Center, both at the Ukiah Campus and on the District's website at <http://www.mendocino.edu>.

References: **Nondiscrimination References for Education Programs:**

Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.;

Penal Code Sections 422.55 et seq.;

Title 5 Sections 59300 et seq.;

ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog Requirements (*formerly II.B.2.c*)

Nondiscrimination References for Employment:

Education Code Sections 87100 et seq.;

Title 5 Sections 53000 et seq.;

Government Code Sections 11135 et seq. and 12940 et seq.;

Title 2 Sections 10500 et seq.;

Labor Code Section 1197.5

SUBJECT: VISION FOR SUCCESS GOALS

SYNOPSIS:

Vision for Success Goals

The Chancellor's Office has developed system-wide Vision for Success Goals as follows:

- Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

By May 30, each California Community College is required to develop goals which align with these Vision for Success Goals.

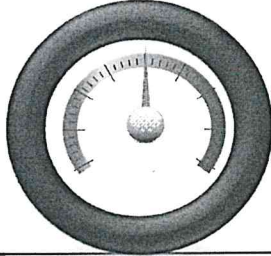
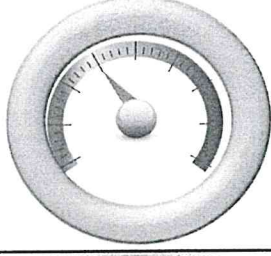
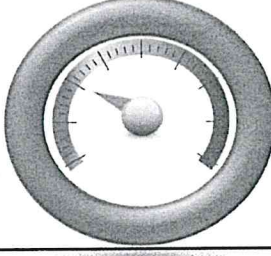
To that end, Vice President of Academic Affairs, Debra Polak is working with Academic Senate and various committees to establish specific numeric targets on a number of metrics required. VP Polak and Academic Senate President Catherine Indermill led a discussion in the Education Action Plan Committee which established that, where possible, we would base our targets on our Institutional Set Standards which have already been approved through a committee process. The goal setting also requires some disaggregation of data which we are still completing. Once that data is established, we will work to set target improvements to close equity gaps for any disproportionately impacted groups.

Based on the data we have and the Institutional Set Standards, these are the goals we have set so far are in the table below. They still need discussion in Academic Senate and PBC and may be edited further.

Goal	#16-17*	#21-22	% increase
<p>Goal 1A: Increase all students who earned an Associate Degree (including ADTs) Mendocino College will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from:</p>	290	410	41%
<p>Goal 1B: Increase all students who earned a Chancellor's Office Approved Certificate Mendocino College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from:</p>	54	80	48%
<p>Goal 1C: Increase all students who attained the Vision Goal Completion Definition Mendocino College will increase among all students, the number of student who earned various types of awards and the number of students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year</p>	317	360	14%
<p>Goal 2A: Increase all students who earned an Associate Degree for Transfer Mendocino College will increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year from:</p>	87	130	49%
<p>Goal 2B: Increase all students who transferred to a CSU or UC Institution. Mendocino College will increase among all students, the number who transferred to a four-year institution from:</p>	157	160	2%
<p>Goal 3A: Decrease average number of units accumulated by all associate degree earners. Mendocino College will decrease among all students who earned an associate degree in the selected year, the average number of units in the California community college system among students who had taken at least 60 units at the college from:</p>	90.76	80	12% decrease
<p>Goal 4A: Increase median annual earnings of all students Mendocino College will increase among all students who did not transfer to a four-year institution, sum of median earnings for the four quarters immediately following academic year of exit from:</p>	\$27,238	\$28,600	5%
<p>Goal 4B: Increase all students who attained the living wage Mendocino College will increase among all students who exited college and did not transfer to four-year institution, the proportion who attained the regional living wage for a single audit measured immediately following academic year exit from:</p>	55%	60%	5%
<p>Goal 4C: Increase all students with a job closely related to their field of study Mendocino College will increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of student from:</p>	70%	75%	5%

*2016-2017 metrics provided by the Chancellor's Office data Launchboard

Student Achievement Standards 2020

Metric				2019-2020
	Institution Set Minimum Standard	Institution Set Standard	Institution Set Goal	
Student Course Completion Rate	73%	<u>75%</u>	77%	
Student Retention Percentage	88%	<u>90%</u>	92%	
Student Associate Degree for Transfer	80	<u>100</u>	130	
Student Associate Degree Completion	230	<u>250</u>	280	
Student Transfer to Four year	155	<u>182</u>	210	
Student Transfer to UC/CSU	110	<u>130</u>	160	
Student Certificate Completion	60	<u>70</u>	80	

ITEM NO: 9.5
DATE April 10, 2019

SUBJECT: STUDENT HOUSING

SYNOPSIS:

An update report on the student housing process will be shared.

SUBJECT: CAMPUS CLIMATE AND STUDENT SATISFACTION INVENTORY
UPDATE

SYNOPSIS:

Mendocino College has continued efforts to engage our campus community in addressing some of the opportunities identified as part of the Summer 2018 Campus Climate and Student Satisfaction Inventory surveys. As part of this commitment to seek campus input in developing strategies to address the opportunities identified, we engaged with Dr. David Trites from Ruffalo Noel Levitz. Dr. Trites completed his fourth and final visit to our campus between March 21-22. During his most recent visit, Dr. Trites conducted a joint financial aid/counseling workshop to provide our faculty, staff and administrators with the opportunity to review the survey data and identify ways to address some of the top dissatisfaction items that came to light in response to the Student Satisfaction Inventory. It is important to note that students rated Mendocino College very highly overall in the Student Satisfaction Inventory. However, in support of our continuous improvement model it is important to continue addressing opportunities that may arise.

Dr. Trites also met collectively with Strategy Team leads and discussed ways to move this effort forward beyond the current efforts. Strategy Teams provided Dr. Trites and Vice President Ulises Velasco with the action plans and activities identified by their respective teams (a list of all recommended activities is provided below). Strategy Teams also discussed ways to assign some of the identified activities to either staff/faculty/managers, programs/departments, or existing committees. It was also recommended that Vice President Velasco remain involved to track progress in completing the recommended activities. Many Strategy Team Leads and team members expressed a desire to remain involved in this project as well.

Some of the work has already begun to complete the identified activities. As tasks are accomplished and progress is made, Vice President Velasco will provide updates to the Board of Trustees and campus community.

Strategy Team Recommendations

Employee On-Boarding	Create a checklist of all basic functions that need to occur upon the hire of a new employee. Such as HR, IT, keys, etc.
Employee On-Boarding	Create an "All Employee Welcome" presentation. Approximately 2 hours in length, will occur once a month.
Employee On-Boarding	Create an online resource for new employees. Via Canvas or the Portal.
Employee On-Boarding	Create a series of welcoming, on-boarding, social-type events. Such as assigning mentors, tours, mixers, etc.
Employee On-Boarding	Create a PT Faculty on-boarding program, separate from the normal PT Faculty Orientations held each semester.
Campus Community	Develop an employee feedback/suggestion system with a clear response communication loop.
Campus Community	Incentivize and reward participation in all college extracurricular including athletic events (promote athletic participation and schedules)
Campus Community	Create additional visible employee appreciation opportunities.
Campus Community	Create a "passport for learning" program for employees.
Campus Employment	Develop and promote awareness of a dynamic centralized access to campus employment opportunities from all departments for both work-study students and non-work-study student jobs.
Campus Employment	Organize a job fair to promote campus employment.
Campus Employment	Coordinate all department's identification and listing of student employment job openings and be sure all are listed on a dynamic and well publicized access.
Campus Employment	Create and provide both employee supervisor and student worker orientations (emphasize relationship building).
Campus Employment	Develop and offer ongoing training programs for student workers and campus supervisors.
Campus Employment	Simplify on-boarding paperwork for students and provide support for the student hiring process (revise process flow for student job applicant).
Campus Employment	Include student campus employment supervision responsibilities into selected job descriptions.
Campus Employment	Consolidate student employment funding sources to incorporate both work study funds and campus based funds.
Campus Employment	Revise the current student employment funding system to increase student incentives to take campus based jobs (create a budget allocation for campus employment incorporating both campus based and financial aid funding sources).
Campus Employment	Explore the viability of incorporating campus based student employment into the career hub.
Campus Employment	Work with Co-Op work experience department so credit for work is preapproved whenever feasible.
Campus Employment	Review the work completed for the Center for Urban Education (CUE) to inform the campus employment experience for students.
Campus Employment	Incorporate data privacy standards into student job descriptions.
Campus Employment	Align job titles with pay.
Campus Employment	Measures- # of students participating. Persistence rates: student workers vs non-student workers
Guided Pathways	Meet with Guided Pathways Leadership Team Members to discuss ways in which Student Satisfaction Inventory data can be utilized as our institution implements the Guided Pathways framework.
Guided Pathways	Present list of challenges identified in Student Satisfaction Inventory to GPLT at a future meeting.
Guided Pathways	Work together to implement recommendations that will implement student feedback provided on Student Satisfaction Inventory.
Guided Pathways	Make Student Satisfaction Inventory information available to GPLT.
Committee Communications	Create an ad-hoc team of constituent leaders, plus some core college employees, to review and update the Committee Handbook. Handbook should provide committees with a clear templates on how to communicate with the campus community. The handbook should include clear information about each committee's purpose and scope. Additionally, there should be a template about how to report out information from committees so that the campus community has access to the information.
Committee Communications	Utilize the new online portal to allow committees a clear and straightforward way of sharing committee documents with the campus community.
Committee Communications	Work with current committee chairs to develop and incorporate the updated Committee Handbook.
Committee Communications	Develop trainings for committee chairs and members on utilizing the portal for committee communication purposes.

Visit Goals, Agenda, and Participants

Following are the proposed goals and agenda for this visit to Mendocino College:

- Assist strategy leaders (and their ad hoc teams) with the finalization of their action plans;
- Help strategy leaders reach consensus on a structural deployment approach inclusive of implementation details;
- Provide an advising/financial aid workshop that addresses satisfaction issues relevant to these departments; and
- Reiterate the satisfaction improvement process to ensure the completion and deployment of the planning priorities.

Thursday, March 21, 2018

Time	Agenda	Activity Leader(s)
11:00 a.m.	Meet with project leads to review agenda and project status	Minerva Flores, Ulises Velasco, and Dave Trites
12:00 p.m.	Break	Dave Trites
1:00 p.m.	Advising/Financial Aid Workshop <ul style="list-style-type: none"> • Essentials of Quality Service • Future State Expectations (10 minutes) • CESS and SSI Advising/Financial Aid Challenges (20 minutes) • Essential Quality Services (10 minutes) • Small Group Discussions (35 minutes) • Report Outs (25 minutes) • Conclusions and Evaluations (5 minutes) 	Dave Trites and advising/financial personnel: Antonio Lopez, Yuliana Sandoval, Martha Soto, Karen Cavanaugh, Victoria Ramos, Adan Chaidez, Apryl Guisasola, Emily Hashemian, Nicholas Wright, Fernando Calderon, Lidia Sanchez, Rhea Hollis, Steve Crossman, Darletta Fulwider
3:00 p.m.	Workshop Ends (brief after-action with department leaders follows)	Dave Trites and financial aid/ advising department leaders Antonio Lopez and Yuliana Sandoval
3:30 p.m.	Consultant departs campus	Dave Trites

Friday, March 22, 2018

Time	Agenda	Activity Leader(s)
8:30 a.m.	Meet with project lead to review agenda and project status	Ulises Velasco and Dave Trites
9:00 a.m.	Meet with strategy leaders from all five strategies to reach consensus on best deployment structure and approach	All strategy leaders, Ulises Velasco, and Dave Trites: Ulises Velasco, Mariana Martinez, Eileen Cichocki, Monica Flores, Yuliana Sandoval, Martha Soto, Briana Zuber, and Dennis Aseltyne
10:00 a.m.	Meet with “Employee On-Boarding” strategy leaders	Strategy leaders, Ulises Velasco, and Dave Trites: Eileen Cichocki and Mariana Martinez
11:00 a.m.	Meet with “Campus Community” strategy leaders	Strategy leaders, Ulises Velasco, and Dave Trites: Monica Flores and Casey Terrill

Noon	Break	Dave Trites
12:30 p.m.	Meet with “Campus Employment” strategy leader and ad hoc team	Strategy leaders, Ulises Velasco, and Dave Trites: Yuliana Sandoval and Martha Soto
1:30 p.m.	Meet with “Guided Pathway’s” strategy leaders	Strategy leaders, Ulises Velasco, and Dave Trites: Briana Zuber and Dennis Aseityne
2:30 p.m.	Meet with Committee Communications” strategy leader and team	Strategy leaders, Ulises Velasco, and Dave Trites: Janelle Bird, Tony Novelli, Casey Terrill, Vivian Varela, Karen Christopherson, and Susan Sopp.
3:30 p.m.	Exit Meeting	Project Leaders and Dave Trites
4:00 p.m.	Consultant departs campus	Dave Trites

Visit Summary

During this visit, the consultant met with the strategy leaders to support the development of action plans for the five “vital few” strategies and facilitated a workshop for counseling and financial aid personnel to allow them to increase their understanding of the RNL survey data and to determine actions that can be taken to respond to that survey data.

Action Planning

During the planning retreat facilitated by this consultant on December 7, 2018, participants reached consensus on five strategies they believed should be the “vital few” retention priorities that will allow Mendocino College to achieve desired satisfaction improvements. The strategy statements were informed by the RNL student satisfaction survey results, the RNL employee satisfaction survey results, the voices of MC student focus group data, consultant recommendations, national best practices, and the experience of the participants.

Following the planning retreat, the consultant drafted action plan templates for the selected strategies and, during his February 7-8 visit, these ad hoc participants discussed their strategy and worked toward completion of the action plan template.

Following the February consultation visit, strategy leaders were asked to convene their teams as necessary to work on the action plans and were invited to meet with the consultant during this visit to review their action plan and discuss deployment options to ensure full implementation. The action plan summaries provided by the strategy leaders during this visit are included in the appendix to this report. Developing good activity/action plans is the most important, detailed, and time-consuming part of the satisfaction improvement planning process.

The five “vital few” strategy titles and ad hoc committees are described below.

Strategy Statements	Strategy Leaders and Ad Hoc Team Members
Strategy One: Engage the campus community in the guided pathways initiative with the intent of creating equity and social justice for all students and employees.	Strategy Leaders: Brianna Zuber, Dennis Aseltyne Team Members: John Rall, Lidia, Sanchez, Marianna Cooper, Catherine Indermill, Debra Polak
Strategy Two: Revise and implement an employee on-boarding process that includes a structured series of welcoming orientation experiences for all new employees.	Strategy Leaders: Mariana Martinez, Eileen Cichocki Team Members: Jeana Thompson, Fernando Calderon, Cindy Chapman, Beatriz Sanchez, Rebecca Montes, Annette Loria
Strategy Three: Build a more cohesive campus community by improving opportunities for cross-training, communication between departments, and interaction opportunities across all functional areas.	Strategy Leaders: Casey Terrill, Monica Flores Team Members: Isabel Lopez, Vivian Varela, Brian Varkevisser, Manuel Galicia, Matt Gordon
Strategy Four: Develop and implement a systematic committee communication approach to ensure more consistent and accurate communications across the college.	Strategy Leaders: Ulises Velasco, Jody Gehrman Team Members: Tony Novelli, Lois O'Rourke, Susan Sopp, Janelle Bird, Karen Christopherson
Strategy Five: Strengthen and expand campus-based employment opportunities to increase student participation in campus shared governance and to increase student goal attainment.	Strategy Leaders: Yuliana Sandavol, Martha Soto Team Members: Janet Daugherty, Joe Atherton, Mayra Sanchez, Julie Siderakis, Steve Hixenbaugh

While the action plan templates completed by the strategy teams are replicated in the appendix to this report, several salient actions that were discussed during this visit are underway. They include:

- The full and complete deployment of the “Guided Pathways” initiative. The transfer to the GPLT team of the RNL Student Satisfaction Inventory html files would support this initiative.
- Delivery of the monthly “All Employee Welcome” two-hour event customized for the type of employees hired during each time period.
- Creation and delivery of the welcoming series of on-boarding social events such as assigning mentors, mixers etc.
- Creation of a part-time faculty on-boarding separate from normal part-time orientations held each semester.
- Development of an employee feedback/suggestion system with a clear response communication loop (strengthening of in-service presentation with integrated feedback and suggestions).
- Initiation of a reward system to encourage college employees to attend athletic events on campus.
- Creation of additional visible employee appreciation opportunities such as a newsletter with a nomination system to highlight college employees and campus events.
- Organizing a “passport for learning” program to allow employees to visit and learn more about various departments (may include cross-training).
- Promote a centralized access to student employment opportunities from all departments.
- Organize a student job fair to promote campus employment.

- Offer ongoing training programs for student workers and campus supervisors.
- Simply on-boarding paperwork for students and provide support for the student hiring process.
- Consolidate student employment funding sources
- Increase funding system incentives for students to take campus-based jobs.
- Explore the viability of incorporating campus-based student employment into the career hub.

Quality Service Workshop

The financial aid/counseling workshop participants represent a very talented group who demonstrated a sincere interest in improving the services they provide and their contribution to Mendocino College student satisfaction. Participants reviewed both the CESS data collected from 174 Mendocino College employees and the student satisfaction data collected from 732 Mendocino College students. Both surveys were administered during summer 2018.

The top dissatisfaction items (largest gaps between importance and satisfaction) ranked in order of gap on the student survey are listed below with the bolded ones also rated by students as most important. It is significant to note that, even though there are areas identified as improvement opportunities, Mendocino College student's perceptions of counseling and financial aid services generally ranked above national averages, suggesting the "current state" reflects very well on the direct leadership of Antonio Lopez and Yuliana Sandoval. The data set containing the dissatisfaction items below have been made available, however the consultant also believes it would be helpful to allow these leaders access to the student comments that were gathered during the Student Satisfaction Inventory administration.

- 9. Internships or practical experiences are provided in my degree/certificate program.
- 67. Channels for expressing student complaints are readily available.
- 32. Campus item: My academic counselor is knowledgeable about my program requirements.**
- 8. Classes are scheduled at times that are convenient for me.
- 65. Students are notified early in the term if they are doing poorly in a class.
- 25. Campus item: My academic counselor is concerned about my success as an individual.
- 30. Campus item: The career center/career placement services provide students with the help they need to get a job.
- 13. Financial aid awards are announced to students in time to be helpful in college planning.
- 40. Campus item: My academic counselor is knowledgeable about the transfer requirements of other schools.**
- 12. Campus item: My academic counselor helps me set goals to work toward.
- 19. Campus item: This campus provides effective support services for single-parent families.
- 69. There is a good variety of courses provided on this campus.**
- 63. I seldom get the "run-around" when seeking information on this campus.
- 20. Campus item: Financial aid staff are helpful.**
- 15. I am able to register for classes I need with few conflicts.**
- 52. This school does whatever it can to help me reach my educational goals.**
- 47. There are adequate services to help me decide upon a career.
- 7. Adequate financial aid is available for most students.
- 16. The college shows concern for students as individuals.
- 48. Counseling staff care about students as individuals.
- 6. Campus item: My academic counselor is approachable.**

Workshop discussion groups produced numerous suggestions for improvement including:

- Fully staffing departments that include permanent positions and an investment in thorough training;
- Staffing centers with full-time employees to offer services;
- Additional training and on-boarding programs for all positions;
- Improved two-way communication within and across departments;
- Extension of CCS 119 and orientation for all new students with varied unit options;
- Ongoing self-assessment;
- Expansion of student employment;
- Provide systematic professional development opportunities focused on program requirements and transfer requirements;
- SARS training for most counselors; and
- Extended hours that continue all year.

The consultant believes the most important overall improvement approach should include steps to allow non-categorically funded students the same support and advising as categorically funded students whenever feasible. Finally, if Mendocino College repeats the RNL student survey, demographic information should be collected to allow a break-out (target) report comparing categorically funded student satisfaction with non-categorically funded students.

The presentation slides that guided and informed the workshop are contained in appendix IV to this document.

Conclusion

In closing, the consultant wishes to commend Mendocino College for efforts to improve the quality of student life and learning, fostering employee satisfaction, and improving retention and completion rates. While this partnership has engaged a large number of Mendocino College participants and has planted the likelihood of many positive changes to the college climate and work environment, the full realization of the desired transformation will require continued vigilance. The ultimate success of this effort over time will require Mendocino College senior leader's visible efforts to sustain and support the improvements surfaced during this initiative.

Appendices

- I. Strategy Action Plan Summaries
- II. Updated Schedule of Services
- III. Counseling/Financial Aid Workshop Handout
- IV. Workshop Presentation Slides

Appendix I: Strategy Action Plan Summaries

This appendix documents action plan materials provided by strategy leaders during this visit. These leaders are expected to continue the development and implementation of these action steps with support from Ulises Velasco, who is expected to provide leadership to ensure the actions are implemented in a timely manner.

I. Guided Pathways

Strategy Statement One: Engage the campus community in the guided pathways initiative with the intent of creating equity and social justice for all students and employees.

This is an initiative that Mendocino College is already committed to implement. The idea behind guided pathways is straightforward. College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan.

Guided Pathway Team Action Summary

(Provided by Brianna Zuber)

The team met to delve into the student survey data to identify any barriers to students that would fall under our purview. Our action plan involves determining the best way for this ad hoc group to support the current Guided Pathways Leadership Team (GPLT). Our step to complete this plan is for members of this ad hoc group, for Catherine Indermill and Debra Polak, and to present the list of challenges identified from the survey data to the GPLT so that they can decide the appropriate action(s) and person(s) to carry out those actions.

At the meeting on March 22, it was suggested that the html file of the student survey data could be made available to the GPLT for this purpose.

II. Employee On-Boarding

Strategy Statement Two: Revise and implement an employee on-boarding process that includes a structured series of welcoming orientation experiences for all new employees.

Mendocino College employees expressed substantial dissatisfaction with their on-boarding experiences. They believe a careful redesign of this process will contribute to an improved transitional experience and satisfaction for future employees.

Guided Pathway Action Plan Summary

(Provided by Eileen Cichocki)

The strategy team agreed the scope for this project will be the on-boarding process, which begins after an employee is hired, specifically after board approval of the hire. (Will not include the recruitment process.)

The following five action plan topics were determined:

1. Create a checklist of all basic functions that need to occur upon the hire of a new employee, such as HR, IT, keys, etc. (Eileen, Annette, Beatriz, and Cindy)
2. Create an “All Employee Welcome” presentation; approximately 2 hours in length, it will occur once per month (Eileen, Annette, Beatriz, and Cindy)
3. Create an online resource for new employees via Canvas or the Portal (Rebecca, Jeana)
4. Create a series of welcoming, on-boarding, social-type events; such as assigning mentors, tours, mixers, etc. (Mariana, Fernando)
5. Create a part-time faculty on-boarding program, separate from the normal part-time faculty orientations held each semester (Rebecca, Mariana)

III. Campus Community

Strategy Statement Three: Build a more cohesive and collegial campus community by increasing opportunities for cross-training, communication between departments, and interaction opportunities across all functional areas.

The desire among planning participants for a more collegial and supportive campus community was among the most prevalent of conversations during the planning retreat. Full deployment of this strategy by carefully planned and integrated system improvements can be expected to have a meaningful positive impact on students, employees, and the external community served by Mendocino College.

Campus Community Action Plan Summary

(Provided by Casey Terrill)

The campus community group agreed that we would be more likely to have an impact on the campus community if we focused our efforts on a few of the implementation ideas, rather than getting attempting to implement fifteen different items.

The items we chose to prioritize are as follows.

Item 1: Develop an employee feedback/suggestion system with a clear response communication loop.

Responsibility: Casey Terrill

Description: The group would like to see a feedback and suggestion system for in-service presentations. Casey will reach out to Rebecca Montes to discuss the possibility of allowing feedback and suggestions to be taken into consideration when planning in-service.

Completion Date: 5/30/2020

Item 2: Incentivize and reward participation in all college extracurricular including athletic events (promote athletic participation and schedules).

Responsibility: Manuel Galicia, Isabel Lopez, Matt Gordon

Description: Manuel and Isabel, along with input from Matt, will work on a raffle/rewards system to encourage college employees to attend athletic events on campus. The team requests a budget of \$1,500 to fund the incentives for attendance at the events. We expect that \$1,500 would fund this project for one academic year.

Completion Date: 5/30/2020

Item 3: Create additional, visible employee-appreciation opportunities.

Responsibility: Casey Terrill

Description: The group discussed the possibility of a newsletter with a nomination system that highlights college employees and other events on campus. Casey will reach out to Tony Novelli to see if there is an intern that might be able to assist with design.

Completion Date: 5/30/2020

Item 4: Create a “passport for learning” program for employees.

Responsibility: Monica Flores

Description: Monica will work on organizing an event that allows employees to visit and learn more about various departments on campus. Depending on how the planning for this event goes, Monica may also incorporate another item (“Develop a program of cross-training or job-/information-sharing to promote understanding across functions”) into the event as well.

Completion Date: 5/30/2020

IV. Committee Communications

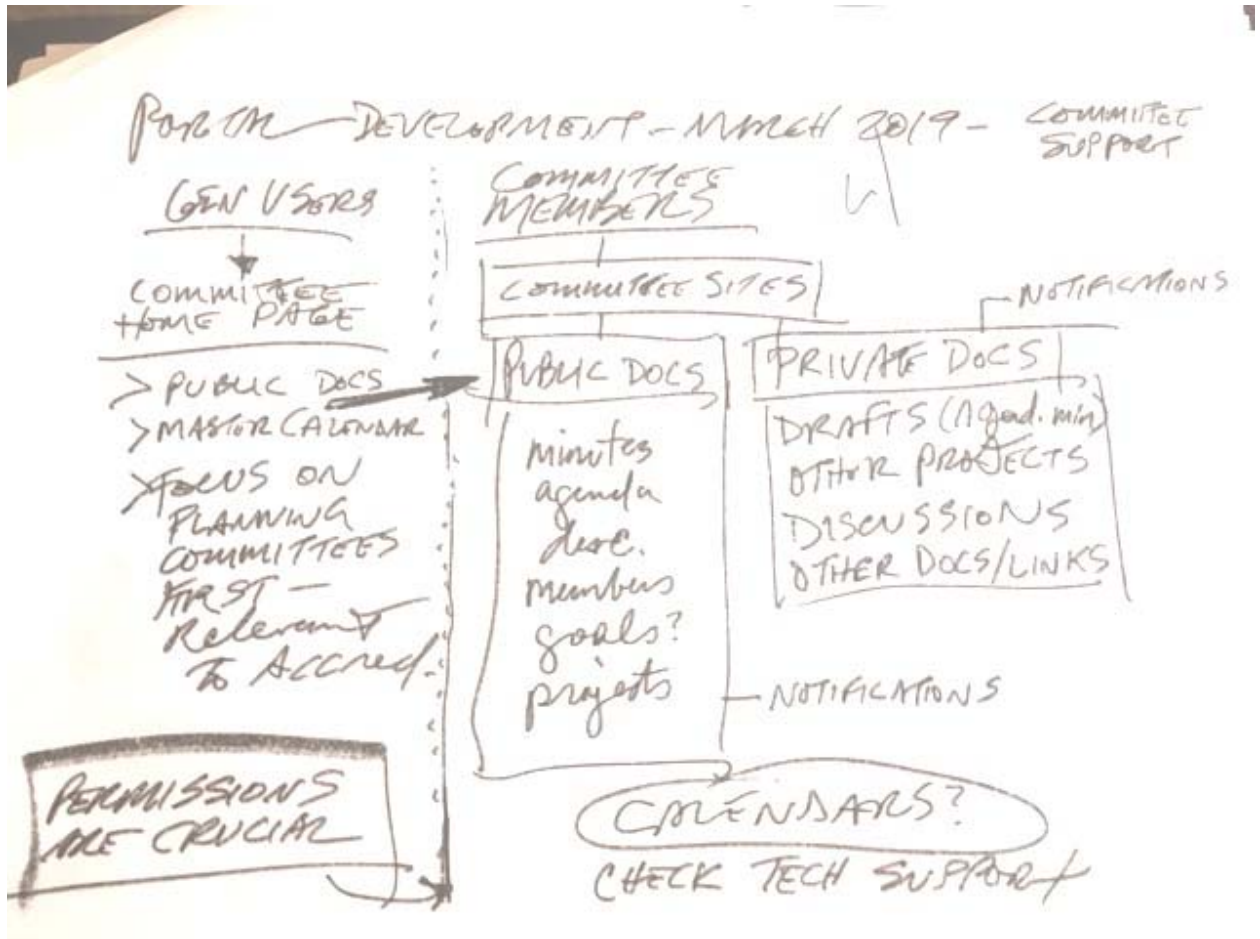
Strategy Statement Four: Develop and implement a more systematic committee communication approach to ensure more consistent and accurate committee communications across the college campuses.

A salient challenge cited frequently by Mendocino College employees was their perception that lines of communication between departments and between functional areas needed improvement. The planning group conversations included awareness of a need for improving the clarity of committee expectations, responsibilities, and communication linkages.

Committee Communications Action Plan Summary

(Provided by Tony Novelli)

Electronic Committee Communication Schema - Initial Concept



V. Campus Employment for Students

Strategy Statement Five: Strengthen and expand campus-based employment opportunities to increase student participation in campus shared governance and to increase student goal attainment.

Increasing student participation in campus employment can be justified in part because campus-based employment programs are not only friendlier to the learning process than most off-campus work assignments, but they also provide inherent advising experiences that contribute to improved satisfaction, retention, and graduation rates. Most students who work on campus interact regularly with their supervisors, who often develop meaningful and long-lasting relationships with their student workers. These college personnel typically are also aware of college/community resources that can help address students' needs as they become evident.

Campus Employment Action Plan Summary

(Provided by Yuliana Sandoval)

Steps	Responsibility	Comments
Develop and promote awareness of a dynamic centralized access to campus employment opportunities from all departments for both work-study students and non-work-study student jobs.	Career Hub Staff Marketing	
Organize a job fair to promote campus employment.	Career Center Staff FA/EOPS/Cal WORKSs	Participate in the existing job fair offered in November. Table during WOW to promote work-study jobs.
Coordinate all department's identification and listing of student employment job openings and be sure all are listed on a dynamic and well publicized access.	Career Hub Staff	
Create and provide both employee supervisor and student worker orientations (emphasize relationship building).	Human Resources Career Hub Staff Yuliana Sandoval	Yuliana will update the "Student Employment annual for Supervisors" and "Student Employment Manual for Students" that are a draft from 2014.
Develop and offer ongoing training programs for student workers and campus supervisors.	Employee On-Boarding workgroup	Align the training with the employee on-boarding process.
Simplify on-boarding paperwork for students and provide support for the student hiring process (revise process flow for student job applicant).	Human Resources Career Hub Staff	Information will be in the manual that is being updated.
Include student campus employment supervision responsibilities into selected job descriptions.	Steve Hixenbaugh Human Resources	Steve will notify HR that we need to include verbiage about student campus employment supervision on all job descriptions.
Consolidate student employment funding sources to incorporate both work-study funds and campus-based funds.	Joe Atherton	Joe is working on creating new object codes; in progress.
Revise the current student employment funding system to increase student incentives to take campus-based jobs (create a budget allocation for campus employment incorporating both campus-based and financial aid funding sources).	Joe Atherton	Each VP has funds available under STNC that can be used for their areas. If no funds are available, follow the BARF process.
Explore the viability of incorporating campus-based student employment into the career hub.	Dennis Aseltyne	
Work with Co-Op work experience department so credit for work is preapproved whenever feasible.	Career Hub Staff	Include CWE information in all job postings.

Review the work completed for the Center for Urban Education (CUE) to inform the campus employment experience for students.	Janet Daugherty	The "Mendocino College Student Employee Training" handout was shared. This information should be included in the manual.
Incorporate data privacy standards into student job descriptions.	Career Hub Staff	Include FERPA and other privacy laws info in the manual. Consult with HR, IT, A&R, and FA.

Appendix II: Schedule of Services

Partnership Components	Mendocino College Contacts	Proposed Calendar	Comments
Visit One: Presentations of student and employee satisfaction survey findings (Student Satisfaction Survey SSI and College Employee Satisfaction Survey CESS)	Arturo Reyes and Minerva Flores	August 15-17, 2018	Presentations and workshops for all personnel as part of fall convocation and Board of Trustees overview of CESS and SSI
Visit Two: Discovery visit to collect additional information for CESS/SSI planning retreat and to address essential retreat and partnership details	Arturo Reyes, Mary Lamb, and Minerva Flores	October 29-30, 2018	Focus groups with all representative Mendocino College sub-groups including cabinet, faculty, and support staff
Visit Three: Planning Retreat to determine "vital few" improvement strategies to address CESS and SSI findings	Arturo Reyes, Mary Lamb, and Minerva Flores	December 6-7, 2018	Consultant-facilitated planning retreat for representative participants using fact-based and highly interactive approach to consensus building and strategic alignment
Visit Four: Action Plan Development for consensus strategies	Arturo Reyes, Mary Lamb, Minerva Flores, and Ulises Velasco	February 7-8, 2019	Initiate action plan development with ad hoc teams and team leaders for each consensus strategy
Visit Five: Plan Finalization , action plan deployment, development of feasible deployment structures, and measurement systems	Arturo Reyes, Mary Lamb, Minerva Flores, and Ulises Velasco	March 21-22, 2019	Complete action plan templates and finalize deployment structures

Appendix III: Counseling/Financial Aid Workshop Handout

Student Satisfaction Survey Benchmarks

The survey results below describe the overall satisfaction rates gathered from 732 Mendocino College students in June 2018. The survey used a seven-point Likert scale. It is important to note that Mendocino College students appear significantly more satisfied overall than their peers at other California two-year schools and more satisfied than their peers nationally.

Summary SSI	Mendocino College 2018	National Average	Western Average
So far, how has your college experience met your expectations?	5.20	4.95 +0.25***	4.99 +0.21***
Rate your overall satisfaction with your experience here thus far.	5.85	5.58 +0.27***	5.63 +0.22***
All in all, if you had to do it over, would you enroll here again?	6.24	5.82 +0.42***	5.91 +0.33***

Employee Satisfaction Survey Benchmarks

The results below illustrate the overall satisfaction rates gathered during summer 2018 from 174 Mendocino College employees including 97 faculty, 53 staff, and 23 administrators. The survey used a five-point Likert scale. Overall, employees at Mendocino College are more satisfied than their peers at other California two-year schools, and at par with national norms. Breakouts by constituent groups suggest substantial differences, with full-time faculty exhibiting more dissatisfaction than staff or part-time faculty, while administrators appeared exceptionally satisfied. Consistent across all sub-groups of employees were lower ratings for communications between faculty and administration, a lack of effective lines of communication across all functional groups, limited opportunity for employees to provide suggestions, concern about hiring and orientation of new employees, and recognition and reward programming.

Summary CESS	Mendocino College 2018	California Peers	National Norm
All Mendocino college respondents rating of overall satisfaction N=180	3.78	3.58 +0.20*	3.85 -.07
Full-time faculty rating of overall satisfaction N=36	3.50		
Administration rating of overall satisfaction N=23	4.35		
Part-time faculty rating of overall satisfaction N=58	3.80		
Staff rating of overall satisfaction N=53	3.85		

College Employee Satisfaction Survey Summary Results

2018 Campus Culture Strengths

4.46 or greater IMP (top half) and 3.51 or greater SAT (top quartile); in order of SAT

Section 1: Campus Culture and Policies							
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
Faculty take pride in their work	4.60	.61	175	3.91	.89	177	0.69
The college is inclusive of all students and staff including LGBTQ, Disabled, Veterans, Foster Youth, etc.	4.65	.60	177	3.84	1.08	178	0.81
The college is inclusive of students and staff of color	4.56	.65	177	3.81	1.07	177	0.75
Staff take pride in their work	4.56	.62	176	3.80	.89	176	0.76
The institution promotes cultural awareness and understanding to campus staff and students	4.38	.76	177	3.63	1.14	178	0.74
My constituency group leaders (faculty, classified staff, and management) help promote a positive environment on campus	4.54	.60	177	3.60	1.17	176	0.94
Most employees are generally supportive of the mission, purpose, and values of this institution	4.42	.66	175	3.60	.96	176	0.82
Administrators take pride in their work	4.38	.75	170	3.54	1.12	169	0.84
This institution promotes excellent employee-student relationships	4.59	.62	176	3.51	1.07	175	1.08
The leadership in my constituency group (faculty, classified, management) represents me well and addresses my concerns	4.46	.68	177	3.50	1.13	177	0.96
This institution treats students as its top priority	4.74	.53	176	3.47	1.11	176	1.28

2018 Work Environment Strengths

4.49 or greater in IMP (top half) and 3.99 in SAT; in order of SAT

Section 4: Work environment							
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
The type of work I do on most days is personally rewarding	4.65	0.51	175	4.35	0.79	179	0.29
For the most part, the activities I do day-to-day in my job is personally rewarding to me	4.52	0.56	177	4.27	0.86	179	0.25
The work I do is valuable to the institution	4.58	0.54	178	4.11	0.95	180	0.48
I take initiative to help create a collaborative work environment at this institution	4.43	0.61	174	4.06	0.88	177	0.37
I have positive and professional interactions with other employees at this institution	4.47	0.58	176	4.02	0.94	179	0.45
I am proud to work at this institution	4.55	0.55	177	3.99	1.05	180	0.55
My supervisor pays attention to what I have to say	4.54	0.56	175	3.98	1.14	176	0.55
The work I do is appreciated by my supervisor	4.41	0.63	176	3.98	1.02	178	0.43

2018 Campus Culture Priorities (Challenges)

4.46 or greater IMP (top half); 2.90 or less SAT (lowest quartile); OR 1.59+ GAP; in order of GAP

Section 1: Campus Culture and Policies							
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
This institution consistently follows clear processes for orienting and training new employees	4.41	.78	174	2.36	1.17	176	2.04
There is good communication between the faculty and the administration at this institution	4.53	.70	177	2.72	1.21	175	1.81
This institution consistently follows clear processes for selecting new employees	4.46	.71	173	2.71	1.28	173	1.76
There is a spirit of teamwork and cooperation at this institution	4.59	.72	177	2.84	1.35	176	1.75
There is good communication between staff and the administration at this institution	4.49	.68	177	2.75	1.28	176	1.74
There is positive communication and interaction among part-time faculty, full-time faculty, classified staff, and management at this institution	4.48	.75	178	2.77	1.20	178	1.71
This institution does a good job of meeting the needs of staff	4.43	.68	176	2.82	1.22	174	1.61
There are effective lines of communication between departments	4.43	.80	176	2.82	1.10	176	1.61
Employee suggestions are used to improve our institution	4.33	.73	176	2.73	1.28	175	1.60
This institution involves its employees in planning for the future	4.54	.65	177	2.95	1.24	175	1.59
This institution plans carefully	4.51	.63	174	2.94	1.24	174	1.56
This institution makes sufficient budgetary resources available to achieve important objectives	4.50	.69	171	2.94	1.19	172	1.56
Administrators share information regularly with faculty and staff	4.46	.72	173	2.91	1.30	175	1.55

2018 Work Environment Priorities (Challenges)

4.49 or greater in IMP (top half); 3.15 or less in SAT; OR 1.12+ GAP in order of GAP

Section 4: Work environment							
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
My department has the staff needed to do its job well	4.60	0.59	174	2.89	1.33	175	1.71
My department has the budget needed to do its job well	4.55	0.58	174	3.02	1.22	172	1.53
It is easy for me to get information at this institution	4.49	0.61	175	3.08	1.29	178	1.41
I am paid fairly for the work I do	4.57	0.60	175	3.40	1.29	179	1.17
I have adequate opportunities for advancement	4.12	0.95	175	2.96	1.27	176	1.16
I learn about important campus events in a timely manner	4.19	0.81	176	3.07	1.17	174	1.12

Urgent goals - retain students; enrollment increase; improve quality of programs; improve employee morale

Institutional Goals			
RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mendocino	California 2 Yr	Sign diff
A) Increase the enrollment of new students	4.52	4.38	NS
B) Retain more of its current students to graduation	4.79	4.70	*
C) Improve the academic ability of entering student classes	4.29	4.35	NS
D) Recruit students from new geographic markets	3.58	3.45	NS
E) Increase the diversity of racial and ethnic groups represented among the student body	3.94	3.62	***
F) Develop new academic programs	3.82	3.80	NS
G) Improve the quality of existing academic programs	4.51	4.56	NS
H) Improve the appearance of campus buildings and grounds	3.33	3.80	***
I) Improve employee morale	4.51	4.62	NS

Involvement in Planning - "3" is just right Overall, need more faculty, staff, student input

Section 3: Involvement in planning and decision-making			
RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mendocino	California 2 YR	Sign diff
How involved are: Faculty	2.49	2.96	***
How involved are: Staff	2.15	2.31	*
How involved are: Deans or directors of administrative units	3.37	3.49	NS
How involved are: Deans or chairs of academic units	3.18	3.38	*
How involved are: Senior administrators (VP, Provost level or above)	4.02	3.89	NS
How involved are: Students	1.92	2.21	***
How involved are: Trustees	3.08	3.40	***
How involved are: Alumni	2.37	2.24	NS

Student Satisfaction Survey (Gap Order)

Item	Mendocino College - SSI			National Community Colleges - Western			Difference
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap	
9. Internships or practical experiences are provided in my degree/certificate program.	6.00	5.05 / 1.84	0.95	6.03	5.10 / 1.63	0.93	-0.05
67. Channels for expressing student complaints are readily available.	6.25	5.31 / 1.87	0.94	6.04	5.12 / 1.68	0.92	0.19 *
32. Campus item: My academic counselor is knowledgeable about my program requirements.	6.51	5.64 / 1.70	0.87	6.40	5.53 / 1.65	0.87	0.11
8. Classes are scheduled at times that are convenient for me.	6.26	5.42 / 1.62	0.84	6.43	5.55 / 1.49	0.88	-0.13 *
65. Students are notified early in the term if they are doing poorly in a class.	6.30	5.46 / 1.83	0.84	6.22	5.10 / 1.73	1.12	0.36 ***
25. Campus item: My academic counselor is concerned about my success as an individual.	6.32	5.50 / 1.74	0.82	6.22	5.29 / 1.71	0.93	0.21 **
30. Campus item: The career center/career placement services provide students with the help they need to get a job.	6.40	5.59 / 1.68	0.81	6.03	5.23 / 1.51	0.80	0.36 ***
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.35	5.55 / 1.66	0.80	6.20	5.15 / 1.70	1.05	0.40 ***
40. Campus item: My academic counselor is knowledgeable about the transfer requirements of other schools.	6.53	5.73 / 1.65	0.80	6.30	5.36 / 1.66	0.94	0.37 ***
12. Campus item: My academic counselor helps me set goals to work toward.	6.37	5.58 / 1.74	0.79	6.17	5.31 / 1.72	0.86	0.27 ***
19. Campus item: This campus provides effective support services for single-parent families.	6.23	5.44 / 1.73	0.79	5.55	5.05 / 1.47	0.50	0.39 ***
69. There is a good variety of courses provided on this campus.	6.51	5.72 / 1.51	0.79	6.39	5.76 / 1.40	0.63	-0.04
63. I seldom get the "run-around" when seeking information on this campus.	6.31	5.53 / 1.68	0.78	6.10	5.31 / 1.61	0.79	0.22 **
20. Campus item: Financial aid staff are helpful.	6.44	5.67 / 1.74	0.77	6.22	5.29 / 1.67	0.93	0.38 ***
15. I am able to register for classes I need with few conflicts.	6.50	5.78 / 1.56	0.72	6.42	5.59 / 1.50	0.83	0.19 **
52. This school does whatever it can to help me reach my educational goals.	6.47	5.75 / 1.55	0.72	6.31	5.48 / 1.49	0.83	0.27 ***
6. Campus item: My academic counselor is approachable.	6.42	5.71 / 1.63	0.71	6.32	5.62 / 1.60	0.70	0.09
47. There are adequate services to help me decide upon a career.	6.34	5.63 / 1.60	0.71	6.17	5.40 / 1.52	0.77	0.23 ***
7. Adequate financial aid is available for most students.	6.35	5.65 / 1.62	0.70	6.29	5.33 / 1.67	0.96	0.32 ***
16. The college shows concern for students as individuals.	6.33	5.63 / 1.58	0.70	6.15	5.34 / 1.54	0.81	0.29 ***
48. Counseling staff care about students as individuals.	6.46	5.83 / 1.51	0.63	6.19	5.47 / 1.53	0.72	0.36 ***

10. Child care facilities are available on campus.	6.01	5.39 / 1.99	0.62	4.87	4.52 / 1.78	0.35	0.87 ***
42. Campus item: The equipment in the instructional lab facilities is kept up to date.	6.52	5.90 / 1.39	0.62	6.24	5.66 / 1.38	0.58	0.24 ***
★ 18. The quality of instruction I receive in most of my classes is excellent.	6.63	6.03 / 1.28	0.60	6.48	5.73 / 1.32	0.75	0.30 ***
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.50	5.90 / 1.42	0.60	6.27	5.57 / 1.46	0.70	0.33 ***
44. I generally know what's happening on campus.	5.98	5.38 / 1.74	0.60	5.68	5.16 / 1.60	0.52	0.22 ***
54. Faculty are interested in my academic problems.	6.34	5.74 / 1.51	0.60	6.13	5.40 / 1.50	0.73	0.34 ***
17. Personnel in the Veterans' Services program are helpful.	6.18	5.59 / 1.59	0.59	5.42	5.07 / 1.47	0.35	0.52 ***
56. The business office is open during hours which are convenient for most students.	6.39	5.80 / 1.42	0.59	6.14	5.59 / 1.40	0.55	0.21 ***
62. Bookstore staff are helpful.	6.30	5.71 / 1.62	0.59	6.13	5.77 / 1.41	0.36	-0.06
3. Campus item: The quality of instruction in the career educational programs is excellent.	6.39	5.83 / 1.30	0.56	6.18	5.57 / 1.33	0.61	0.26 ***
57. Administrators are approachable to students.	6.38	5.82 / 1.49	0.56	6.15	5.54 / 1.46	0.61	0.28 ***
55. Academic support services adequately meet the needs of students.	6.38	5.83 / 1.43	0.55	6.17	5.52 / 1.40	0.65	0.31 ***
29. Faculty are fair and unbiased in their treatment of individual students.	6.56	6.02 / 1.35	0.54	6.34	5.62 / 1.47	0.72	0.40 ***
46. Faculty provide timely feedback about student progress in a course.	6.46	5.92 / 1.44	0.54	6.29	5.49 / 1.48	0.80	0.43 ***
49. Campus item: Admissions staff respond to prospective students' unique needs and requests.	6.47	5.93 / 1.41	0.54	6.13	5.43 / 1.49	0.70	0.50 ***
53. The assessment and course placement procedures are reasonable.	6.40	5.87 / 1.45	0.53	6.18	5.59 / 1.40	0.59	0.28 ***
50. Tutoring services are readily available.	6.39	5.87 / 1.50	0.52	6.24	5.79 / 1.39	0.45	0.08
59. New student orientation services help students adjust to college.	6.34	5.82 / 1.52	0.52	5.97	5.44 / 1.53	0.53	0.38 ***
11. Security staff respond quickly in emergencies.	6.42	5.91 / 1.48	0.51	6.14	5.27 / 1.48	0.87	0.64 ***
33. Campus item: Outreach staff accurately portray the campus in their recruiting practices.	6.29	5.78 / 1.55	0.51	5.97	5.38 / 1.47	0.59	0.40 ***
4. Security staff are helpful.	5.95	5.45 / 1.71	0.50	5.85	5.33 / 1.53	0.52	0.12
37. Faculty take into consideration student differences as they teach a course.	6.41	5.91 / 1.43	0.50	6.17	5.43 / 1.48	0.74	0.48 ***
★ 58. Nearly all of the faculty are knowledgeable in their fields.	6.62	6.13 / 1.24	0.49	6.42	5.86 / 1.29	0.56	0.27 ***
5. The personnel involved in registration are helpful.	6.47	5.99 / 1.40	0.48	6.28	5.59 / 1.52	0.69	0.40 ***

★ 41. Admissions staff are knowledgeable.	6.57	6.09 / 1.31	0.48	6.29	5.61 / 1.43	0.68	0.48 ***
★ 66. Program requirements are clear and reasonable.	6.52	6.05 / 1.32	0.47	6.37	5.71 / 1.39	0.66	0.34 ***
23. Faculty are understanding of students' unique life circumstances.	6.41	5.96 / 1.41	0.45	6.24	5.48 / 1.52	0.76	0.48 ***
60. Billing policies are reasonable.	6.42	5.97 / 1.32	0.45	6.20	5.56 / 1.45	0.64	0.41 ***
64. Nearly all classes deal with practical experiences and applications.	6.31	5.86 / 1.36	0.45	6.18	5.59 / 1.38	0.59	0.27 ***
★ 70. I am able to experience intellectual growth here.	6.61	6.16 / 1.25	0.45	6.44	5.97 / 1.25	0.47	0.19 ***
27. The campus staff are caring and helpful.	6.43	6.01 / 1.29	0.42	6.20	5.73 / 1.30	0.47	0.28 ***
★ 24. Parking lots are well-lighted and secure.	6.44	6.03 / 1.31	0.41	6.18	5.37 / 1.58	0.81	0.66 ***
★ 28. It is an enjoyable experience to be a student on this campus.	6.54	6.13 / 1.29	0.41	6.25	5.78 / 1.37	0.47	0.35 ***
★ 31. The campus is safe and secure for all students.	6.58	6.18 / 1.15	0.40	6.42	5.80 / 1.30	0.62	0.38 ***
★ 36. Students are made to feel welcome on this campus.	6.54	6.15 / 1.25	0.39	6.28	5.83 / 1.32	0.45	0.32 ***
★ 14. Library resources and services are adequate.	6.50	6.12 / 1.27	0.38	6.27	5.88 / 1.31	0.39	0.24 ***
★ 22. People on this campus respect and are supportive of each other.	6.49	6.11 / 1.20	0.38	6.14	5.64 / 1.34	0.50	0.47 ***
51. There are convenient ways of paying my school bill.	6.39	6.02 / 1.41	0.37	6.30	5.71 / 1.44	0.59	0.31 ***
2. Faculty care about me as an individual.	6.23	5.87 / 1.39	0.36	6.05	5.57 / 1.40	0.48	0.30 ***
★ 21. There are a sufficient number of study areas on campus.	6.41	6.07 / 1.32	0.34	6.18	5.81 / 1.39	0.37	0.26 ***
★ 61. Faculty are usually available after class and during office hours.	6.42	6.08 / 1.30	0.34	6.29	5.81 / 1.33	0.48	0.27 ***
★ 45. This institution has a good reputation within the community.	6.44	6.12 / 1.24	0.32	6.14	5.84 / 1.32	0.30	0.28 ***
★ 43. Class change (drop/add) policies are reasonable.	6.48	6.18 / 1.23	0.30	6.23	5.67 / 1.44	0.56	0.51 ***
★ 26. Library staff are helpful and approachable.	6.42	6.14 / 1.31	0.28	6.13	5.84 / 1.32	0.29	0.30 ***
1. Most students feel a sense of belonging here.	6.02	5.76 / 1.34	0.26	5.74	5.52 / 1.35	0.22	0.24 ***
★ 34. Campus item: Computer access is adequate.	6.59	6.33 / 1.17	0.26	6.28	5.86 / 1.35	0.42	0.47 ***
38. Campus item: Student spaces are comfortable for students to spend their leisure time.	6.24	6.03 / 1.27	0.21	5.89	5.60 / 1.40	0.29	0.43 ***
★ 68. On the whole, the campus is well-maintained.	6.52	6.35 / 1.08	0.17	6.29	6.04 / 1.22	0.25	0.31 ***
★ 39. The amount of student parking space on campus is adequate.	6.52	6.45 / 1.03	0.07	6.21	4.90 / 1.93	1.31	1.55 ***

Appendix IV: Counseling/Financial Aid Workshop Presentation Slides

A Conversation about Student Satisfaction and Success at Mendocino College

Dr. David Trites
Senior Associate Consultant
March 21, 2019

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NOEL LEVITZ



I. Introduction and Purpose

Why?

To agree on what Advising and Financial Aid personell should do to respond to the findings of two recent surveys:

The Student Satisfaction Inventory (SSI)
College Employee Satisfaction Survey (CESS)

Why?

What should be done to improve the quality of Mendocino College Advising and Financial Aid services to students?

▪“What we think, or what we know, or what we believe is, in the end, of little consequence. The only consequence that matters is what we do.”

John Ruskin

Agenda

- I. Introduction
- II. Current State vs Future State
- III. Essentials of Quality Service
- IV. Voices of Mendocino College Employees (CESS) and Students (SSI)
- V. Consensus for Vital Few Improvements
- VI. Closing and Evaluations



Ground rules

- Leave rank at the door
- Focus on processes not people
- Support opinions with evidence
- Commit to follow through on agreements and tasks
- Silence cell phones
- Share back information with stakeholders
- Make decisions by consensus--defined as "I can live with that"
- Learn and have fun

7

"Always treat your employees exactly
as you want them to treat your
customers"

Stephen Covey

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II. Current State vs Future State

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National graduation rates for two-year institutions

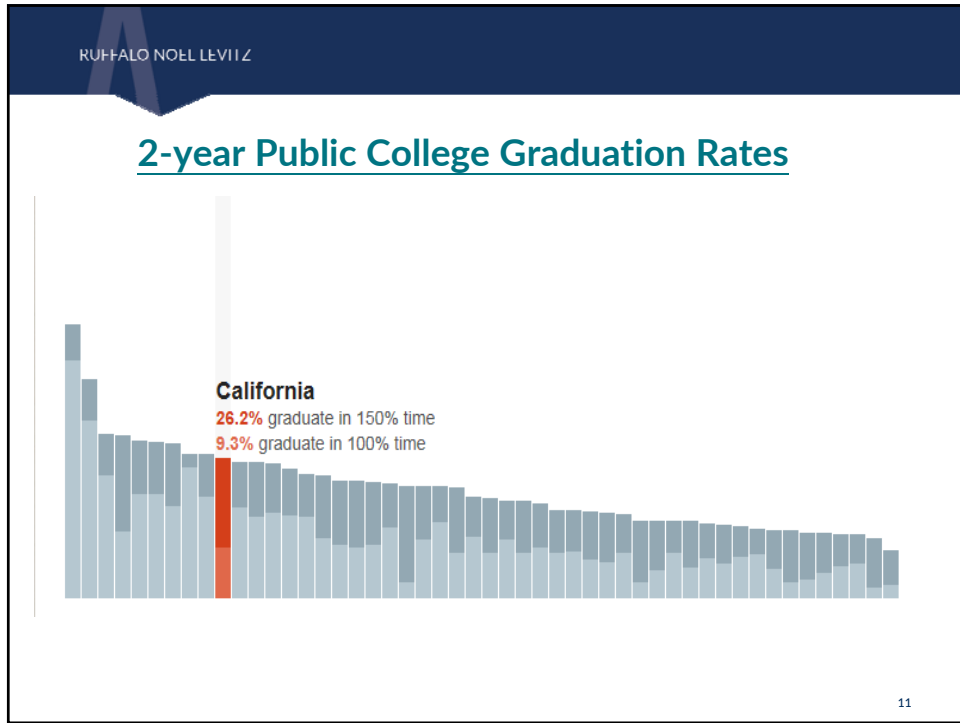
Admission Selectivity	Two-year Private Institutions			Two-year Public Institutions			All Institutions in Row		
	Mean	N	SD	Mean	N	SD	Mean	N	SD
Selective	80.0	1	—	—	1	—	40.0	2	56.6
Traditional	39.8	4	22.5	38.8	5	24.3	39.2	9	22.0
Liberal	18.0	1	20.0	45.0	2	7.1	36.0	3	16.4
Open	45.6	10	35.4	21.7	346	14.6	22.3	356	16.0
Total	46.9	17	32.0	22.0	354	15.0	23.1	371	16.9

Completion in 3 years for associate degree, 5 years for BA/BS

Mendocino College Grad Rate 2014 Cohort: 22% graduate + 12% transfer+ 34%

Source: Compiled from ACT Institutional Data File, 2017.
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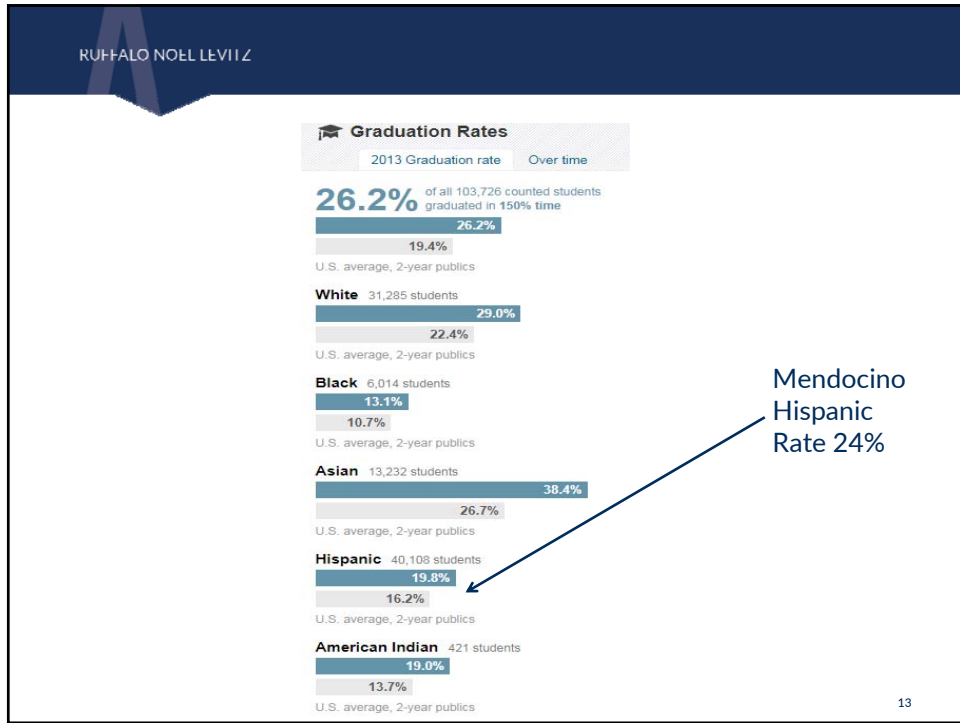
Top Ten CA Community College by Graduation Rate

★ Colleges

Showing 1 - 10 of 113 colleges [Next Page](#) →

College	Grad. rate 150% time	Grad. rate 100% time	Completions per 100 students	Spending per completion	Student aid per recipient	Students with Pell Grants
Foothill College	61.8%	50.7%	10.3	\$80,840	\$2,027	8.6%
De Anza College	60.1%	45.1%	8.3	\$61,890	\$2,662	15.9%
Diablo Valley College	39.5%	15.7%	8.4	\$37,847	\$2,477	13.9%
Irvine Valley College	37.7%	16.8%	18.4	\$28,403	\$2,240	12.5%
Moorpark College	37.3%	14.3%	20.3	\$23,793	\$2,515	17.6%
Orange Coast College	37.1%	10.7%	13.1	\$45,806	\$2,500	19.6%
Napa Valley College	36.0%	9.7%	18.2	\$51,871	\$2,747	26.7%
Santa Barbara City College	35.6%	14.6%	19	\$37,488	\$2,842	21.9%
Ohlone College	35.5%	10.2%	8.3	\$73,796	\$2,712	16.1%
Saddleback College	34.8%	15.5%	17.7	\$34,609	\$2,423	14.0%

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College Ready Student vs Student Ready College



College Ready Student

Are our students ready to be successful at Mendocino College?



Student Ready College

Is Mendocino College ready to ensure the success of our students?



Performance Funding

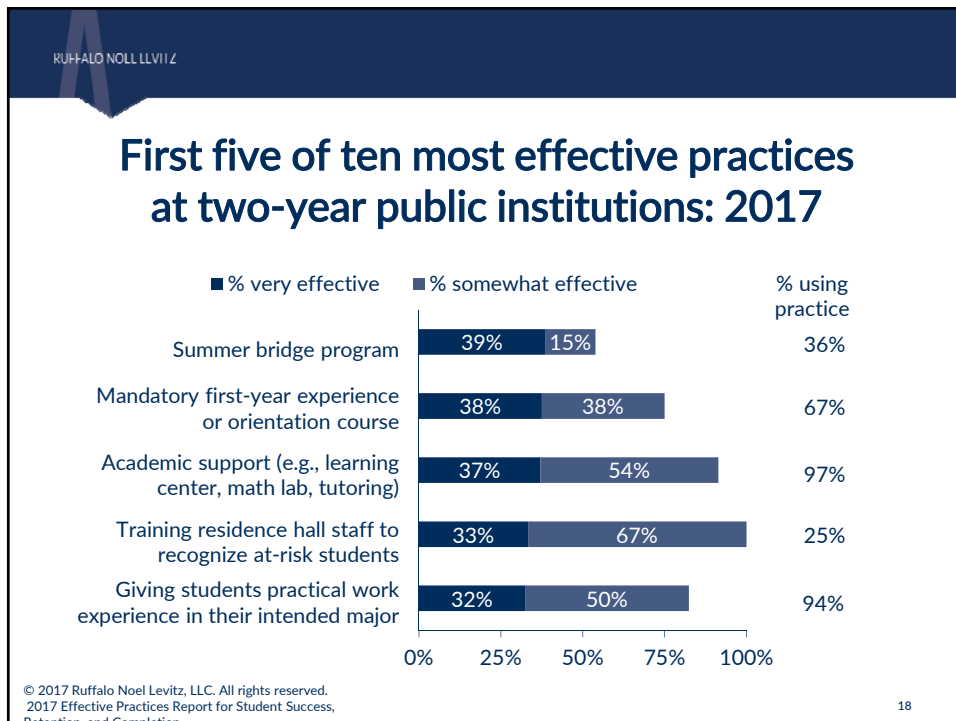


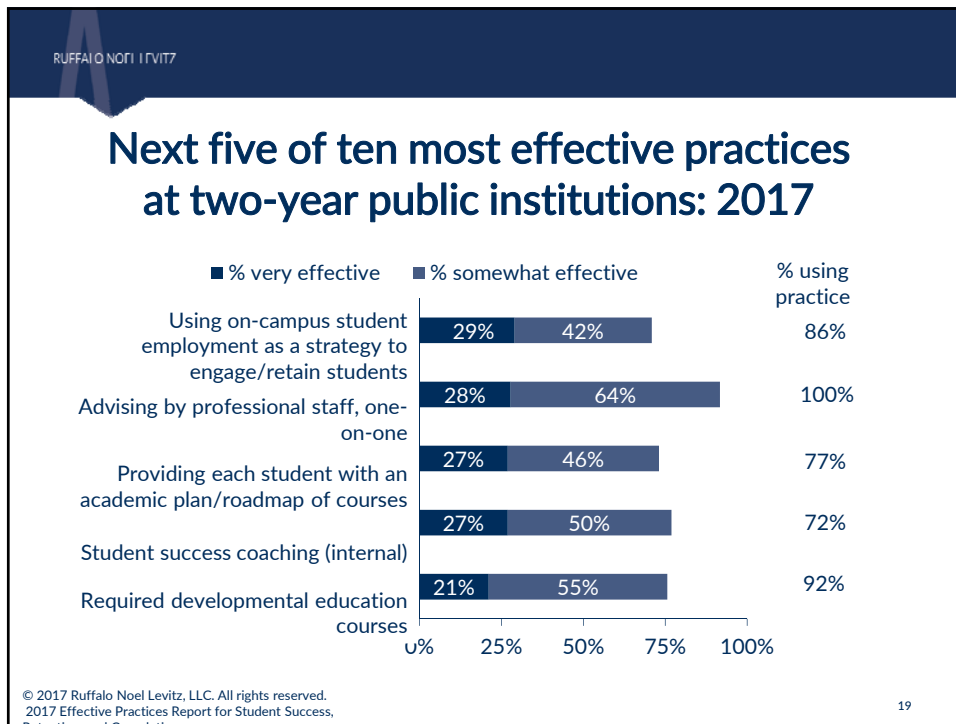
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Guided Pathways

CAFETERIA MODEL (STATUS QUO)	GUIDED PATHWAYS MODEL
ACADEMIC PROGRAM STRUCTURE	
<ul style="list-style-type: none"> • Paths to student end goals are unclear. • Program requirements are confusing; guidelines for progression are not clear and consistent. • There is a lack of curricular coherence across courses, and students may not acquire needed skills. • Course schedules are unpredictable and often set to accommodate college needs, not student needs. • Curriculum in high schools and other feeders is not aligned to college requirements. 	<ul style="list-style-type: none"> • Programs are fully mapped out and aligned with further education and career advancement. • Critical courses and other milestones are clearly identified on program maps. • Student learning outcomes are specified across programs. • Predictable schedules are set based on analysis of courses students need to progress on their plans. • High school and other feeder curriculum is designed to prepare students to enter college programs in particular fields.
NEW STUDENT INTAKE	
<ul style="list-style-type: none"> • Career and college planning is optional. • Undecided students are allowed to explore on their own. • Assessment is used to sort students into remediation or college-level courses. • Prerequisite remediation is narrowly focused on college algebra and English composition. 	<ul style="list-style-type: none"> • Academic plans, based on program maps, are required. • Students are required to enter exploratory majors and choose specific programs on a specified timeline. • Assessment is used to diagnose areas where students need support. • Instruction in foundation skills is integrated into and contextualized with critical program courses.
INSTRUCTION	
<ul style="list-style-type: none"> • Learning outcomes are focused on courses, not programs. • Instructors are often isolated and unsupported. • Metacognitive skills are considered outside the scope of instruction. 	<ul style="list-style-type: none"> • Faculty collaborate to define and assess learning outcomes for entire programs. • Faculty are trained and supported to assess program learning outcomes and use results to improve instruction. • Supporting motivation and metacognition is an explicit instructional goal across programs.
PROGRESS MONITORING AND SUPPORT	
<ul style="list-style-type: none"> • Student progress is not monitored, or there is limited feedback on progress. • Students do not have a clear idea of what they need to do to complete program requirements. • Students' performance in critical program courses is not closely monitored. • Communication between advisors and academic departments is poor; advisors lack accurate program information. 	<ul style="list-style-type: none"> • Student progress on academic plans is closely monitored, with frequent feedback. • Students can see how far they have come and what they need to do to complete programs. • Early warning systems identify students at risk of failing critical courses and initiate timely interventions. • Advisors work closely with program faculty, with a clear division of labor for monitoring student progress.

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- ## Top ten strategies
- Expectations • Advice • Support • Involvement
- Expectations**
- Accuracy and integrity in communications.
 - Require transition experiences (Bridge, FYE, orientation, and no late starts!).
 - Provide academic support (Gatekeeper and Developmental-Fast Track).
- Advice**
- Require intentional advising (define the path, reduce course options, and build relationships).
 - Provide pre-post early-alert systems.
 - Use campus employment as a retention strategy.
- Support**
- Retention must be someone's responsibility.
 - Use technology.
- Involvement**
- Develop a plan for improvement.
 - Improve teaching/learning (experiential hands on learning, and cohorts).

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Good advising may be the single most underestimated characteristic of a successful college experience.

Making the Most of College: Students Speak their Minds
Richard Light, Harvard University

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Most important areas of the student experience

Two-year community and technical colleges

<p>Tied for 2nd</p> <ul style="list-style-type: none"> 1 Instructional effectiveness 2 Academic advising Registration effectiveness 4 Concern for the individual 5 Admissions and financial aid 	Tied for 6th	<ul style="list-style-type: none"> 6 Safety and security Academic services 8 Student centeredness 9 Campus climate 10 Service excellence 11 Campus support services
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2017 National Student Satisfaction and Priorities Report

162,081 students from 195 community and technical colleges
SSI Community College Form A version
Fall 2014 - Spring 2017 22

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Top five challenges

Two-year community and technical colleges

Top challenges rated for two-year public institutions	Importance	Satisfaction
The quality of instruction I receive in most of my classes is excellent.	88%	64%
Classes are scheduled at times that are convenient for me.	87%	62%
I am able to register for classes I need with few conflicts.	87%	64%
My academic advisor is knowledgeable about my program requirements.	86%	64%
Faculty provide timely feedback about student progress in a course.	83%	59%

Percentages indicate the proportions of "important"/"very important" and "satisfied"/"very satisfied" scores

162,081 students from 195 community and technical colleges
SSI Community College Form A version
Fall 2014 – Spring 2017

Listed in order of importance

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2017 National Student Satisfaction and Priorities Report

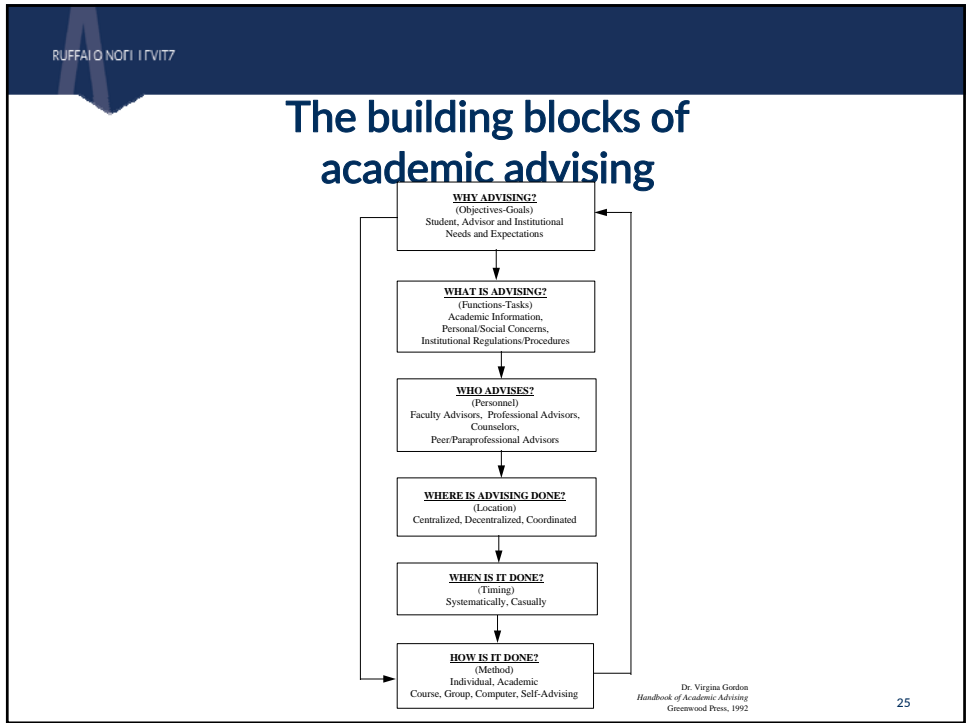
23

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I keep six honest serving-men (they taught me all I knew); their names are What and Why and When and How and Where and Who.

*The Elephant's
Child
Rudyard
Kipling*

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Questions to establish our premise

Does Mendocino College have “customers” in the same way businesses and other organizations have customers?

Do students experience dissatisfaction with the quality of the service provided?

Which is most important, the service provided or the attitude/behavior of the person providing the service?

What should be done to improve the quality of Mendocino College Advising and Financial Aid service to students?

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Key indicators of a service culture



People take responsibility



There are few barriers to communication and action



People are responsive to the needs of internal and external customers



Front-line staff frequently ask if they can be of service



People smile and look like they enjoy their work



People continuously look for ways to improve



Staff feel empowered to act



People receive positive feedback from colleagues



Customers are pleased after their interaction with staff



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Seven C's of customer service

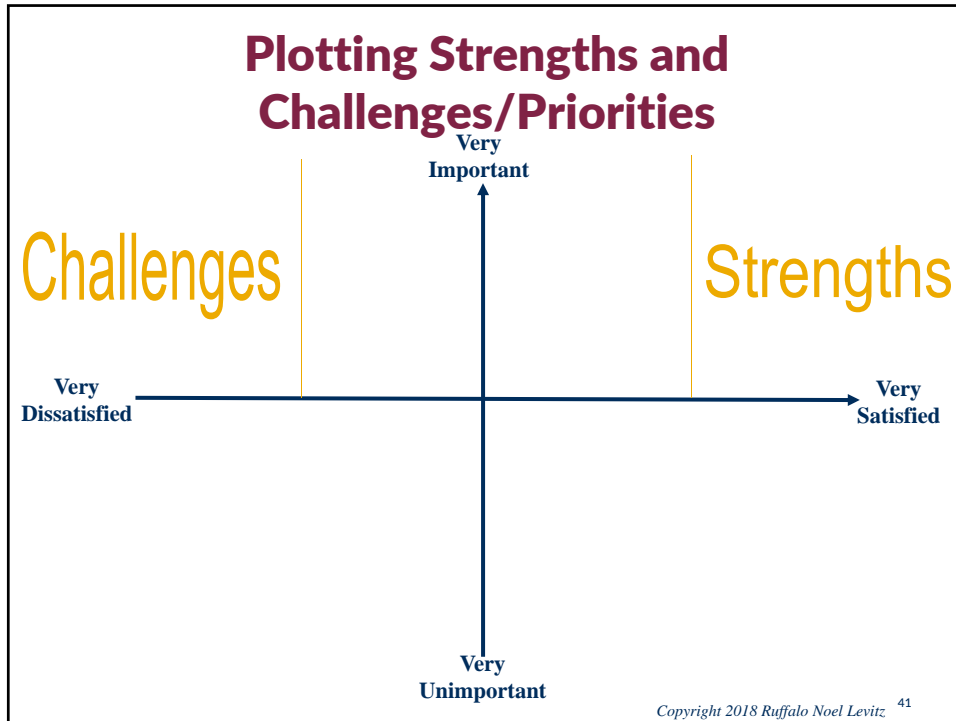
1. *Caring – student, institution, yourself*
2. *Confidence – knowledge, skills, empowerment*
3. *Considerate – treat others with respect*
4. *Committed – ABCD – (above and beyond the call of duty)*
5. *Creative – solutions to student problems*
6. *Controlled – calm, cool*
7. *Contagious – enthusiasm about job and college*

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CESS and SSI Capture three scores for prioritizing





Demographics – Position and FT/PT

Is your position:	Count	Percent
Faculty	97	56.1%
Staff	53	30.6%
Administrator	23	13.3%
All responses	173	100.0%

Is your position:	Count	Percent
Full-time	103	59.2%
Part-time	71	40.8%
All responses	174	100.0%

Overall Employee Satisfaction (5 point scale)

Employees at Mendocino College are more satisfied overall than their peers at other California two year schools, and at par with national norm

Overall satisfaction	Mendocino College	California peers	National Norm
Rate your overall satisfaction with your employment here so far...	3.78	3.58	3.85
		+.20*	-.07

Mendocino N=180

*significantly different at .05 level

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CESS Comments Summary

Group	Overall Satisfaction 1-5	Number of comments						
		Processes	Cross-talk Communication	Empowerment Participation Shared Governance	Tone at Top	Budget Pay	Teamwork Morale Fear	Other
36 Full-Time Faculty	3.50	5	6	3	7	0	10	13
58 Part-Time Faculty	3.80	5	14	8	5	9	7	19
52 Staff	3.85	6	12	4	5	1	2	24
23 Administrators	4.35	3	4	2	0	1	1	14
Totals	3.78	19	36	17	17	11	20	70
Totals %		10%	19%	9%	9%	6%	10%	37%

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2018 Campus Culture Priorities (Challenges) Page 3

4.46 or greater IMP (top half); 2.90 or less SAT (lowest quartile); OR 1.59+ GAP; in order of GAP

Section 1: Campus Culture and Policies							
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
This institution consistently follows clear processes for orienting and training new employees	4.41	.78	174	2.36	1.17	176	2.04
There is good communication between the faculty and the administration at this institution	4.53	.70	177	2.72	1.21	175	1.81
This institution consistently follows clear processes for selecting new employees	4.46	.71	173	2.71	1.28	173	1.76
There is a spirit of teamwork and cooperation at this institution	4.59	.72	177	2.84	1.35	176	1.75
There is good communication between staff and the administration at this institution	4.49	.68	177	2.75	1.28	176	1.74
There is positive communication and interaction among part-time faculty, full-time faculty, classified staff, and management at this institution	4.48	.75	178	2.77	1.20	178	1.71
This institution does a good job of meeting the needs of staff	4.43	.68	176	2.82	1.22	174	1.61
There are effective lines of communication between departments	4.43	.80	176	2.82	1.10	176	1.61
Employee suggestions are used to improve our institution	4.33	.73	176	2.73	1.28	175	1.60
This institution involves its employees in planning for the future	4.54	.65	177	2.95	1.24	175	1.59
This institution plans carefully	4.51	.63	174	2.94	1.24	174	1.56
This institution makes sufficient budgetary resources available to achieve important objectives	4.50	.69	171	2.94	1.19	172	1.56
Administrators share information regularly with faculty and staff	4.46	.72	173	2.91	1.30	175	1.55

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2018 Work Environment Priorities (Challenges) Page 3

4.49 or greater in IMP (top half) ; 3.15 or less in SAT; OR 1.12+ GAP in order of GAP

Section 4: Work environment							
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
My department has the staff needed to do its job well	4.60	0.59	174	2.89	1.33	175	1.71
My department has the budget needed to do its job well	4.55	0.58	174	3.02	1.22	172	1.53
It is easy for me to get information at this institution	4.49	0.61	175	3.08	1.29	178	1.41
I am paid fairly for the work I do	4.57	0.60	175	3.40	1.29	179	1.17
I have adequate opportunities for advancement	4.12	0.95	175	2.96	1.27	176	1.16
I learn about important campus events in a timely manner	4.19	0.81	176	3.07	1.17	174	1.12

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**Involvement in Planning - “3” is just right
Overall, need more faculty, staff, student input**

Section 3: Involvement in planning and decision-making			
RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mendocino	California 2 YR	Sign diff
How involved are: Faculty	2.49	2.96	***
How involved are: Staff	2.15	2.31	*
How involved are: Deans or directors of administrative units	3.37	3.49	NS
How involved are: Deans or chairs of academic units	3.18	3.38	*
How involved are: Senior administrators (VP, Provost level or above)	4.02	3.89	NS
How involved are: Students	1.92	2.21	***
How involved are: Trustees	3.08	3.40	***
How involved are: Alumni	2.37	2.24	NS



IV. Voices of Mendocino College Students

Student satisfaction



The voices of
Mendocino College
students!

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Overall Student Satisfaction (7 point scale)

Students at Mendocino College are more satisfied overall than their peers at other California two year schools, and more satisfied than their peers nationally.

Summary SSI	Mendocino College 2018	National Average	Western Average
So far, how has your college experience met your expectations?	5.20	4.95 +0.25***	4.99 +0.21***
Rate your overall satisfaction with your experience here thus far.	5.85	5.58 +0.27***	5.63 +0.22***
All in all, if you had to do it over, would you enroll here again?	6.24	5.82 +0.42***	5.91 +0.33 ***

Mendocino N=732

***significantly different at .001 level

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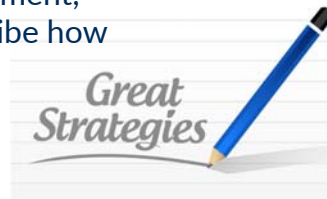
Item	Mendocino College - SSI			
	Importance	Satisfaction	SD	Gap
9. Internships or practical experiences are provided in my degree/certificate program.	6.00	5.05 / 1.84	0.95	
67. Channels for expressing student complaints are readily available.	6.25	5.31 / 1.87	0.94	
32. Campus item: My academic counselor is knowledgeable about my program requirements.	6.51	5.64 / 1.70	0.87	
8. Classes are scheduled at times that are convenient for me.	6.25	5.42 / 1.62	0.84	
65. Students are notified early in the term if they are doing poorly in a class.	6.30	5.46 / 1.83	0.84	
25. Campus item: My academic counselor is concerned about my success as an individual.	6.32	5.50 / 1.74	0.82	
30. Campus item: The career center/career placement services provide students with the help they need to get a job.	6.40	5.59 / 1.68	0.81	
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.35	5.55 / 1.66	0.80	
40. Campus item: My academic counselor is knowledgeable about the transfer requirements of other schools.	6.53	5.73 / 1.65	0.80	
12. Campus item: My academic counselor helps me set goals to work toward.	6.37	5.56 / 1.74	0.79	
19. Campus item: This campus provides effective support services for single-parent families.	6.23	5.44 / 1.73	0.79	
69. There is a good variety of courses provided on this campus.	6.51	5.72 / 1.51	0.79	
63. I seldom get the "run-around" when seeking information on this campus.	6.31	5.53 / 1.68	0.78	
20. Campus item: Financial aid staff are helpful.	6.44	5.67 / 1.74	0.77	
15. I am able to register for classes I need with few conflicts.	6.50	5.78 / 1.56	0.72	
52. This school does whatever it can to help me reach my educational goals.	6.47	5.75 / 1.55	0.72	
6. Campus item: My academic counselor is approachable.	6.42	5.71 / 1.63	0.71	
47. There are adequate services to help me decide upon a career.	6.34	5.63 / 1.60	0.71	
7. Adequate financial aid is available for most students.	6.35	5.65 / 1.62	0.70	
16. The college shows concern for students as individuals.	6.33	5.63 / 1.58	0.70	
48. Counseling staff care about students as individuals.	6.46	5.83 / 1.51	0.63	
10. Child care facilities are available on campus.	6.01	5.39 / 1.99	0.62	
42. Campus item: The equipment in the instructional lab facilities is kept up to date.	6.52	5.90 / 1.39	0.62	
18. The quality of instruction I receive in most of my classes is excellent.	6.63	6.03 / 1.28	0.60	
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.50	5.90 / 1.42	0.60	
44. I generally know what's happening on campus.	5.98	5.38 / 1.74	0.60	
54. Faculty are interested in my academic problems.	6.34	5.74 / 1.51	0.60	



The “vital few” strategies

- What can we do to improve satisfaction with advising and financial services at Mendocino College?

Key strategies are those things that are important to goal achievement, but they do not usually describe how it will be done.



VI. Closing and Evaluations



DAVE TRITES

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ITEM NO: 10.1
DATE: April 10, 2019

SUBJECT: TRUSTEE REPORTS

SYNOPSIS:

Individual Trustees share their Board related activities with the full Board.

ANALYSIS:

Oral reports by Trustees may be presented at the meeting.

ITEM NO: 10.2
DATE: April 10, 2019

SUBJECT: FUTURE AGENDA ITEMS

SYNOPSIS:

Input and discussion by board members regarding items to be included on future agendas.