

**DESERT COMMUNITY COLLEGE DISTRICT
REGULAR BOARD MEETING
MECCA THERMAL CAMPUS
THURSDAY, APRIL 19, 2012
MINUTES**

I. CALL TO ORDER – PLEDGE OF ALLEGIANCE - ROLL CALL

Chair Stefan called the meeting to order at 3:00 p.m. and asked Trustee Marman to lead the Pledge of Allegiance.

President Patton called the roll and all members were present with the exception of Student Trustee Bonner, who joined the meeting at 5:00 p.m.

II. AGENDA:

A. CONFIRMATION OF AGENDA:

Motion by Michael O'Neill, second by Becky Broughton, to approve the agenda as presented.

Motion amended by Michael O'Neill, second by Becky Broughton to add Public Employment: President to the Closed Session. Motion carried unanimously

An additional item was brought to the attention of the members and on a motion by Becky Broughton, second by Michael O'Neill, an update on labor negotiations was added to the closed session agenda. Motion carried unanimously.

III. CLOSED SESSION

1. **CONFERENCE WITH LABOR NEGOTIATOR**, Pursuant to Section 54957.6; unrepresented groups & labor unions on campus include CTA, CODAA, and CSEA; Agency Designated Representative: Dr. Edwin Deas
2. **ANTICIPATED LITIGATION:** Specify number of potential cases: 1

IV. OPEN SESSION

Motion by Michael O'Neill, second by John Marman, to approve payment for settlement for case #UPCLA- CE-5650-E. Motion carried unanimously.

V. PUBLIC COMMENTS (Agenda Items):

Counselors Dr. Basil Augustine, Jose Simo, Maria DeSantiago, Maria Jasso, and Elise King each addressed the board regarding their concerns about Human Resources Consent item #6, New Job Description: Counseling Support Assistant.

Sandra Farmer updated the board on MESA's activities.

VI. APPROVE THE MINUTES OF:

1. The Regular meetings of March 16, 2012.

There were no corrections to the minutes of March 16 and they stand approved

VII. REPORTS

A. ASCOD

Simon Myers was not able to attend.

B. COLLEGE OF THE DESERT FOUNDATION

Jim Hummer was not able to attend.

C. COLLEGE OF THE DESERT ALUMNI ASSOCIATION

Gene Marchu, Executive Director, was present and gave a brief report

D. ACADEMIC SENATE

Zerryl Becker was not able to attend.

E. FACULTY ASSOCIATION

Gary Bergstrom was not able to attend.

F. C.O.D.A.A.

David Bashore, CODAA President, was present and gave a brief report

G. CSEA

Lauro Jimenez was present and gave a brief report.

H. GOVERNING BOARD

Trustee Broughton welcomed everyone to the Mecca Thermal Campus. She thanked Trustee O'Neill, Chair Stefan, staff and the community members for all the time they spent on the presidential search.

She also reported having met with Vice President Academic Affairs Farley Herzek and has had ongoing discussions on accreditation. She reported the accreditation follow up report final draft has been forwarded to the College Planning Council and Academic Senate for review, comments and approval. Rick Rawnsley continues to edit and format the document and we are on target to present the draft report to the board at either the June or July meeting and are also on target for an October 15 submittal. She thanked all those that worked on this follow up report.

Trustee Hayden has nothing to report this month, but congratulated Trustee Marman on being a grandfather.

Trustee Marman's full report will be included with the minutes. He announced the arrival of his first grandchild, John Knox Marman and reported all are doing well.

Trustee O'Neill had nothing to report and thanked Adrian for his time on Tuesday.

Trustee Stefan thanked everyone at the college for the support given to the presidential search committee. A lot of time and effort has been put into this process and those on the committee dedicated hours, not only in meetings, but on their own in reviewing the applicants. Her full report will be included with the minutes.

Trustee O'Neill has a special report on the search. He reviewed the process used. The college initially began with a request for proposals from consulting firms to help with the process. There was some angst from some quarters with regard to that but those that participated in the process are now supportive of what we did. This was because of the firm we hired. Hours have been put into this process and calculated that approximately 3000 work hours have gone into this so far. He also thanked the community, students, faculty, staff, leadership and especially the Human Resources staff; Susan Kitagawa, Ruben Ramirez, Stan Dupree, and Bob Blizinski. They put in countless hours, above and beyond the call of duty. He congratulated them on their exceptional work.

We developed a unique process and are very happy with it. It is likely to become a model for not only our hiring here at the college, but the consulting firm, ELS will be taking this model on the road. The model is a very inclusive model with representatives from every constituency group, as well as the community. Some of the interviewees were pleasantly shocked we had part-time faculty and students. Trustee O'Neill expressed special appreciation to our consultants, Dr. Ed Valeau and Sallie Savage, they did an outstanding job. When we hired them we were impressed by their humanistic qualities and that prevailed through the entire process.

He thanked those on staff that volunteered for the search committee. We had more people than we needed, which made it difficult. We tried to be as representative in the selection process as possible.

The process shocked everyone as we had 61 applicants who met the minimum qualifications. We had an extremely qualified applicant pool. The committee spent 4 days/8 hours a day interviewing 15 candidates. Some of these applicants had only applied to College of the Desert – they were not looking for a job, they were looking to come to College of the Desert and that is because of our reputation. He said it was wonderful to hear how respected, how valued and what a leader we are in the state.

The committee was able to narrow it down to 4 candidates. Background information on the candidates will be forthcoming from our Public Relations office. The candidates are:

Dr. Angela Fairchild
Dr. Joel Kinnamon
Mr. Arturo Reyes
Dr. Andreea Cerban

The interview process starts on May 1 and each candidate will be on campus for a total of 2 days. There will be a public forum and everyone is encouraged to attend. The Board will be asking for input from everyone that physically attends the public forums. All of this input will come to the Board as part of their final review process. The Board will meet with each candidate on the 2nd day for interviews.

VIII. ADMINISTRATIVE REPORTS

1. President

President Patton updated the members on COD's process with the K-12's in the district. Five years ago he started meeting with his K-12 counterparts in each of the districts and they were impressed we took the time in trying to develop a relationship. Now the Coachella Economic Partnership (CVEP) has taken over that lead and they are trying to fulfill the blueprint for economic development for the Coachella Valley. A key component of that is workforce development. This last month there have been meetings with the K-12's, COD and CSU and that group has come up with 4 strands to implement as part of the plan; teaching and learning, redesigning secondary schools, sustaining change through business and civic leadership and college and career readiness. This will develop into a master plan for the valley that will integrate the process of making the transition from high school to college as seamless as possible.

2. Interim Vice President Student Affairs – Adrian Gonzales

Mr. Gonzales acknowledged the work of the Title 5 HSI grant staff. They had a financial literacy week, which was well attended by many students. The student received information on financial aid as well as financial literacy.

He also updated the members on the Upward Bound Grant. There were 2 grants we submitted; one for the eastern valley and one for the western valley. With the budget scenarios around the

nation, as well as the accountability measures the feds indicated they had priorities that they wanted these proposals to follow. As a result they wanted applicants to focus on consistently low performing schools. We made decision to submit 1 application instead of 2 as many of our schools were not on that list and it would have made us less competitive. The grant we did submit was our renewal grant. We had to make determinations as to which of our high schools we currently serve have the most need with regard to low income students and academic performance. We submitted a renewal for Coachella Valley, Desert Hot Springs and Indio High Schools. It excludes Palm Springs and Cathedral City High Schools. We have informed the schools and the parents. We will continue to serve the students in the program until they graduate, even if they are Palm Springs or Cathedral City High Schools. Trustee O'Neill asked if the chances were better for a renewal. Mr. Gonzales said we get prior experience points based on our activity. Our Upward Bound program is outstanding compared to many across the country. We have a 90% retention, 90% graduation rate and a 90% college entrance rate, which makes for a solid Upward Bound program.

Mr. Gonzales reported there were several recommendations from the Think Tanks regarding potential fee increases. We have been looking at these very closely to determine which are viable vs those that wouldn't benefit the college. We have identified 3 that will be brought to the board next month. The first is credit by exam – we currently charge students \$25.00 to request credit by exam and are allowed to charge the per unit fee for a course so could charge the per unit fee times the number of units for that course.

We will also bring a duplicate certificate fee. We are required by Ed Code to provide 2 free copies of an academic record, however, after that we are able to charge a fee for providing additional records. We do have a duplicate transcript fee, but have never had the duplicate certificate fee.

A refund processing fee will also be implemented. This is for students who have dropped a course and requested a refund. The fee will be \$10.00 per semester.

The final item recommended by the Think Tanks is a parking fee for staff parking passes. We have reviewed the need to increase the parking fee for students and don't believe there is a need to do so. There are 1200 staff passes issued. The first pass is free and the second is \$1.00. The recommendation to the board will be to keep the first pass free for staff but additional passes would be \$20.00 each.

Mr. Gonzales also reported they have been looking at the smoking policy and have been diligent in researching the issue. A survey was done, which indicated that 60% of the respondents would like a more stringent policy. Other schools' policies were researched and very few schools have a smoke free policy - most have designated area. We are developing the language for a revised smoking policy and it will go to Executive Cabinet, then College Planning Council and then to the Board for approval.

Trustee Marman asked if the parking fee will be \$20.00 per year or per semester. It will be an annual fee.

3. Vice President Business Affairs – Dr. Edwin Deas

Dr. Deas provided a handout outlining his report on each of the following and reviewed with the members:

- a. EVC–Mecca/Thermal: Sewer Update
- b. WVC-Desert Hot Springs: New Site Preliminary Report

Trustee O'Neill asked if the Desert Healthcare Agency (DHA) would be willing for us to use part of their facility to rent. Dr. Deas said it is possible. He reported that Ms. Greco of DHA had a chat with the County of Riverside as they are developing a facility in Desert Hot Springs as well. There may be potential there. Dr. Deas met with a venture capitalist from Los Angeles this morning in an attempt to interest them in putting private money into the West Valley Palm Springs campus. He learned that this company was the funding agency for the county project in Desert Hot Springs. He has had a preliminary chat with them about what that might look like. This might be a better option for us and make our modest budget go further.

- c. Successor Agencies Oversight Boards: Initial Report

After reviewing his report Dr. Deas also reported the City of Indio has received approval from the oversight board and from the Department of Finance from the state for an obligation to pay for all the infrastructure to the new Indio campus and approval for the additional parking.

Trustee Broughton asked what the timeline for the campus being built is; when do the overhead power lines come down and go underground? Dr. Deas said we don't know exact dates as yet. The city is very cognizant of doing their work at the same time as us. Trustee Broughton also asked if we've heard from the State Architect. Dr. Deas said we have heard through our architects it's possible/likely that approval will come out of DSA earlier than June.

- d. Palm Desert Campus Solar Project Introductory Report

Dr. Deas will spend more time on this next month but briefly reviewed the handout.

- e. Palm Desert Center Campus Project: Introductory Report on Revised Strategy

Dr. Deas reviewed his handout on the Palm Desert Campus revised strategy.

- f. WVC Palm Springs: Schematic Design Presentation by HGA & o2 Architects

Lance O'Donnell of o2 Architects and Satoshi Teshima of HGA presented a Power Point on the West Valley Campus in Palm Springs.

Trustee Broughton commented that the following are needed at the West Valley Campus: safe parking, a student lounge and a place for them to eat, trust-worthy sewage and other utilities. She is concerned about how the communications like WiFi will work out there as there have been problems at other sites, and library/bookstore/counseling services.

The Board recessed for dinner.

Student Trustee Aaron Bonner arrived at 5:00 p.m. Chair Stefan invited him to report on his activities. He reported he hosted a “Day of Action” event, which was a big success. The Day of Action encouraged students to sign letters of support for California Community Colleges. The letters will be delivered to the various local legislators. He’s also planning to host a voter registration drive for all interested students and campus community members. He also presented the ASCOD report on behalf of ASCOD President Simon Myers, who was unable to attend.

Trustee O’Neill clarified that Superintendent/Presidential candidate Arturo Reyes’ doctorate is in progress.

IX. CONSENT AGENDA: All items on the Consent Agenda will be considered for approval by a single vote without discussion. Any Board member may request that an item be pulled from the Consent Agenda to be discussed and considered separately in the Action Agenda.

Trustee Broughton asked that Human Resources item #6: new job description is pulled for discussion under the Action agenda.

Motion by Michael O’Neill, second by Becky Broughton, to approve the consent agenda as amended.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

A. HUMAN RESOURCES

1. Professional Advancement – Faculty
2. Change of Status – Classified
3. Initial Proposal from the CSEA to the DCCD – 2nd Reading
4. Initial Proposal from the DCCD to the CSEA – 2nd Reading
5. Employment Group C Appointments
6. ~~New Job Description – Classified~~ Moved to Action Agenda
7. Resignation - Classified

B. FISCAL SERVICES

1. Purchase Orders and Contracts for Supplies, Services & Construction
2. Warrants
3. Payroll #9
4. Gifts/Donations to the District
5. Out-of-State/Country Travel
6. Notice of Completion – Weight Room/Training Room Project

X. ACTION AGENDA

A. HUMAN RESOURCES

1. New Job Description - Classified

Motion to approve by Becky Broughton, second by John Marman, to approve the new job description as presented.

Discussion

Adrian Gonzales explained this is a position that is part of the HSI grant and is a paraprofessional position to assist the counseling areas with the front-line work. COD has never had an outreach office so many of the counselors going out and doing front-line work like giving out information, policy/procedure explanations, assisting students with financial aid applications and the like. This position was modeled after the instructional support assistant. The position was brought to the counseling meeting several months ago. We followed the process for the creation of a new CSEA position. The position was created, it was taken through the CSEA re-class committee and was initially approved. When it was pulled after the first presentation to the board there was meeting with CTA, CSEA and the administration. CTA was able to bring forward their concerns, Adrian also brought forward concerns he had heard and there were changes made. This position is specifically for the HSI grant. We have an opportunity to make adjustments in order for it to be used for the general service areas. We are willing to go back and look at this position. This will allow the grant to move forward, allow us to pilot test this position. This position will sunset with the HSI grant. In order for the position to be used for the general campus it would have to be changed.

Trustee Broughton asked if there have been any problems in the instructional support area? Mr. Gonzales said it is the responsibilities of the administrators to ensure that people stay within their job descriptions and we will watch it closely.

Trustee O'Neill asked what is the reporting structure. He understands it is modeled after the ISA model but we know individuals may get carried away, do we have a monitoring system overseeing it. Mr. Gonzales said there will be a direct supervisor to this position, the HSI Director, who is an educational administrator. They will be responsible to train this position and make sure they stay within their job description. There are also mechanisms within each of the unions to be sure staff members don't go outside of their job description. Our intent is to utilize

this position to support the counseling areas, not to supplant or diminish the role of the counselor. It will be critical to get guidance from the counselors as to what role they will play and what services they provide.

Trustee Broughton asked for examples and Mr. Gonzales said now we have counselors that go out to the high schools to provide general information about what it takes to enter COD. We have utilized student workers and volunteers have done this in the past. This will allow us to have a person on staff, who has been trained by us, to go out and fulfill the role we design.

Trustee Broughton said this person would not create the power point that says “College is for you” but would push the buttons and direct those students to the correct person.

Trustee Marman thought the key word in the job title is “support”. There are other areas that have a "support" person and thinks we need to try it.

Trustee O’Neill commented that other colleges have used this for years. Mr. Gonzales agreed and said the counselors are supportive of this position, we just have not come to complete agreement on some of the language. This position will help us address the student success task force recommendations. The grant expires in 3 years.

Trustee Hayden heard the fear is this person will do counseling. Mr. Gonzales said this position will not develop an SEP. There is a lot of front line work that the counselors do and this will help them.

Trustee Marman commented he has always supported our counselors. There was an article in the Chaparral that he wrote a rebuttal to it. Some of the concerns were that it wasn't discussed and he wants to be sure we keep an eye on it.

Vote

Yes: Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan

No: None

Absent: None

Abstain: Aaron Bonner

Final Resolution: Motion carried unanimously.

B. BOARD OF TRUSTEES

1. Student Trustee Privileges

Motion by Becky Broughton, second by Aaron Bonner, to approve the student trustee privileges as presented.

Becky Broughton amended the motion to include the wording of the amended document, second by Michael O’Neill.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

2. Approval of Nomination for President Emeritus

Motion by Michael O'Neill, second by Becky Broughton to approve the nomination for President Emeritus.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

3. 5-Year Review of Board Policies –6000 series

Motion by Michael O'Neill, second by Becky Broughton, to approve the review of the selected policies as presented.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

4. Revised Board Policies – 5000 series

Motion by Becky Broughton, second by Aaron Bonner, to approve the revised board policies as presented.

Discussion: Trustee Marman commented that some of these policies are so generic he'd like to see them again with input from the new President. Trustee Broughton said policies are general, it's the procedures that are more detailed. Trustee Marman said he's like to see the procedures be looked at. Chair Stefan reminded the members that the Board does not set the procedures, only the policies.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

C. PRESIDENT

1. Proclamation – Classified School Employee Week
2. Proclamation – Asian/Pacific Islander Heritage Month
3. Proclamation – Day of the Professor
4. Proclamation – National Nurses Week
5. Proclamation – Day of Silence

Motion by Michael O'Neill, second by Charles Hayden, to approve all of the proclamations.

Discussion: Trustee Broughton commented that approving them as a group does not mean we do not value them. She is always very pleased to see them on the agenda.

Trustee Marman asked if we could ask before the meeting if anyone is interested in reading them. Chair Stefan pointed out we did not ask for these to be read at this meeting as normally there is not large attendance.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

6. Approval of Nominations for Emeritus Status

Motion by John Marman, second by Michael O’Neill, to approve the nominations as presented.

Discussion: Trustee Hayden thought it fitting the names be read aloud. Trustee O’Neill read the names: Mary Chris Totten, Professor Emeritus Biology, David Einstein, Professor Emeritus Adjunct Instructor Art, Milford Chuck Decker, Professor Emeritus Computer Information Systems, Pat Keller, Professor Emeritus Nursing, William Gudelunas, Professor Emeritus Political Science and American History and Linda Murphy, Professor Emeritus Nursing.

Trustee Marman is pleased they found a system to honor the adjunct faculty.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

D. HUMAN RESOURCES

1. Employment Group A Appointments – Classified

Motion by Becky Broughton, second by Michael O’Neill, to approve the classified appointments as presented.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

2. Employment Group A Appointment – Non-Tenure Faculty

Motion by Michael O’Neill, second by John Marman, to approve the non-tenure faculty appointments as presented.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan
No: None

Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

3. Employment Group A Appointments – Leadership

Motion by John Marman, second by Michael O’Neill, to approve the Leadership appointments as presented.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

4. Reclassified Job Descriptions – Leadership

Motion by Becky Broughton, second by Michael O’Neill, to approve the reclassified job descriptions as presented.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

5. Reclassifications – Leadership

Motion by John Marman, second by Michael O’Neill, to approve the reclassifications as presented.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

6. Unpaid Leave of Absence – Classified

Motion by Becky Broughton, second by Michael O'Neill, to approve the unpaid leave as presented.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

7. Unpaid Leave of Absences/Reduced Teaching Load – Faculty

Motion by John Marman, second by Becky Broughton, to approve the unpaid leave/reduced teaching load as presented.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

E. FISCAL SERVICES

1. Budget Transfers

Motion by Charles Hayden, second by Aaron Bonner, to approve the budget transfers as presented.

Discussion: Trustee O'Neill asked why so much HSI money is being transferred. Mr. Gonzales explained this represents 2 different grants; the individual grant that the Student Affairs area has and the collaborative grant with the instructional area. When the budget is initially presented to RCOE money is moved around as the need arises.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

2. CCFS-311Q / Quarterly Financial Status Report

Motion by Becky Broughton, second by Michael O'Neill, to approve the 311Q as presented.

Discussion: Wade Ellis, Director Fiscal Services, provided a handout and reviewed it with the members.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

3. To Award Contract for Independent Audit Services

Motion by John Marman, second by Aaron Bonner, to approve the awarding of contract as presented.

Discussion: Trustee Broughton commented that it is a hurdle the first time you work with a new auditor because the information is asked for differently. Mr. Ellis said we sent an RFP to every auditor in California that had done at least 2 community colleges and heard back from 3.

Trustee O'Neill asked if we expect they will find more audit exceptions with a new firm. Mr. Ellis said we do expect it as they will be looking at things differently.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

F. ACADEMIC AFFAIRS

1. Curriculum Modifications

Motion by Michael O'Neill, second by Becky Broughton, to approve the curriculum modifications as presented.

Discussion: Trustee O'Neill commented there were some concerns regarding the Math 60 class.

Motion to amend the motion by Michael O'Neill, second by Becky Broughton, to withdraw the Math 60 class from the item.

The members agreed unanimously to make the amended motion the main motion.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously to approve the item with Math 60 removed.

XI. SUGGESTIONS FOR FUTURE AGENDAS

Trustee Marman asked again about spending some time to discuss our policies and procedures regarding grants. He would like it discussed at the next Board meeting.

Trustee Marman also requested an update on summer school and what we are doing.

Trustee O'Neill requested seeing the plans for building out at Mecca Thermal Campus. He also requested explaining the FTES report to the members, specifically pages 5 & 6, in more detail.

Trustee Broughton would like to hear how our ESL programs are coming.

Trustee Hayden asked for a report on the proposed budget for the ambassador program.

XIII. BOARD COMMENTS

Trustee O'Neill has a concern regarding the construction of the round-a-bout that is going in by the Cravens Student Services Building. He is concerned about people not knowing how to use a round-a-bout. Mr. Gonzales said there has been a lot of discussion about it and the intent is to have staff in the area to direct people.

Trustee Broughton would like to remind Dr. Deas the Board needs the links for the online hazmat training.

XIV. CLOSED SESSION (Continued)

1. **PUBLIC EMPLOYMENT**, Pursuant to Government Code section 54957
Position to be filled: President

XV. OPEN SESSION

No reportable action taken in closed session.

XVI. ADJOURN The meeting adjourned at 7:15 p.m.

Academic Senate President
Report to the Board of Trustees
April 19, 2012

Presidential Search

I would like to personally thank Board Chairman Bonnie Stefan and Trustee Michael O'Neill for their work on the search process and congratulate them on a job well done. The entire process was well coordinated; the advisory team carefully selected; and discussions open, transparent, inclusive and respectful.

I would also like to commend all members of the Board of Trustees for their selection of the ELS consultant team. Although the Senate was initially opposed to hiring outside assistance, Dr. Ed Valeau and Sallie Savage were an excellent addition to the process and in my personal opinion, the money was well spent.

Academic Senate Executive Committee for 2012/2013

Three Senate Chairs were elected this month to serve for two year terms as Senate Chairs and members of the Senate Executive Committee:

- Curriculum Chair: Douglas Redman
- Outcomes and Assessment Committee Chair: Bert Bitanga
- Educational Policies Chair: Darlene Romano
- Adjunct Representative: Julius Varga

Continuing on the Senate Executive Committee for the second year of a two year term:

- President: Zerryl Becker
- Faculty Development Chair: Ed Reed
- Educational Technologies Chair: Felix Marhuenda-Donate

Filling the position vacated by Stan Dupree:

- Adjunct Representative: Robert Pellenbarg

Faculty of the Year:

Carol Lasquade has been elected by the full time faculty as Outstanding Faculty of the Year and will be the speaker at Commencement. Congratulations to Carol!

Equivalency:

The Senate would like to thank Stan Dupree, Interim Executive Director of Human Resources for meeting with Dr. Kelly Hall, Equivalency Chair, Zerryl Becker, Senate President, and Gary Bergstrom, Faculty Association President on Sunday, April 15 to ensure that equivalency continues moving forward.

Our objective is to complete the disciplines list for full time faculty before the end of this Spring 2012 semester.

That's been our objective for about two years; hopefully this will be the year we actually achieve it.

I first started working on this project more than six years ago: the Senate identified at that time the need for a list of faculty and disciplines for Program Review; the Senate identified a further need for a list of faculty and disciplines when the Senate was working on FSA's and finally decided on one FSA for the college not because it is the best option for the college but because we did not have the information needed to adequately assign faculty to more specific program FSA's.

The District needs the list today for equivalency; the District still needs the list for Program Review; Deans and Department Chairs need the list when making section assignments; and the District needs the list before they can effectively bring FSA's back to the bargaining table.

Human Resources provided a basic list of degrees for full time faculty about two months ago; from that list the Senate was able to determine about 86 discipline assignments. For the remaining twenty we need additional information from personnel jackets; only HR personnel and the faculty in question can access that information; HR needs assistance from faculty knowledgeable in state minimum qualifications to assist them in determining the additional information required. Finding available time for all to work on this together has been difficult.

At this time we are addressing only full time faculty; the objective for 2012/2013 will be expansion of that list to include discipline qualifications for adjunct.

Meet Your Faculty Day

This event has been postponed until fall when it can be part of College Hour. We were originally hoping for a kick-off this spring but scheduling proved impossible so we will concentrate our efforts on planning three sessions – one each month – next fall.

Sixteen Faculty have now volunteered to be part of this event; Carlos Maldonado will represent the students; Adrian Gonzalez is offering student services assistance; John Jaramillo offered the services of Avante Simmons to help with planning. The Senate appreciates all the cooperation.

Accreditation

Vice President Herzek is to be congratulated for his efforts on preparing the Accreditation report that is due next October.

Deans, Faculty, and classified staff have been working on each of the eight recommendations; Rick Rawnsley has started writing the final proposal and a preliminary draft has been distributed to faculty and will be considered for approval at the April 26 Senate meeting.

Academic Calendar

The Academic Calendar for 2013/2014 was presented to faculty at the April 12 Senate meeting.

Two areas of concern are:

- Final exam week starts on a Tuesday and continues through Monday
- Spring Break is very late in the semester

The final exam issue occurs in both Fall 2012 and Fall 2013 because we have two Monday holidays: Labor Day and Veterans Day. There are very few options and faculty appear to be comfortable if not happy with the need for the Tuesday/Monday final exam week.

Late Spring break is a bigger concern because it seems to result in more students dropping out and not finishing the course. We don't have statistics on this; just anecdotal faculty experience. Some suggestions are to move spring

break to the middle of the semester and not tie it to Easter; eliminate spring break and end the semester one week early.

Faculty Senators are bringing the calendar back to their Academic Units and will bring their questions and recommendations to the April 26 Senate meeting.

Multi-Year Administrative Contracts

Last month, during my discussion of Multi-Year Administrative contracts, I mentioned some statistics in my oral report to the Board that was not included in my written report. For reference, I have included them at the end of this report. This data is from the Chancellor's Office Data and includes:

- Staffing from Fall 2003
- Staffing from Fall 2010 (most recent year available)
- FTES for 2003
- Summary comparison (Excel spreadsheet created from the Data Mart data).

Zerryl Becker, Academic Senate President

Comparison of Fall 2003 to Fall 2010

College of the Desert

	Educational Administrator	Tenure Track	Adjunct	Classified Admin	Classified Professional	Classified	Total
<i>Headcount</i>							
Fall 2003	12	106	283	6	12	167	586
Fall 2010	18	107	359	8	11	199	702
Increase	6	1	76	2	-1	32	116
% Increase	50%	1%	27%	33%	-8%	19%	20%
<i>FTE</i>							
Fall 2003	12	111.2	108.9	6	12.2	145.8	396.1
Fall 2010	18.1	122.5	151.3	8.3	11.5	175.9	487.6
Increase	6.1	11.3	42.4	2.3	-0.7	30.1	91.5
% Increase	51%	10%	39%	38%	-6%	21%	23%

**Full Time Equivalent Students(FTES) By Distance Education Status****Desert CCD For Annual 2003-2004****All Courses**

District	College	Credit FTES	Non-Credit FTES
Desert CCD	Desert	5,799.02	759.57
Total		5,799.02	759.57

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California Community Colleges Chancellor's Office

Report on Staffing for Fall 2003

Employee Category Full-time Equivalency (FTE) Distribution by District/College

	Educ. Admin.	Tenured/ Tenure	Academic Temporary	Classified Admin.	Classified Professional	Classified Support	Total FTE
Desert							
DESSERT, COLLEGE OF THE	12.0	111.2	108.9	6.0	12.2	145.8	396.1
Desert Districtwide Total:	12.0	111.2	108.9	6.0	12.2	145.8	396.1
El Camino							
EL CAMINO COLLEGE	51.0	367.4	191.3	18.0	53.0	352.8	1,033.4
El Camino Districtwide Total:	51.0	367.4	191.3	18.0	53.0	352.8	1,033.4
Feather River							
FEATHER RIVER COLLEGE	3.9	25.0	13.6	12.3		40.1	94.9
Feather River Districtwide Total:	3.9	25.0	13.6	12.3		40.1	94.9
Foothill-Deanza							
FOOTHILL DISTRICT	5.0			16.0	58.9	124.0	203.9
DE ANZA COLLEGE	21.3	331.6	232.4	10.0	46.6	226.8	868.8
FOOTHILL COLLEGE	19.0	207.6	193.4	3.0	27.3	107.5	557.8
Foothill-Deanza Districtwide Total:	45.3	539.2	425.7	29.0	132.8	458.3	1,630.4
Gavilan							
GAVILAN COLLEGE	11.9	74.0	45.2		9.0	95.1	235.3
Gavilan Districtwide Total:	11.9	74.0	45.2		9.0	95.1	235.3
Glendale							
GLENDALE COLLEGE	25.8	242.4	173.9	38.1	12.0	276.5	768.7
Glendale Districtwide Total:	25.8	242.4	173.9	38.1	12.0	276.5	768.7
Grossmont-Cuyamaca							
GROSSMONT DISTRICT	4.9			7.5	8.0	69.1	89.5
CUYAMACA COLLEGE	12.5	91.2	97.1	1.0	2.0	100.5	304.2
GROSSMONT COLLEGE	17.6	229.4	208.4	5.0	1.7	189.8	651.8
Grossmont-Cuyamaca Districtwide Total:	34.9	320.6	305.5	13.5	11.7	359.3	1,045.5
Hartnell							
HARTNELL COLLEGE	18.3	110.9	101.1	19.0	10.0	139.2	398.5
Hartnell Districtwide Total:	18.3	110.9	101.1	19.0	10.0	139.2	398.5
Imperial							
IMPERIAL VALLEY COLLEGE	11.8	141.6	93.0	3.0	6.5	141.3	397.2
Imperial Districtwide Total:	11.8	141.6	93.0	3.0	6.5	141.3	397.2
Kern							
KERN DISTRICT				7.0		49.5	56.5
BAKERSFIELD COLLEGE	12.2	270.5	70.5	11.2		240.2	604.7
CERRO COSO COMMUNITY COLLEGE	3.0	70.3	48.2	2.0		76.1	199.5
PORTERVILLE COLLEGE	4.0	89.1	26.9	2.0	1.0	64.2	187.2
Kern Districtwide Total:	19.2	429.9	145.6	22.2	1.0	430.0	1,047.9
Lake Tahoe							
LAKE TAHOE COMMUNITY COLLEGE	7.0	47.4	39.6		1.0	74.9	169.9
Lake Tahoe Districtwide Total:	7.0	47.4	39.6		1.0	74.9	169.9
Lassen							
LASSEN COLLEGE	4.0	43.8	37.8	1.0	18.0	47.6	152.2
Lassen Districtwide Total:	4.0	43.8	37.8	1.0	18.0	47.6	152.2
Long Beach							
LONG BEACH CITY COLLEGE	29.6	396.6	210.8	11.0	11.0	375.2	1,034.1
Long Beach Districtwide Total:	29.6	396.6	210.8	11.0	11.0	375.2	1,034.1

Note: Work assignments are reported by the district in data element (EJ01)Employee-Assignment-Type and (EJ08) Employee-Assignment-FTE. All work assignments for each employee category are represented.

Districts not reporting: Shasta, State Center

Data Source: CCCC MIS Database for the reporting period Fall Term 2003

Data Element Definitions: California Community Colleges Management Information System Data Element Dictionary

California Community Colleges Chancellor's Office

Report on Staffing for Fall 2010

Employee Category Full-time Equivalency (FTE) Distribution by District/College

	Educ. Admin.	Tenured/ Tenure	Academic Temporary	Classified Admin.	Classified Professional	Classified Support	Total FTE
Desert							
DESERT, COLLEGE OF THE	18.1	122.5	151.3	8.3	11.5	175.9	487.6
Desert Districtwide Total:	18.1	122.5	151.3	8.3	11.5	175.9	487.6
El Camino							
EL CAMINO COLLEGE	25.0	348.2	192.6	32.0	57.0	346.5	1,001.3
El Camino Districtwide Total:	25.0	348.2	192.6	32.0	57.0	346.5	1,001.3
Feather River							
FEATHER RIVER COLLEGE	5.1	25.3	23.4	17.7	2.0	45.0	118.5
Feather River Districtwide Total:	5.1	25.3	23.4	17.7	2.0	45.0	118.5
Foothill-Deanza							
FOOTHILL DISTRICT	8.0			17.8	71.7	112.9	210.4
DE ANZA COLLEGE	16.3	350.4	231.4	10.0	53.9	212.7	874.8
FOOTHILL COLLEGE	20.9	236.4	168.8	5.0	35.8	100.5	567.3
Foothill-Deanza Districtwide Total:	45.3	586.8	400.1	32.8	161.4	426.0	1,652.4
Gavilan							
GAVILAN COLLEGE	20.0	78.1	44.3	6.0	13.4	113.2	274.9
Gavilan Districtwide Total:	20.0	78.1	44.3	6.0	13.4	113.2	274.9
Glendale							
GLENDALE COLLEGE	31.0	227.2	214.2	33.4	13.5	287.8	807.1
Glendale Districtwide Total:	31.0	227.2	214.2	33.4	13.5	287.8	807.1
Grossmont-Cuyamaca							
GROSSMONT DISTRICT	4.5			5.4	19.0	60.3	89.2
CUYAMACA COLLEGE	12.1	92.4	115.4	2.0	3.3	109.8	334.9
GROSSMONT COLLEGE	18.1	253.7	197.8	2.0	9.9	187.0	668.5
Grossmont-Cuyamaca Districtwide Total:	34.7	346.1	313.2	9.4	32.1	357.1	1,092.5
Hartnell							
HARTNELL COLLEGE	7.0	91.9	85.0	18.9	9.5	115.1	327.3
Hartnell Districtwide Total:	7.0	91.9	85.0	18.9	9.5	115.1	327.3
Imperial							
IMPERIAL VALLEY COLLEGE	16.0	179.5	104.9	1.0	19.8	137.2	458.4
Imperial Districtwide Total:	16.0	179.5	104.9	1.0	19.8	137.2	458.4
Kern							
KERN DISTRICT	3.0			24.8	11.6	34.5	73.9
BAKERSFIELD COLLEGE	14.0	308.2	115.4	15.0	31.6	194.4	678.7
CERRO COSO COMMUNITY COLLEGE	5.5	75.1	50.0	8.0	8.4	69.2	216.2
PORTERVILLE COLLEGE	6.0	83.6	27.8	5.3	4.7	54.1	181.4
Kern Districtwide Total:	28.5	466.9	193.2	53.0	56.3	352.2	1,150.1
Lake Tahoe							
LAKE TAHOE COMMUNITY COLLEGE	6.0	44.6	45.8	2.0	3.3	52.1	153.8
Lake Tahoe Districtwide Total:	6.0	44.6	45.8	2.0	3.3	52.1	153.8
Lassen							
LASSEN COLLEGE	4.8	48.5	28.1	9.6	7.2	50.0	148.1
Lassen Districtwide Total:	4.8	48.5	28.1	9.6	7.2	50.0	148.1
Long Beach							
LONG BEACH CITY COLLEGE	32.7	360.7	226.2	20.0	27.4	461.5	1,128.5
Long Beach Districtwide Total:	32.7	360.7	226.2	20.0	27.4	461.5	1,128.5

Note: Work assignments are reported by the district in data element (EJ01)Employee-Assignment-Type and (EJ08) Employee-Assignment-FTE. All work assignments for each employee category are represented.

All Districts Reporting

Data Source: CCCC MIS Database for the reporting period Fall Term 2010

Data Element Definitions: California Community Colleges Management Information System Data Element Dictionary

Employee Category Headcount Distribution by District

	Educational Administrator	Tenured / Tenure Track	Academic Temporary	Classified Administrator	Classified Professional	Classified Support	District Total
Allan Hancock	27	152	451	4	25	187	846
Antelope Valley	27	183	413		36	194	853
Barstow	10	39	110	10		51	220
Butte	21	175	552	26	23	270	1,067
Cabrillo	15	208	383	19		260	885
Cerritos	24	277	465	26	6	316	1,114
Chabot-Las Positas	22	284	591	38	1	356	1,292
Chaffey	17	202	625	17	21	251	1,133
Citrus	30	168	261	6	33	291	789
Coast	50	432	1,066	83	3	763	2,397
Compton	14	84	221	7	14	107	447
Contra Costa	55	444	944	50	64	366	1,923
Copper Mountain	11	31	99		5	47	193
Desert	18	107	359	8	11	199	702
El Camino	25	330	512	32	57	351	1,307
Feather River	5	25	63	16	2	45	156
Foothill-Deanza	46	507	822	33	164	450	2,022
Gavilan	19	79	208	6	13	113	438
Glendale	31	233	530	32	13	308	1,147
Grossmont-Cuyamaca	33	306	914	10	33	393	1,689
Hartnell	7	86	223	19	10	120	465
Imperial	15	140	210	1	19	142	527
Kern	29	373	490	53	57	399	1,401

Note: Headcount is unduplicated by district. The employee category specification is documented in Appendix Employee Category Specification.

All Districts Reporting

Data Source: CCCCCO MIS Database for the reporting period Fall Term 2010

Data Element Definitions: California Community Colleges Management Information System Data Element Dictionary

Employee Category Headcount Distribution by District


	Educational Administrator	Tenured / Tenure Track	Academic Temporary	Classified Administrator	Classified Professional	Classified Support	District Total
Allan Hancock	20	151	434	13	5	188	811
Antelope Valley	26	146	435		26	163	796
Barstow	4	43	95	11		45	198
Butte	18	196	472	11	16	256	969
Cabrillo	18	216	366	17	1	243	861
Cerritos	21	271	533	21	5	303	1,154
Chabot-Las Positas	20	273	544	27	1	331	1,196
Chaffey	22	206	485	17	12	229	971
Citrus	19	150	268	19	27	306	789
Coast	78	531	783	10	1	837	2,240
Compton	26	104	101	1	24	173	429
Contra Costa	74	495	923	51	49	451	2,043
Copper Mountain	7	25	90	3		44	169
Desert	12	106	283	6	12	167	586
El Camino	51	344	535	18	53	358	1,359
Feather River	4	28	47	12		46	137
Foothill-Deanza	45	481	954	29	133	469	2,111
Gavilan	19	75	113		9	104	320
Glendale	26	239	461	37	12	312	1,087
Grossmont-Cuyamaca	39	294	909	14	12	417	1,685
Hartnell	18	111	319	19	10	146	623
Imperial	11	107	200	3	7	148	476
Kern	19	373	420	22	1	467	1,302


Note: Headcount is unduplicated by district. The employee category specification is documented in Appendix Employee Category Specification.

Districts not reporting: Shasta, State Center


Data Source: CCCC MIS Database for the reporting period Fall Term 2003

Data Element Definitions: California Community Colleges Management Information System Data Element Dictionary


 **CSEA Chapter News** – Thank you for including in today's agenda the proclamation for this year's Classified School Employees Week in May. This year's theme is "Classified Employees ~ A Legacy of Service". Our chapter will be hosting a picnic lunch from 11:30 am to 1:00 pm on May 23rd the M & O Picnic Circle. Our members would like to invite our Trustees and President Patton to join us.

 **CSEA State New –Governor's education funding initiative** – Our schools and colleges desperately need more funding to get out of this endless cycle of budget cuts. Gov. Jerry Brown announced in January that his budget for next year is tied to his ballot measure to raise more revenue for the state budget. Soon after, two other ballot measures were announced by independent groups.

CSEA worked with the governor and others to reach a compromise with backers of one of the alternatives, and CSEA's Board of Directors has endorsed this compromise ballot measure. Mary Lisi attended a CSEA training event and returned with a stack of petitions for our Executive Board to collect signatures from our families, friends and neighbors by April 18th. We continue to leverage the number of members across the state to make a difference through our actions as we participate in the process to address budget concerns at the source and hopefully prevent further reductions in workforce as well as reductions in the number of classes offered by our college.

 **Negotiations** – We have reached a settlement with the district on the Unfair Labor Practice that had been filed with PERB. The settlement provides restitution to the affected staff and more clearly defines procedures to prevent similar issues in the future. As agreed in the language of the settlement, within ten days of the Board's approval of the settlement, we will file with PERB a notice to withdraw and dismiss the Unfair Practice Charge with prejudice.

The second reading of our Successor Initial Proposal is included in today's agenda. This will be the last formal step to opening our contract for negotiations. Our first scheduled negotiations meeting this Friday was cancelled due to the unforeseen circumstance of the leadership transition in HR. Our labor relations representative is in the process of identifying future dates to schedule our first negotiations. We would like to welcome Stan Dupree as the Interim Executive Director.

 **Presidential Search Dialogue Groups** – Thank you to Mary Lisi and to Mark Rizzo as well as to the entire Presidential Advisory Committee for the intense and seemingly unending labor of review application materials and interviewing. The eight classified staff taking part in our dialogue group are excited to be a part of this very important process and we all would like to thank the Board and in particular the co-chairs of the Advisory Committee for creating this opportunity for Leadership, Staff, Student and Faculty to interview the finalists for the position of our new Superintendent/ President. Our group has invested countless lunch hours to discuss our role in this unique process, to develop engaging questions and even to practice through a mock interview with HR staff. We are looking forward to taking our years of experience working at the college and our understanding and perspective of the needs of the college community to present to the Board an objective assessment of the candidates for the position.

Lauro Jiménez

President, CSEA Chapter 407

Insightful Reading:

- Boyd, Jeffery Steven, "Essential Personal Attributes, Skills and Abilities Needed by Aspiring Community College Presidents" (2010). *Dissertations*. Paper 27.
<http://digitalcommons.nl.edu/diss/27>
- Bradford, Jeffery Clay, "COMMUNITY COLLEGE PRESIDENTIAL TRANSITIONS: ENHANCING THE PROCESS BY UNDERSTANDING STAKEHOLDER PERCEPTIONS" (2011). *Dissertations*. Paper 37.
<http://digitalcommons.nl.edu/diss/37>
- Miksa, Anthony Raymond, "Identifying and Addressing Issues Faced by New Community College Presidents" (2009). *Dissertations*. Paper 1.
<http://digitalcommons.nl.edu/diss/1>

give first aid to students • mentor california's youth • nurture a positive environment • track student attendance • ensure schools are clean and safe • create clean learning environments • communicate with parents and community • deliver mail • maintain safe and healthy schools •

Classified Employees comfort students in need • teach kids to read • keep playgrounds clean and hazard-free • nurture young minds • help with homework • safe from intruders • keep classrooms and offices operating smoothly • serve students with a smile • ensure safety near heavy-traffic areas • bus students to and from school • create safe and secure campuses • serve hot, nutritious meals • maintain and repair playground equipment • keep children safe at school • guide students through difficult times • advise students on hard choices • keep classrooms and offices operating smoothly • serve students with a smile • ensure safety near heavy-traffic areas • give first aid to students • mentor california's youth • nurture a positive environment • deliver mail



essential work | extraordinary workers

Lauro Jimenez
President, CSEA Chapter 407



COD Board of Trustees
Alumni Association Report
April 11, 2012

The Street Fair is beginning to slow down due to the warmer weather and we are into the month of April.

The Annual Alumni Hall of Fame Awards Gala will be held on Saturday, April 28, 2012, at the Rancho Las Palmas Resort and Spa.

Approximately 28 PSA students attended the first PSA/Alumni Club mixer on March 26.

The Pathways/Alumni Club is planning a bus tour of 2-3 colleges in Southern California.

A check for \$125,000, in support of COD student scholarships, was given to Pathways to Success. An additional check of \$25,000 was given to Pathways to Success to support their student mentoring program. Pathways to Success will match the \$125,000 check 1:1 resulting in \$250,000 for COD student scholarships.

Events coming up for the Alumni Association include the following:

Alumni Hall of Fame Awards Gala – April 28

Alumni Membership Reception & COD Play – May 6

Alumni/Palm Desert & Palms to Pines Student Rotary Awards – May 9

Alumni/Pathways student club college tour – tentative
May 16

Alumni/Pathways Scholarship Awards Ceremony

Alumni COD Graduation Reception – May 25

Summer Street Fair Begins – June 2

DCCD Board of Trustees Meeting
Student Trustee Report
April 19th, 2012

Student Advocacy

As chair of the Student Advocacy Committee, I am planning to engage COD students in a "Day of Action" event that will enable them to sign letters of support for California Community colleges.

The event is scheduled to take place on April 17th, 2012 from 9-2:00pm.

I'm also planning to host a voter registration drive for all interested students and campus community members. This event will be called "Rock the Vote."

Thank You,

Aaron Bonner,
Student Trustee
Tel: (760) 776- 7279
Email: stascod@collegeofthedesert.edu

Bonnie Stefan April 2012 Report

The old adage that March came in like a lion and out like a lamb certainly does not hold for Our Desert Community College District!

The end of March was an extremely busy time for the Presidential Search Committee! We were given the task of reviewing all of the qualified applicants, and turning in our paper work on March 22. That evening our HR department had the tremendous task of doing all of the tabulating! because the following morning the committee met and narrowed the group of applicants down to 18 individuals to be invited back for interviews. These were conducted April 10, 11, 12, and 13. Trustee O'Neal will be giving a full report on the Presidential Search following the Board Reports at our meeting.

The end of March, on the 24, was also the time the Friends of the Library's Annual Book Sale! I also attended the Street Fair that Saturday and stopped by the COD Booth gathering information about upcoming events and talking to our students manning the booth,

The following week on the 28th of March, I met with Trustee Bonner and Vice President Herzek, regarding Academic Affairs. Following that meeting, I had the opportunity to watch our Fabulous Girls Softball Team conclude their game! What a TREAT!! I concluded my day by attending the Artists' Reception at the COD Marks Art Center.

The following week was Spring Break which provided a much needed rest.

This past week the Board had a special closed session meeting on Tuesday and yesterday Trustee Marmon, President Patton, and I met with members of the Desert Sands Unified School District. This type of meeting is recommended by the Student Success Taskforce and we made plans to regularly schedule these meetings.

I wish to thank the entire College Community for their dedication and hard work in making these activities and many others of which I was unable to participate possible. Thank you ALL!!

Trustee Report

April 2012

I would like to acknowledge our location today is the Mecca Thermal campus. Each of our meetings requires a great deal of preparation from a variety of resources but when we go away from the main Palm Desert campus those efforts are increased. Being in our communities provides an opportunity for community members to participate in the governing process of their community college. We may not have crowds of citizens attending each of these meetings but we are offering the opportunity. Our presence at these locations also helps us as Trustees to have a more rounded view of the educational opportunities that are offered by our college. Thank you to all of those that made this possible.

This month I attended East Valley Committee COD Friends and Alumni meeting. We are starting to plan our emphasis for 2012-2013 projects. Anyone interested is welcome to join us at 12:15, June 7th at the Indio East Valley Center.

Trustee Marman and I attended the agenda review meeting as our Chair and Vice Chair were attending to the Presidential Search obligations. Let me take this opportunity to thank Michael and Bonnie for the hours and hours and hours of time that they have dedicated to this process. The entire search team has taken the job with the seriousness that it deserves, have given much time to the process and I thank them for this tremendous effort.

Trustee O'Neill and I met with Interim Vice President Adrian Gonzales. Adrian gave us insight into challenges and successes of Student Services. Immediately following that meeting I attended a Special Board meeting of the Board of Trustees. We were updated and discussed the remaining procedures in our Search.

I'm looking forward to the May end of school year celebrations that will occur next month. In some ways those celebrations are bitter sweet as some of our colleagues and many of our students are moving on to the next chapter in their lives. We salute their success and wish them all the best in their future endeavors. As a Board we'll be at these events cheering you on to your future and reminiscing about our time together.

Becky Broughton

John Marman –April 2012 Report to the Board

Attended the following:

- COD Friends of Library book sale
- 2 sub-committee meetings with Dr. Edwin Deas and Trustee Hayden
- COD Foundation Retreat
- Veterans: 29 Palms Wounded Warrior
- Softball games and Tennis matches
- Agenda Review with Trustee Broughton
- Meeting on Student Ambassadors
- East Valley get-together for Lupe Ramos Watson
- Special Board meeting
- 2 + 2 meeting w/ Trustee Stefan and Desert Sands Unified
- Spoke at D.A.R Awards Function
- Meeting w/ Palm Desert City Manager
- Rotary Foundation Scholarship meeting
- Volunteered at NFL Student Scholarship Golf Tournament



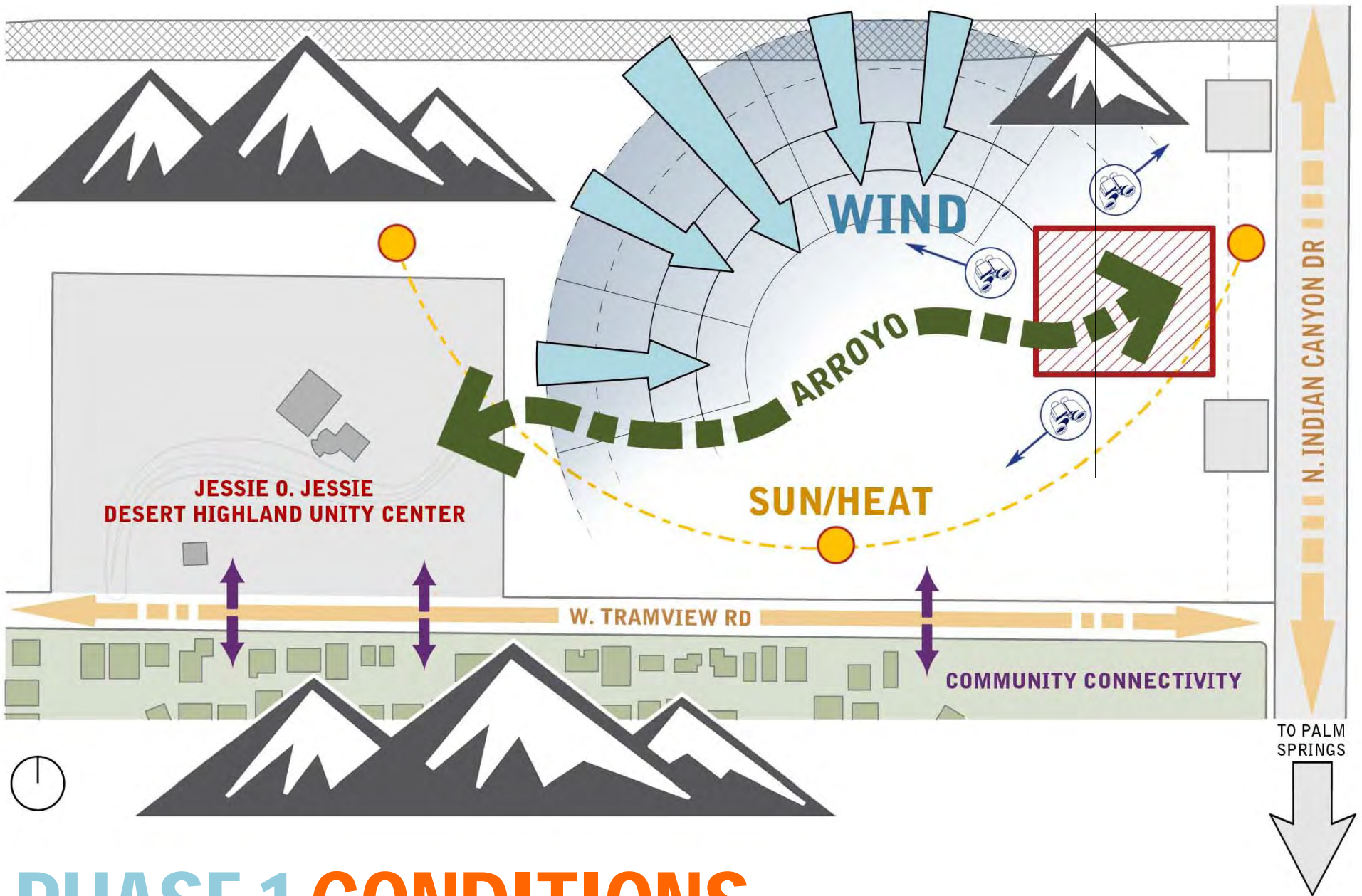
COD WEST VALLEY CAMPUS PHASE 1

President's Cabinet Meeting, Mar.27th 2012

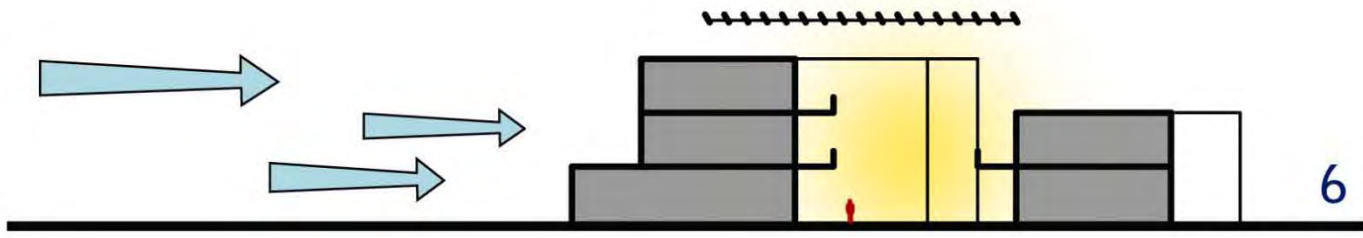
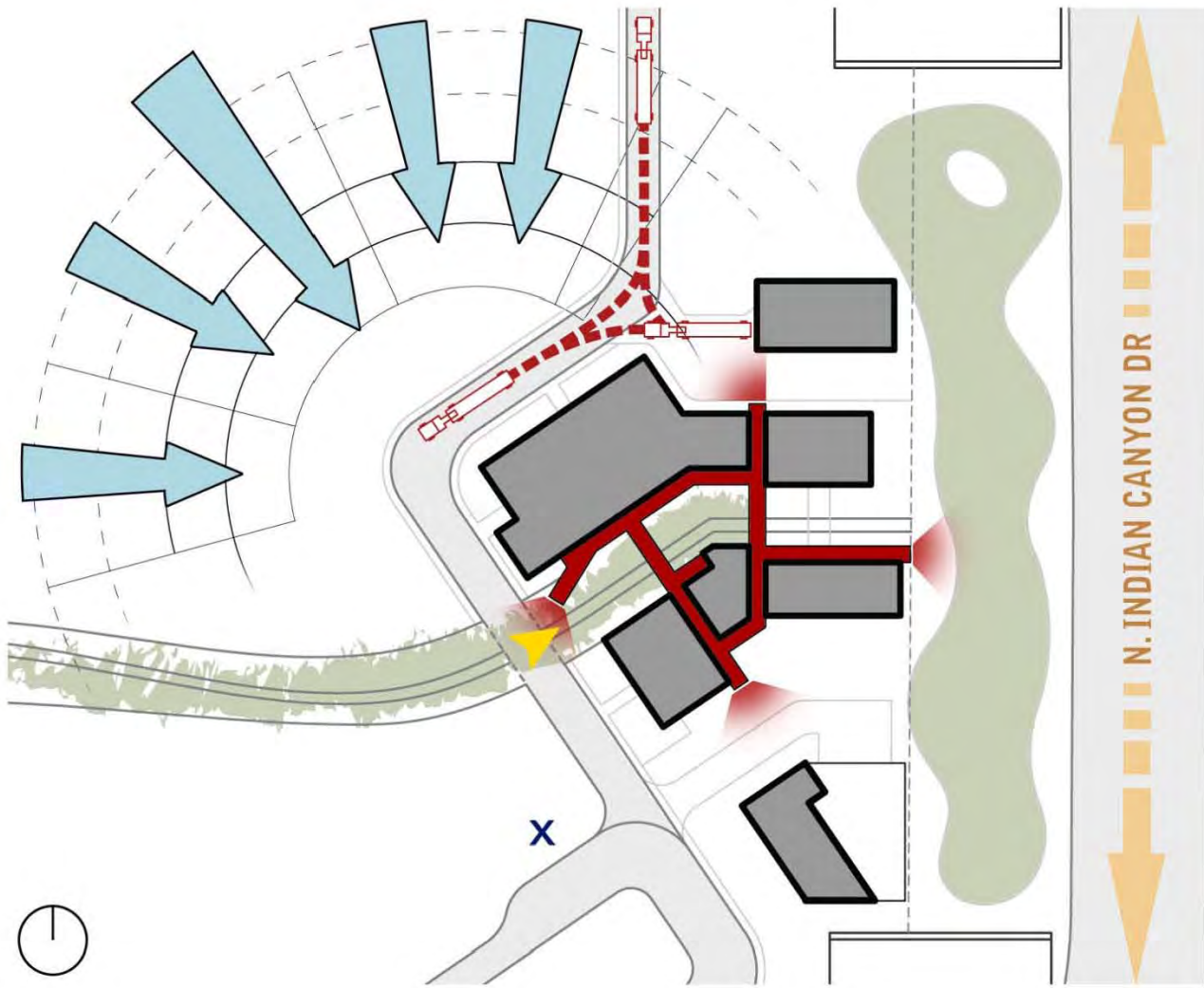


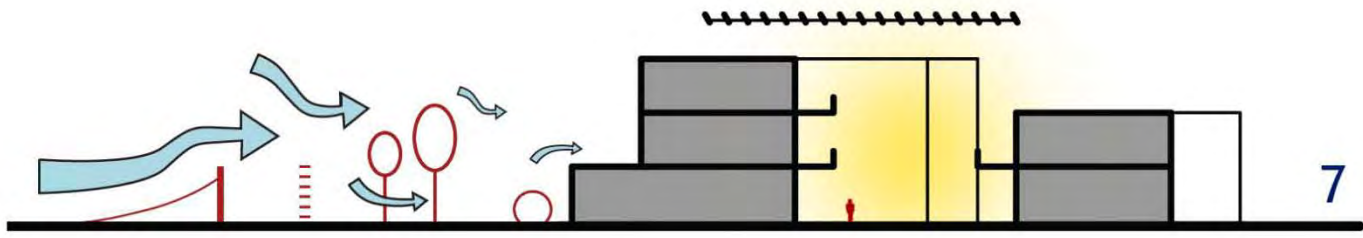
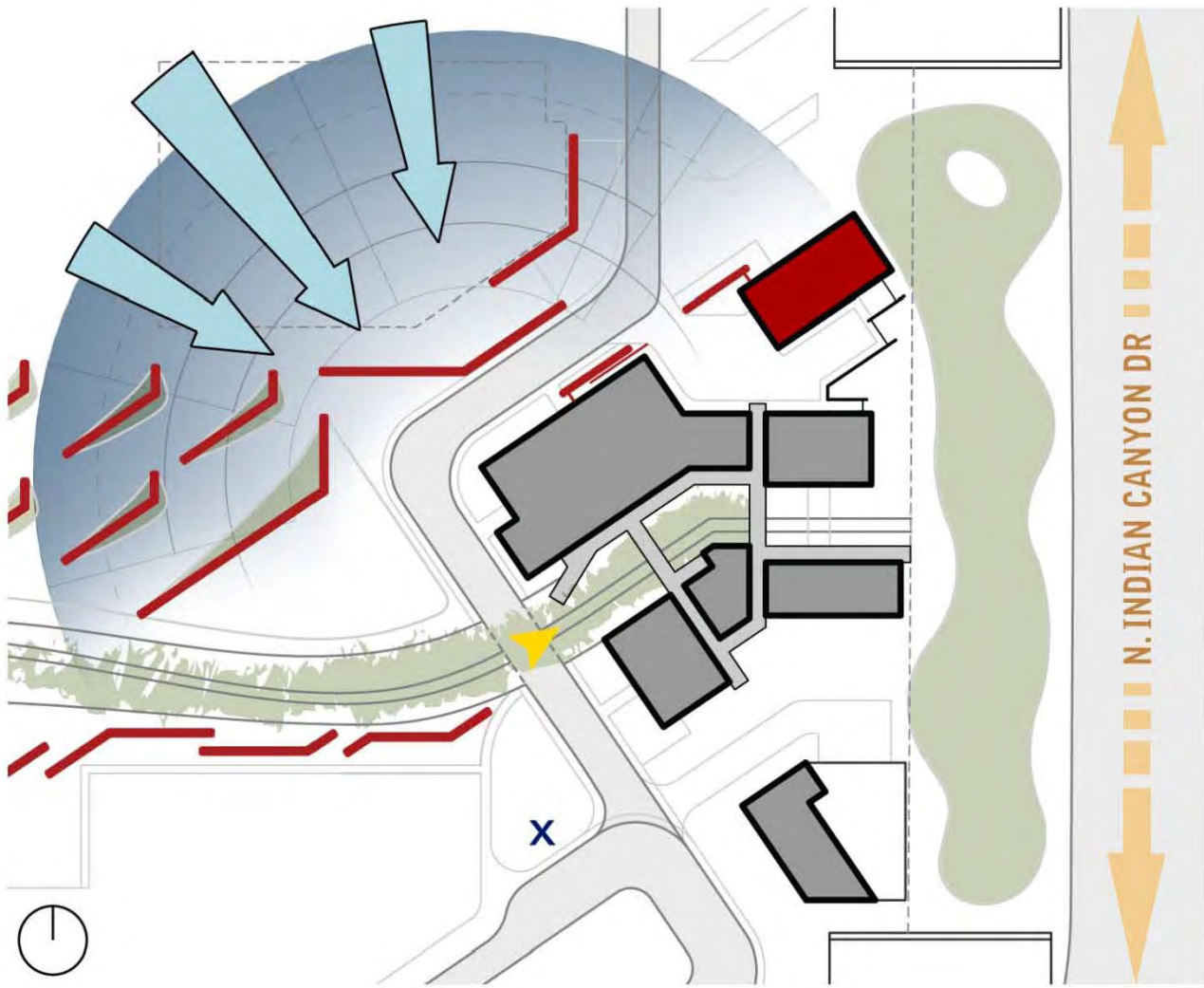
MASTERPLAN WVC

PHASE 1












PHASE 1 CONDITIONS





SETLOG

PROCESS

SCHEMES		CRITERIA														Ranking			
ID	Description	OVERALL				HUMAN EXPERIENCE				NET ZERO PLUS				COST					
		Signature Building for Campus	Provide Campus-wide Space	Reinforce Campus Masterplan and future Phases	Scale, Special Quality	Maximize Transcend and Collaboration	Wind Protection	Energy Savings, Daylight, Natural Ventilation, Sun Angle Advantage	Human Comfort and Control	ENERGY	CARBON	WATER	WASTE	MATERIAL	Envelope	Envelope	Investments	Program Efficiency	
1	 Baseline Double Loaded Corridor	0	-	-	-	-	0	-	0	0	0	+	+	++	++	++	+	0	5
2	 Interior Atrium/ E-W Oriented	0	-	-	0	0	0	0	+	0	0	+	+	+	+	+	+	0	4
3	 Interior Atrium/ SE-NW Oriented	0	0	0	0	0	+	0	+	0	0	+	+	+	+	+	+	0	3
4	 Courtyard/ SE-NW Oriented	+	+	+	+	+	+	+	+	+	++	+	+	+	+	++	+	+	2
5	 Courtyard/ Optimized Orientation	+	++	++	++	++	++	++	+	++	++	+	+	+	+	++	+	+	1
5.1		Sub-categories and further development of Scheme 5																	
5.1	 Meandering Circulation/ Service Circulation	A+	A++	A++	A++	A+	A+	A+	A	A+	A+	A	A	A+	A	A	A	A	
5.2	 Wind Protection/ DEEC Turned	A+	A++	A++	A++	A++	A+	A+	A+	A+	A+	A	A	A+	A	A	A	A	
5.2a	 2 Story Building	A+	A++	A++	A+	A++	A+	A+	A+	A+	A+	A	A	A+	A	A	A	A	
5.2b	 3 Story Building	A++	A++	A++	A++	A++	A++	A+	A+	A+	A+	A	A	A+	A	A	A	A	



PHASE 1 INDIAN CANYON NORTH BOUND



PHASE 1 INDIAN CANYON NORTH BOUND



SUNRISE PARK WAY

EXIST. WELL

INDIAN CANYON AVENUE

EXIST. WELL

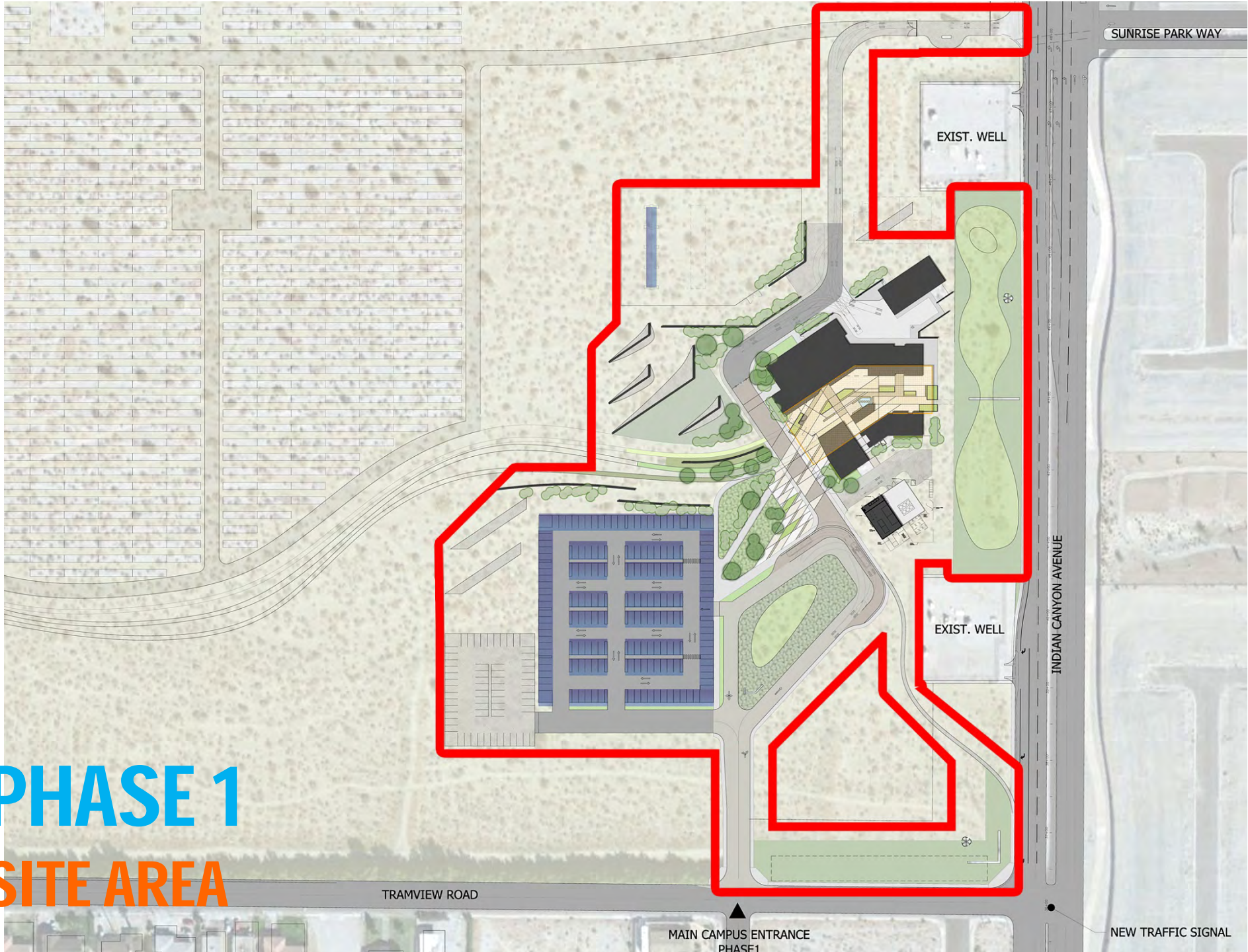
TRAMVIEW ROAD

▲
MAIN CAMPUS ENTRANCE
PHASE1

●
NEW TRAFFIC SIGNAL

PHASE 1

PHASE 1 SITE AREA





PHASE 1

- LIMITED ACCESS GATE
- SUNRISE PARK WAY
- RETENTION BASIN
- DEEC (DESERT ENERGY ENTERPRISE CENTER)
- DEEC OUTDOOR YARD
- EVAPORATIVE COOLING TOWER
- DOUBLE ROOF STRUCTURE W/ PV
- COD WVC SIGN
- ASSUME PROPERTY LINE
- BUS STOP
- INDIAN CANYON AVENUE
- ONE WAY
- SMALL WIND TURBINE DEMO/EGGBEATER TYPE
- COD WVC SIGN
- DEMO (E) TAMARISK TREES
- NEW TRAFFIC SIGNAL

20' STABILIZED FIRE LANE

DEEC OUTDOOR YARD

PROTECTIVE WALL

WINDBREAK

BERM
"ARROYO"
BIOSWALE

BERM

PHASE1 159 SPACES
PARKING SURFACE /
COVERED PV
STRUCTURE

STABILIZED SURFACE

EXIST. WELL

EXIST. WELL

COD WVC SIGN

PEDESTRIAN
& BIKE PATH

TRAMVIEW ROAD

MAIN CAMPUS ENTRANCE
PHASE1

PHASE 1 LANDSCAPE





PHASE 1

PEDESTRIAN PUBLIC TRANSIT

SUNRISE PARK WAY

EXIST. WELL

EXIST. WELL

INDIAN CANYON AVENUE

PEDESTRIAN
BUSS

NEW TRAFFIC SIGNAL

MAIN CAMPUS ENTRANCE
PHASE1

PHASE 1

SERVICE/FIRE

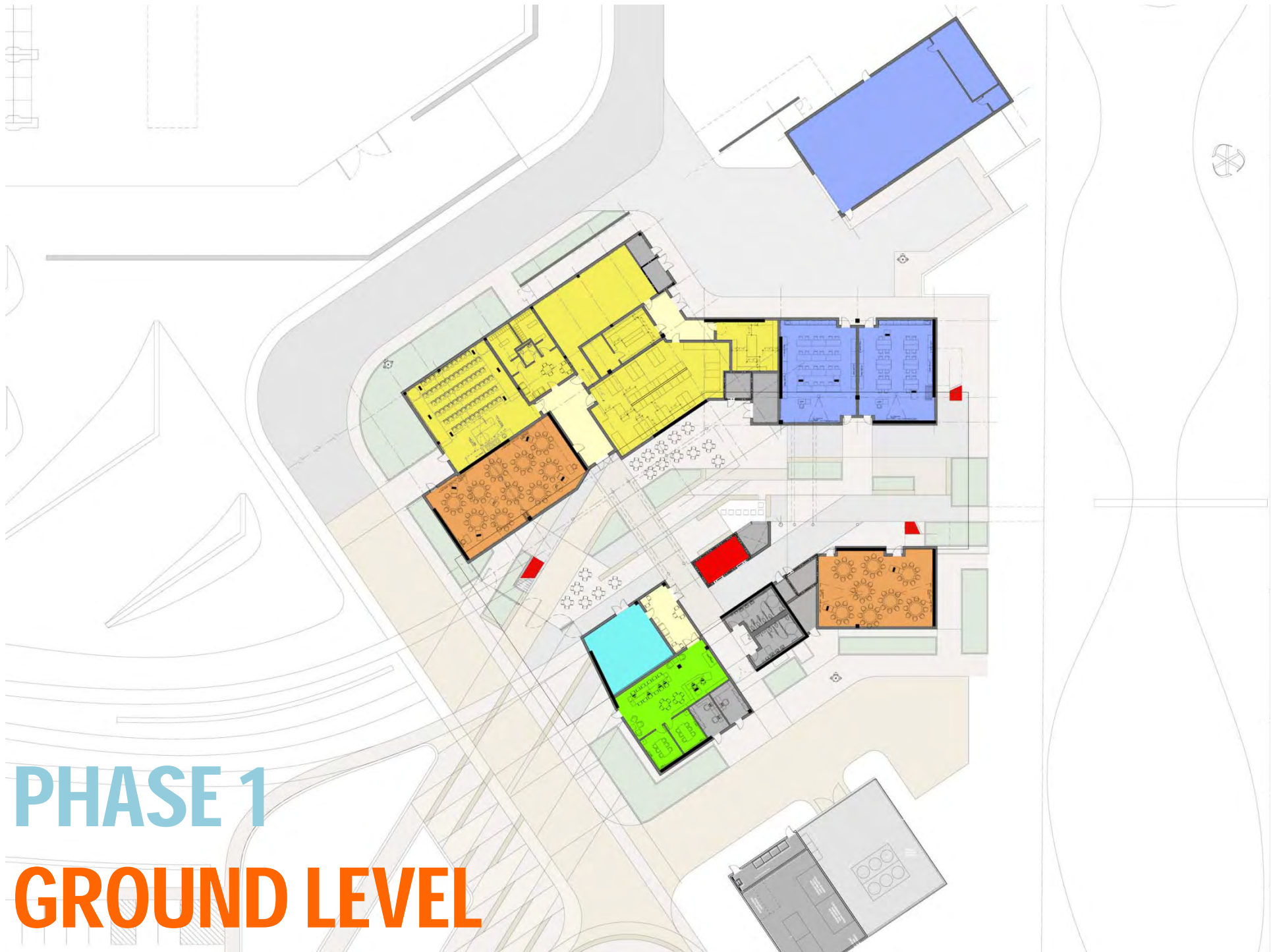


PHASE1

BUILDING

PHASE1: 50,288 GSF

CULINARY ARTS:	6,423 ASF
GREEN TECHNOLOGY:	6,329 ASF
INTERDISCIPLINARY LABS:	2,810 ASF
INTERDISCIPLINARY CLASSROOMS:	3,654 ASF
EDUCATION LABS:	3,700 ASF
LIBRARY:	1,184 ASF
OFFICES:	1,120 ASF
STUDENT SERVICES:	1,838 ASF
FOOD/BOOKSTORE/PE:	4,064 ASF

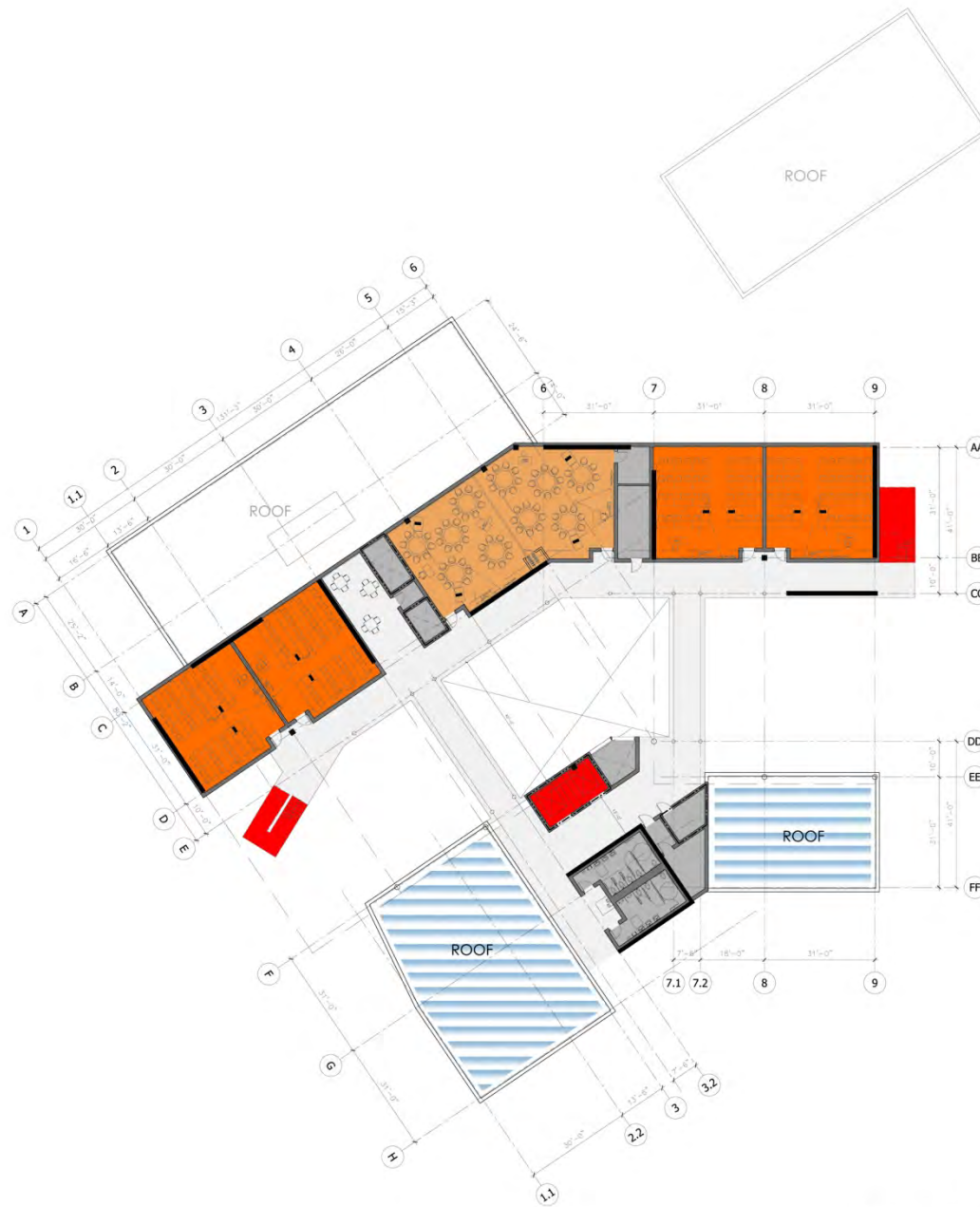


PHASE 1

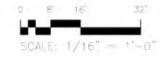
GROUND LEVEL

PHASE 1

3RD LEVEL

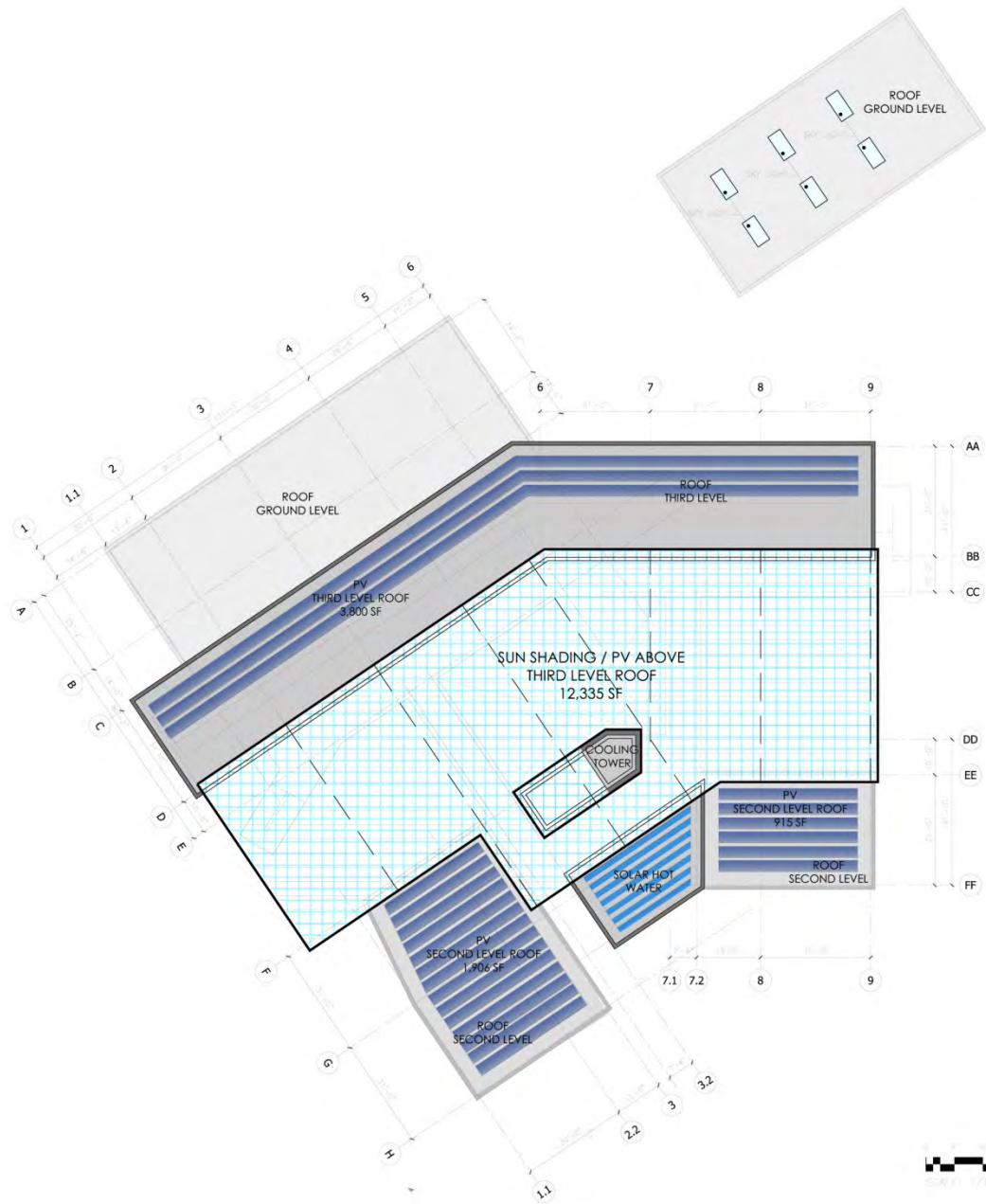


1 FURNITURE PLAN THIRD LEVEL - OVERALL



PHASE 1

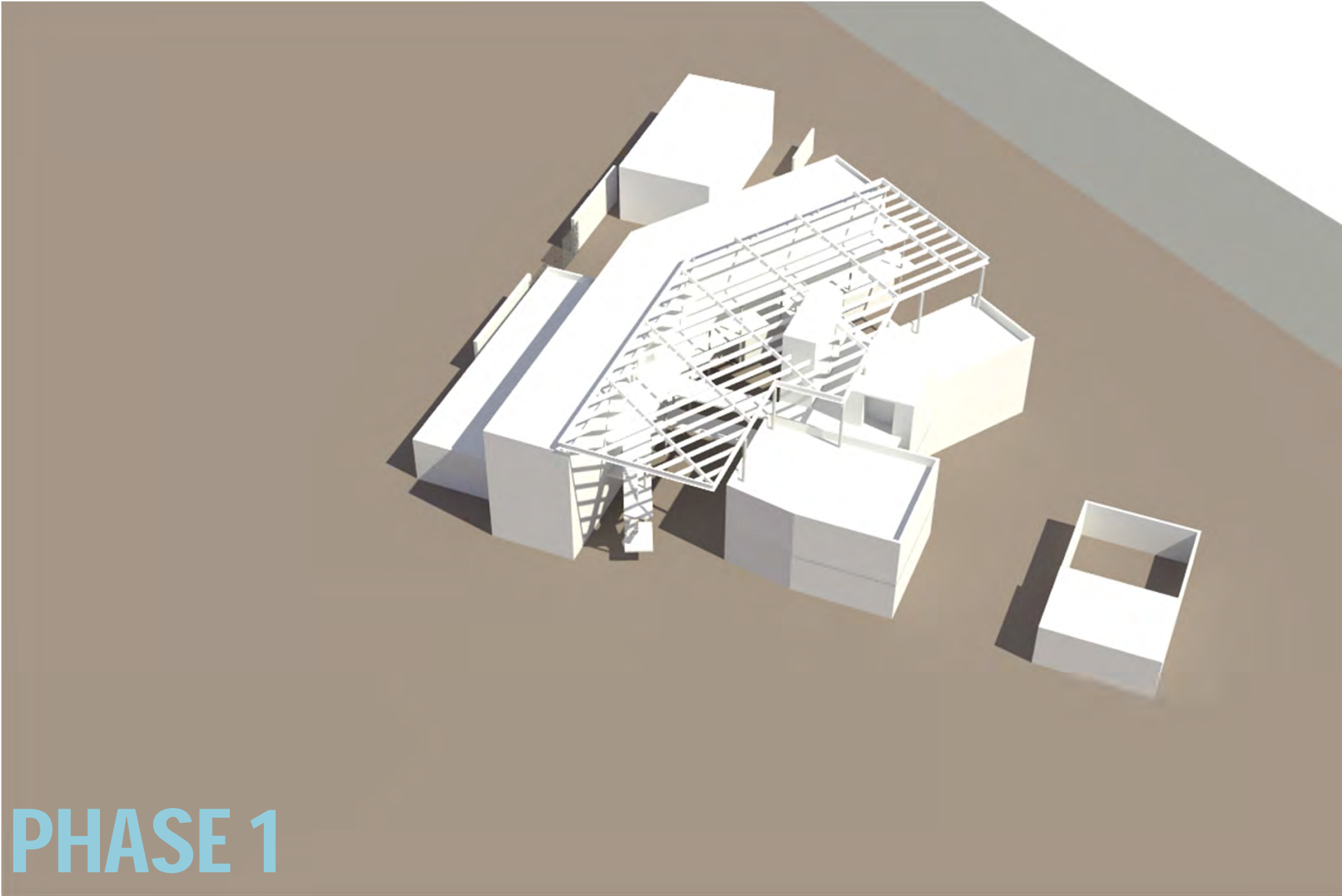
ROOF LEVEL



1 SUN SHADING / PV ROOF PLAN - OVERALL

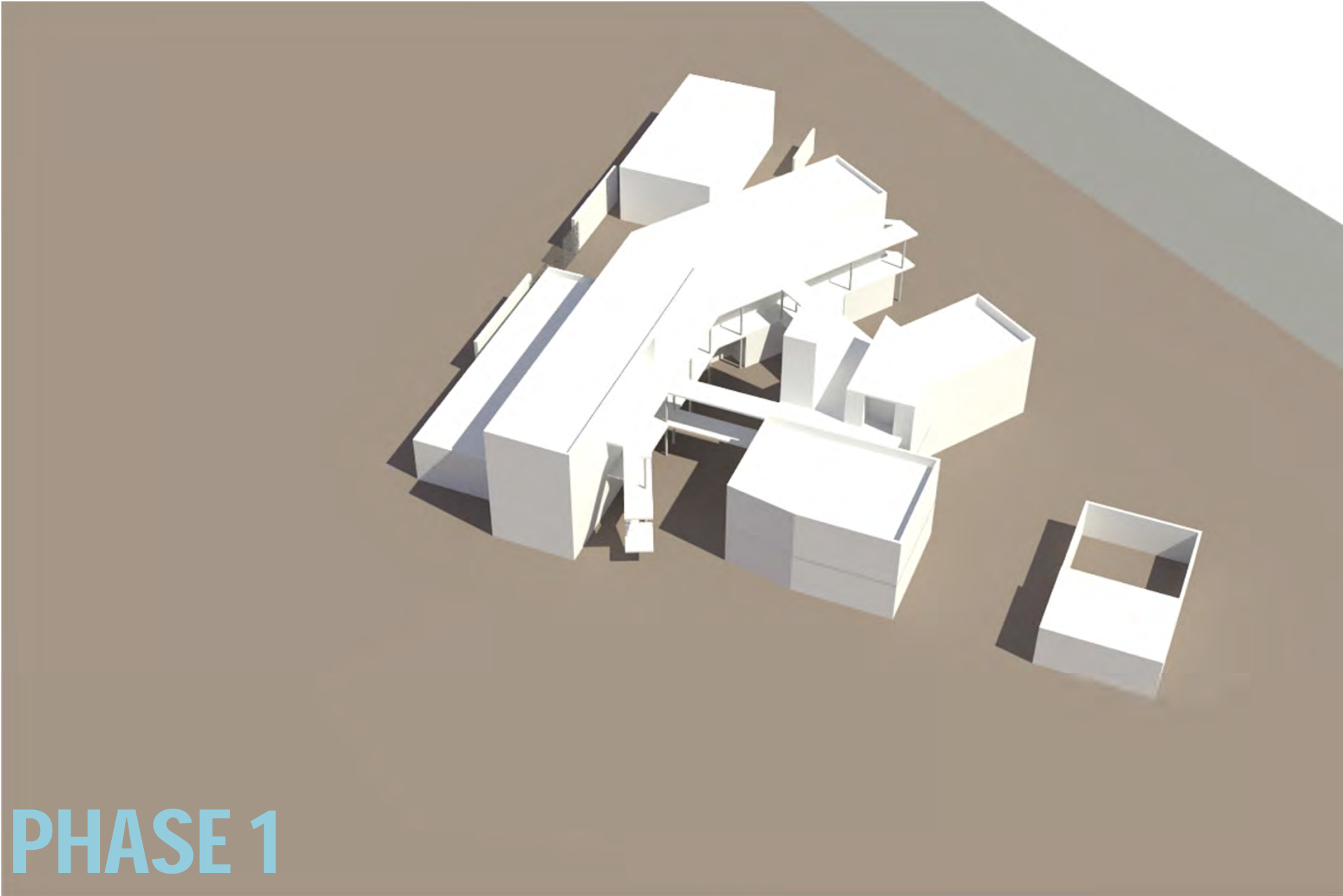
PHASE1

MASSING



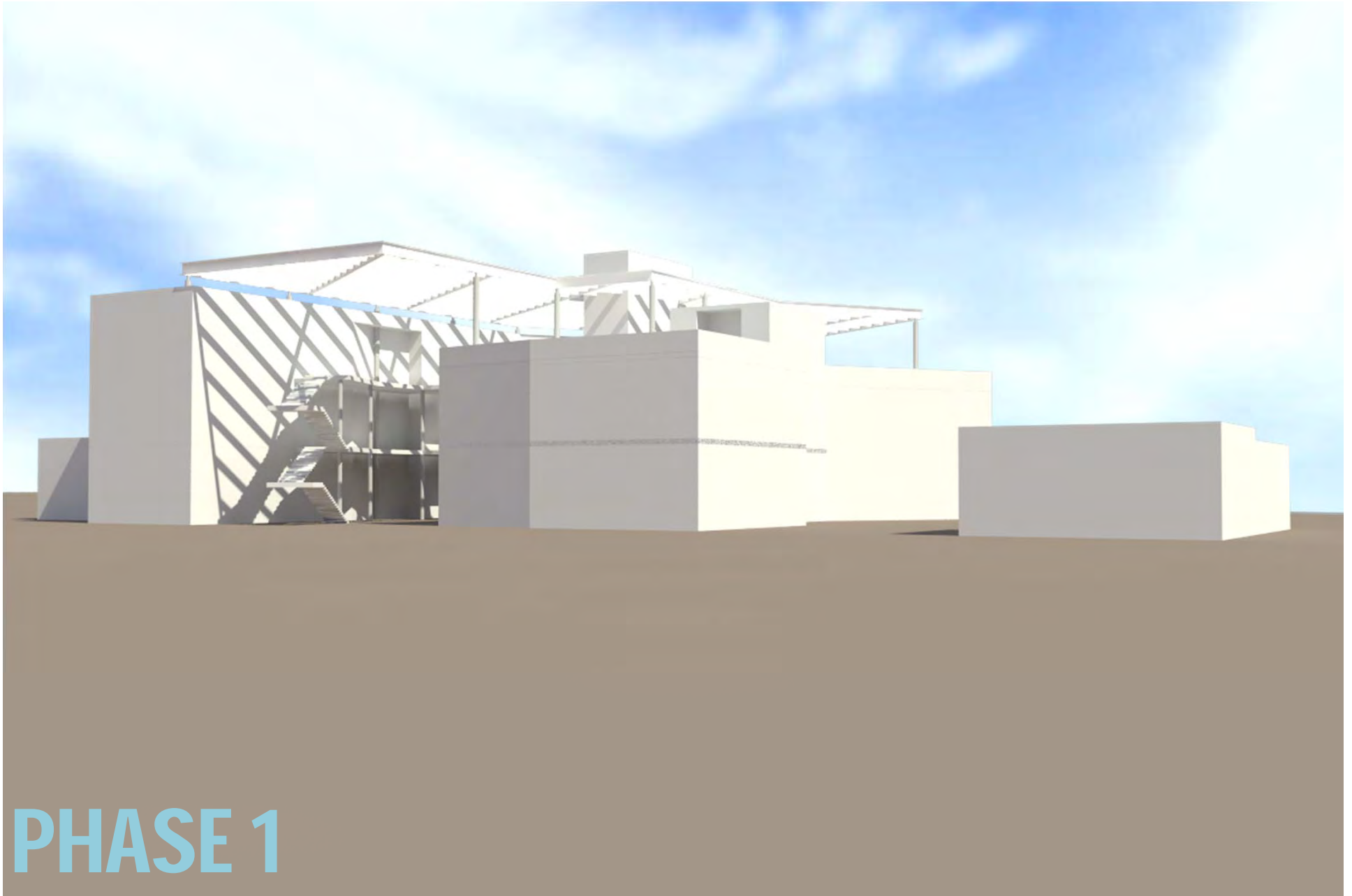
PHASE 1

MASSING



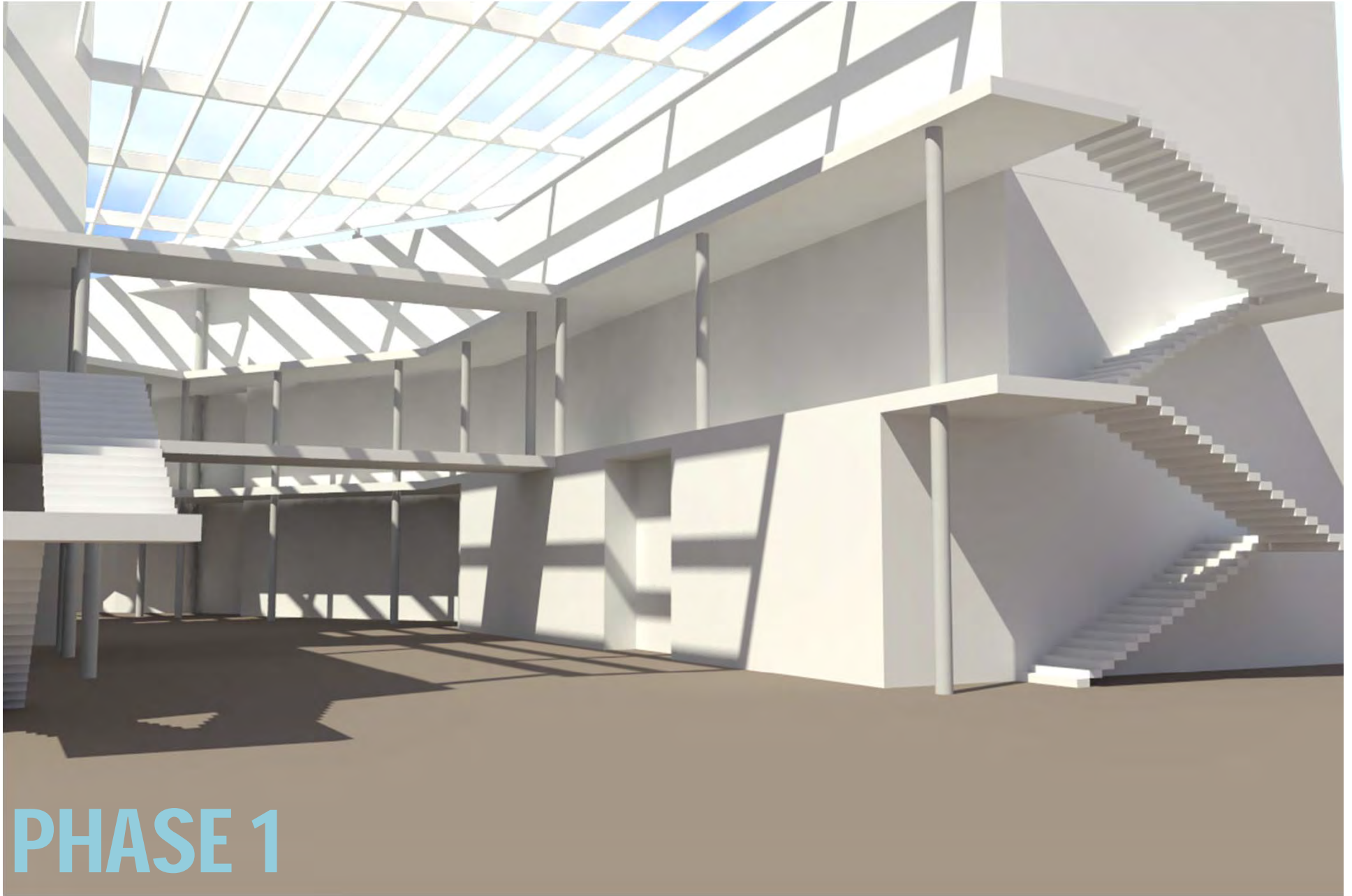
PHASE 1

MASSING



PHASE 1

MASSING



PHASE 1

MASSING



PHASE 1

FAÇADE MATERIALS



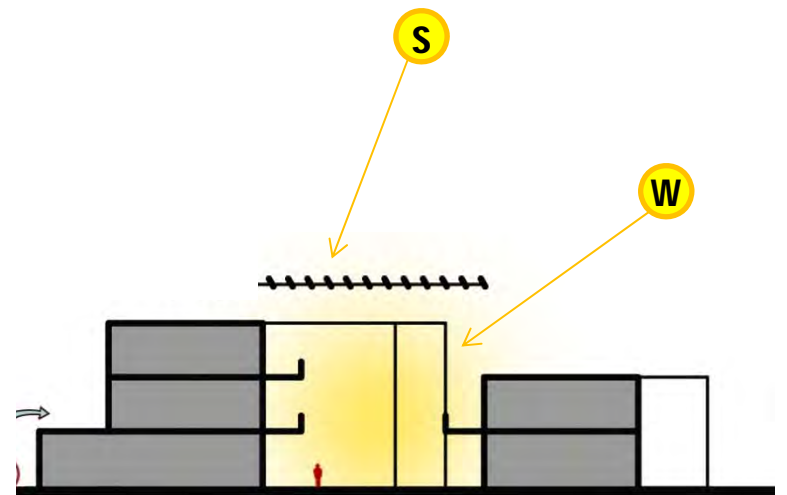




OPTIMIZED TRELLIS ALLOWS FOR BOTH,
-SHADING OF COURTYARD & SOUTH FAÇADE OF TALL NORTH WING
-DESIRABLE LOWER SUN ANGLES TO PENETRATE INTO COURTYARD

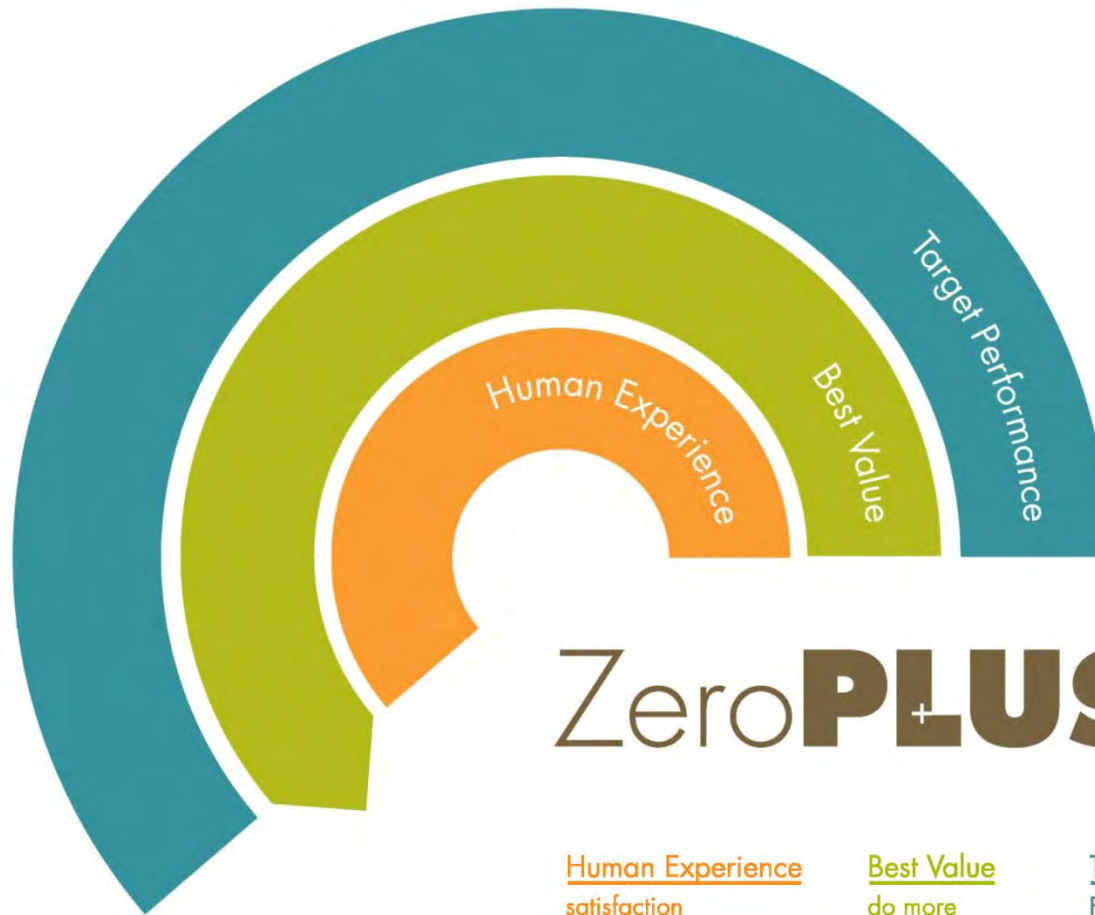
PHASE 1

DAYLIGHT ANALYSIS





INTEGRATED SUSTAINABILITY



Zero**PLUS**SM

Human Experience

satisfaction
well-being
performance

Best Value

do more
use less
build less
life-cycle value

Target Performance

Five-ZeroSM Plan
- energy
- carbon
- water
- waste
- materials

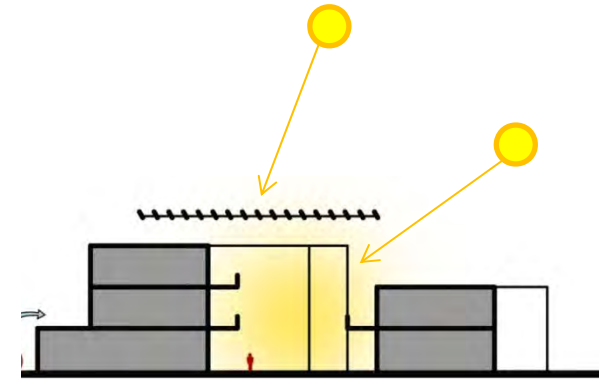
PHASE 1

FIVE-ZERO

"ZeroPLUS" and "Five-Zero" are service marks of Hammel, Green and Abrahamson, Inc.

Energy

1. Building Massing
2. Energy Efficient Envelope
3. Central Plant
4. Advanced Lighting
5. Innovative HVAC



Carbon

1. Energy Reduction
2. PV Production

PHASE 1
FIVE-ZERO



Water

1. Rainwater Capture
2. Advanced Irrigation
3. Optimized Landscape
4. High-Efficiency Plumbing
5. Hybrid Cooling Towers



PHASE 1
FIVE-ZERO



Materials

1. Chemical "Red List"
2. Natural Materials
3. Biomimicry
4. VOC Management



Waste

1. Construction Waste
2. Operational Waste
3. Recycling



PHASE 1

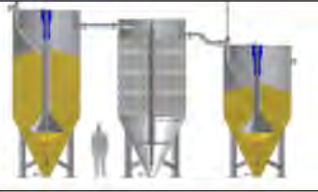



FIVE-ZERO

5 Zero Sustainable Design Phasing Plan

		Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
Zero Energy	Grid Positive							
	PV on parking canopies (3rd Party PPA)	Recommend	Increased	Increased	Increased	Increased	Increased	Increased
	PV on building roof/structure (3rd party PPA)	Recommend	Increased	Increased	Increased	Increased	Increased	Increased
	PV Farm (vacant parcels (by 3rd party) 4 MW)	Recommend	Continue	Reduced	Reduced	Continue	Continue	None
	Wind	Demonst.	Demonst.	Demonst.	Demonst.	Consider	Consider	Consider
	Fuel Cells (Bloom Box)	Not Reconn	Needs Invest.	Consider	Consider	Consider	Consider	Consider
	Bio Mass (M2 Renewable)	Not Reconn	Needs Invest.	Needs Invest.	Recommend	Recommend	Recommend	Recommend
	Water Cooled Chiller w/ TES	Recommend	Recommend	Recommend				
	Full Central Plant	Not Reconn	Not Reconn	Not Reconn	Recommend	Recommend	Recommend	Recommend
	Passive Building Strategies	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	(daylight, solar chimney, natural ventillation, evaporative cooling features, etc.)							
Zero Carbon	Carbon Neutral							
	Climate Action Plan (Existing Campus proposal)	Consider	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Carbon Footprint Audit (Energy Audit)	Consider	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Architecture 2030 Compliance	60% less	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
	Low EUI	30 to 50	> 20	> 15	> 15	> 15	> 15	> 15
	Renewable Energy	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Alternative Transportation	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend

PHASE 1

FIVE-ZERO SETLOG

		Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
Zero Water	Net Zero Consumption							
	Sustainable Site Initiative	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Use water resources in closed loop cycle	Scale?	Scale?	Scale?	Scale?	Scale?	Scale?	Scale?
	Water use budgets	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Storm water/Grey water capture and re-use	Limited	Limited	Limited	Limited	Limited	Limited	Limited
	Well blowdown water	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Solar Hot Water	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Onsite wastewater treatment (M2/Living Machine)	Not Recomnd	Needs Invest.	Needs Invest.	Recommend	Recommend	Recommend	Recommend
	Building piped for use of reclaimed water	Not Recomnd	Not Recomnd	Not Recomnd	Not Recomnd	Not Recomnd	Not Recomnd	Not Recomnd
	Vacuum Waste (versus piping for reclaimed water)	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Low water landscape	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
								
Zero Waste	Waste as a Resource							
	Sewage waste to energy (M2)	Not Recomnd	Needs Invest.	Needs Invest.	Recommend	Recommend	Recommend	Recommend
	Solid waste to energy	Not Recomnd	Scale?	Scale?	Scale?	Scale?	Scale?	Scale?
	Food waste (Culinary arts)	Not Recomnd	When Built	When Built	When Built	When Built	When Built	When Built
	Construction Waste	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Operations Waste	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Aggressive Recycle	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Vacuum Trash	Not Recomnd	Scale?	Scale?	Scale?	Scale?	Scale?	Scale?
Zero Pollutants	Materials and indoor air quality							
	Closed loop materials use	Limited	Incremental	Incremental	Incremental	Incremental	Incremental	Incremental
	Material cleans air (ie. absorb carbon, O2 prod.)	Limited	Incremental	Incremental	Incremental	Incremental	Incremental	Incremental
	VOC's Management	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Chemical "Red List"	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Natural materials and biomimcry	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend	Recommend
	Embodied carbon and energy of materials	Aligns with Zero Carbon						

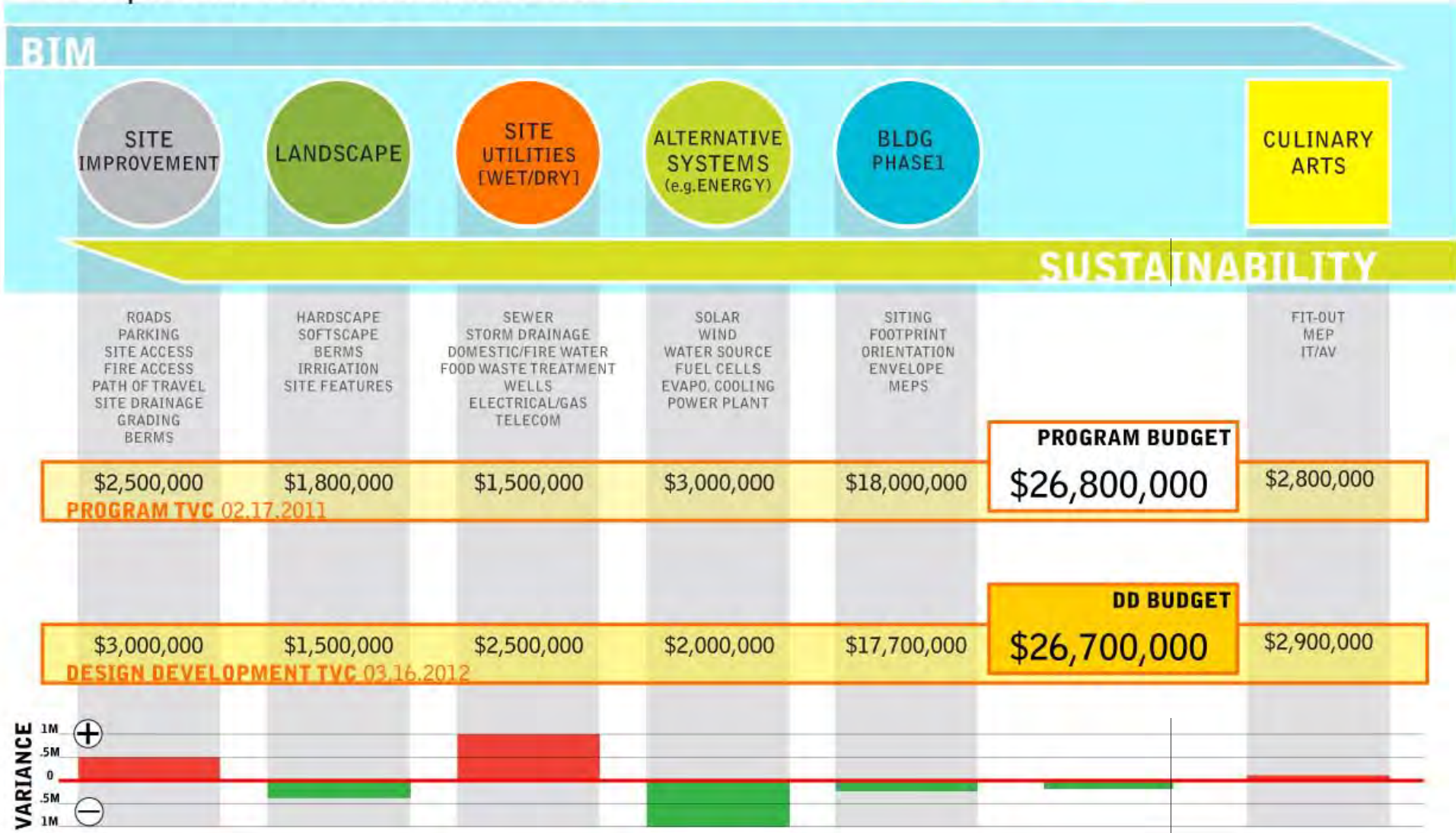
PHASE 1

FIVE-ZERO SETLOG

PHASE 1

COST UPDATE

COD|WEST VALLEY CAMPUS TARGET VALUE COSTING DIAGRAM



TVC COMPARISON PROGRAM vs SD|DD

COD West Valley, Phase I Complex Design Alternates Summary

No.	ALTERNATES	DL's Estimates	Sundt's Estimates	Recommend	Re-evaluate in DD	Not Recommend
1A	PV Panels on Trellis/Shade Structure at Courtyard	\$1,351,000	\$1,432,463			\$1,351,000
1B	Carport Shade Canopies, including PV Panels	\$3,603,000	\$2,192,884			\$3,603,000
2	Overflow Surface Parking - Gravel lot for 50 vehicles	\$103,000	\$136,553	\$103,000		
3	Sun Shade Devices over courtyard trellis in lieu of PV Panels	\$600,000	\$595,000			\$600,000
5	Alternate Location of Central Plant North of Phase 1	\$26,000	\$94,335			\$26,000
6	Solar Hot Water Heating System	\$150,000	\$89,250	\$150,000		
7	Vacuum Waste Plumbing System *	\$265,000	\$280,796		\$265,000	
8	Two Vehicle Charging Stations & Associated Infrastructure	\$65,000	\$65,508	\$65,000		
9	Rainwater Capture System for Irrigation	\$160,000	\$188,734	\$160,000		
10	Lighting at Bike Path along Arroyo, 10' wide Bike Path/Walkway and Arroyo Grading (cut & fill)	\$198,000	\$433,130			\$198,000
11A	Manually controlled Operable Windows	\$62,000	\$70,466			\$62,000
11B	Automatically controlled Operable Windows	\$84,000	\$95,300		\$84,000	
12A	Daylight/Lighting Controls - Microprocessor with network panels	\$150,000	In Base Est.			\$150,000
12B	Daylight/Lighting Controls - Microprocessor with relay panels	\$150,000	Same as 12A	\$150,000		
12C	Daylight/Lighting Controls - Distributed BAS based	\$330,000	\$312,792			\$330,000
12D	Daylight/Lighting Controls - DALI based	\$300,000	\$451,010		\$300,000	
13	Water Feature at evaporative Cooling Tower *	\$150,000	\$119,000		\$150,000	
14	LED Fixtures in lieu of Conventional Lighting *	\$162,000	\$162,030		Partial	Partial
15	Delete 3rd floor roof canopy over exterior walkways *	(\$115,000)	(\$157,462)		(\$115,000)	
16	5 Year Service Contract vs 1 year *	\$155,000	\$153,510		\$155,000	
	TOTAL			\$628,000	\$839,000	
4	Culinary Arts Space TI Fit-out including MEP work	\$2,877,000	\$2,946,364			

DESIGN ALTERNATES RECOMMENDATIONS

Project Construction Budget \$26,710,000

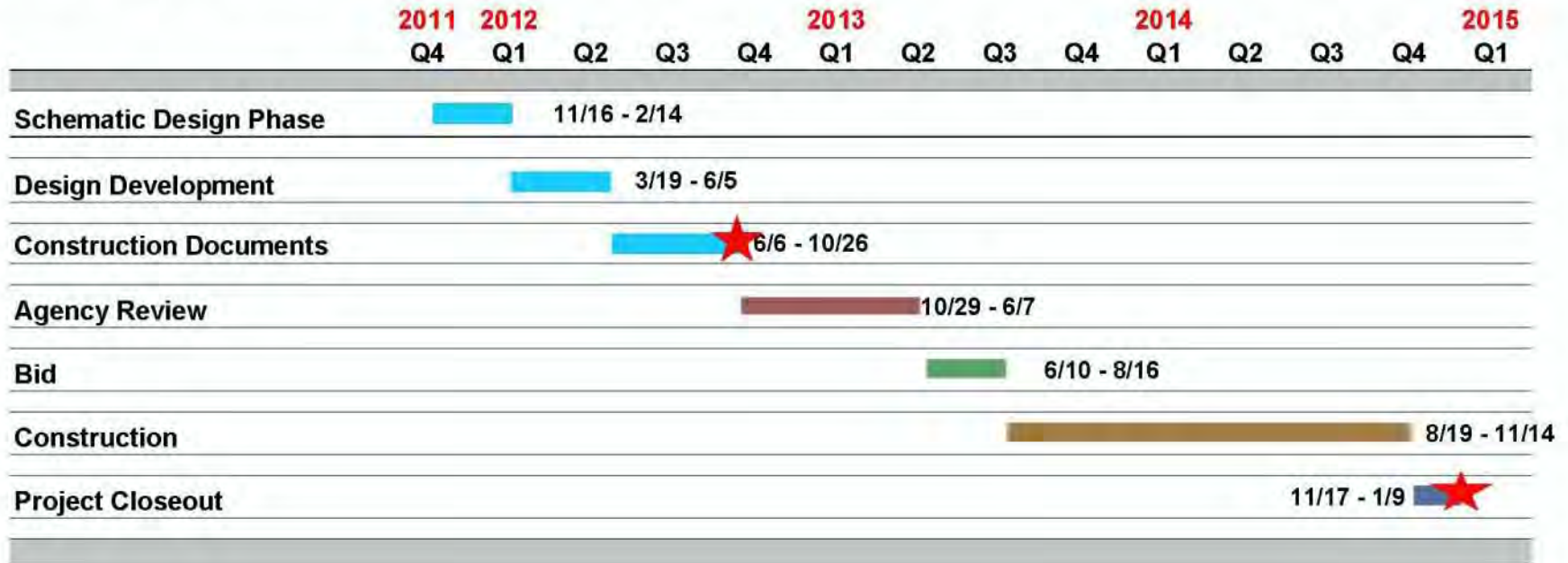
	DL's Estimates	Sundt's Estimates	Variance
Phase 1 Base Scope	\$28,183,000	\$29,282,376	\$1,099,376
Recommended Alternates	\$628,000	\$480,045	(\$147,955)
Recommended VE Items	(\$2,110,627)	(\$2,021,703)	\$88,924
TOTAL	\$26,700,373	\$27,740,718	\$1,040,345
Variance Percentage			3.89%
Culinary Arts Space Fit-out	\$2,877,000	\$2,946,364	\$69,364
GRAND TOTAL	\$29,577,373	\$30,687,082	\$1,198,633
Variance Percentage			4.06%

COST SUMMARY

SCHEDULE

NEXT STEPS

**COD West Valley Campus
Overall Project Schedule**



PROJECT SCHEDULE

Item #1.

During March MESA submitted an application to the Dwight David Eisenhower Transportation Fellowship Program (DDETFP) that would allow for continuing COD students to apply for a Fellowship program that would provide up to \$7000 for each student during the next academic year. The first part of the news is that the application was accepted the end of March and then students were informed that they would be eligible to apply.

The application deadline was this past week and five students submitted applications which were then ranked with the help of a committee that included the MESA Director, Leif Jordan, and a person employed in the transportation field, Lisandro Gomez, who is a former MESA student that completed his degree in Engineering at Cal Poly Pomona and now works for Caltrans. These application have now been forwarded to Department of Transportation for final selection for this program for the next academic year. If accepted, these students will then have to develop a research proposal with the help of COD faculty and others that work in the transportation field that will be submitted in September for acceptance to be presented at a conference in Washington DC January 2013. Ttudents accepted into the program will be announced at the MESA/ NSF S-STEM Award Banquet on May 18.

Item #2

Two MESA students have been accepted into internship programs at NASA Dryden Research Center at Edwards AFB. These students will be supported during their 10-week internship through the NASA Grant that we have in a partnership with CSUSB. The two students will be working with scientists at Dryden in two separate programs. Cheyenne Bolanos, a Biology Major at COD who is planning on transferring this Fall, has been offered and has accepted an internship to study "Monitoring and assessment of desert tortoise and borrowing owl population habitat within NASA-DFRC proper area". The second student, Christopher Ramirez, an Electrical Engineering Major who is also planning on transferring this Fall will be studying "Electric Jet Engine Propulsion Testing." Christopher will be working with Alec Sim, currently a Physics instructor at Irvine Valley College, who worked at COD last spring. Both students completed the recent "winternship" program at COD that is funded by NASA that provided both a research experience for the students during January but also help with applying for summer internship programs around the country.

Item #3

The COD MESA program recently competed in the statewide math challenge with all 34 MESA programs across the state. For the second year in a row, our team of students placed 2nd overall and 1st in the Southern Region. On an individual basis, in the southern region our students did very well:

- ⤴ 1st Place Arturo Palomino and Joe Moeller
- ⤴ 2nd Place Abraham Avendano
- ⤴ 3rd Place Melina Fuentes and Christopher Ramirez

#1

Statement to the Board

April 19, 2012

RE: Student Affairs Job Description – “COUNSELING SUPPORT ASSISTANT” (CSA) – STUDENT AFFAIRS /HSI

My name is Dr. Basil Augustine and I am here on behalf of the Counseling Faculty regarding the proposed position entitled “Counseling Support Assistant”. I have been a Counseling Faculty member of College of the Desert for the better part of 10 years. I have done academic counseling as well as personal counseling over these years and currently hold the title of Chair of Counseling/Student Affairs.

You are being asked today to approve this job description that is on the consent agenda. The Counseling Faculty have grave concerns regarding the language within the job description. We are opposed to this description and we request that you deny approval of the request as it is currently written, until such time as our concerns have been fully and appropriately addressed.

The idea of this type of position has been brought up a number of times over the past couple of years, and we had been asked to “brainstorm” about what this position might entail. Our most recent discussion occurred three months ago. At that time, we were informed that a rough draft of the proposed position would be forthcoming and we would have the opportunity to offer input before a final version of the position was developed. This never happened, and to our surprise and disappointment, we discovered the position on the February Board Agenda.

After several meetings with various parties involved, the position was pulled after it was determined that there might be Unfair Labor Practice implications. Furthermore, we were told that we would have time to discuss our concerns and be involved in the revision of the position. Again, this never happened, with the end result being that the so called “revised” job description in front of you was developed without our full participation.

The entire process surrounding this job description has been, at best, fragmented with the Counseling faculty being told on the one hand that their input was valued and required, to being told that it was only an issue between the respective bargaining units and we really didn’t have any say in the matter.

We feel the present job description devalues our education, experience and the multitude of issues we encounter on a daily basis. Quite frankly, I have been in a quandary as to understand why our concerns haven’t been addressed before and why we are now required to come before this body to explain our position. In addition, I was taken aback, when in discussion with one of the participants in this process, it was blatantly stated that “after all isn’t everyone a counselor”. Needless to say I am disheartened and frankly saddened that this attitude apparently is the driving force behind this current job description.

In closing I would like to say that we are opposed to this job description and we respectfully and passionately request that you deny approval of this position as written.

2

Statement by Counseling Faculty Jose Simo

Over two months ago it came to the attention of the Counseling Faculty that a new position was going to be presented for approval to the board. This new position entitled Counseling Support Assistant-Student Affairs/HSI created a grave concern for Counseling Faculty. The root for our concerns was and unfortunately still is that this positions permits and even requires that the person perform duties which are by Title V and the State Academic Senate are reserved for Counseling Faculty who have met minimum qualification and therefore have the knowledge base and skill to properly serve students.

The specific language that we are most concerned about in regards to this job description includes the wording that is strikethrough below.

- ~~perform specialized duties related to counseling and advising~~
- perform duties related to ~~COD students serviced by~~ Title V programs and activities, including the college application, admissions processes, ~~orientation,~~
- and other ~~counseling related workshops and activities.~~
- (CSA) is a paraprofessional position which provides general information to students, staff, high school counselors and the general public regarding college policies and procedures; ~~particularly in areas of academic advising and financial aid.~~
- Communicate with students as needed and directed by counselors. Serve as a retention liaison and ~~review student records to confirm progress toward degree completion~~
- The title itself may mislead students about the services they are receiving or expecting to receive.

This job description was pulled from the Board agenda after the counseling faculty discovered that it had been submitted to the board without our knowledge. We requested and were granted the opportunity to review the job description and to offer input. The Counseling faculty revised the job description based on Title V and Academic Senate for California Community Colleges guidelines. Subsequently, a meeting was scheduled between CTA and CSEA and administration to review the description in question. Unfortunately, the description revised by the Counseling faculty was not addressed. During a CTA meeting it came to our attention that the changes we proposed were not considered and a new job description was created. This is the document you have before you today. Since then, another meeting was held by CTA, CSEA, Counseling Faculty and our HR Director and while administration understood that the position as written could lead to an unfair labor practice claim, yet administration is steadfast on moving forward with the position as presented to you today.

It is important for us, that you understand that we are not against this new position, we welcome the new position and the support it brings to student services, nor are we trying to block it, rather, it is our intent to protect the paraprofessional in this position, and to protect the integrity of the counseling profession and the quality of the services provided to our students.

If the position is approved as it is currently written, we the counseling faculty will move forward to fill an unfair labor practice claim against the district. Help us avoid this unwanted and unnecessary dispute.

#3

Statement to the Board

April 19, 2012

RE: Student Affairs Job Description – COUNSELING SUPPORT ASSISTANT (CSA) – STUDENT AFFAIRS /HSI

Thank you for this opportunity to address you this afternoon. My name is Maria De Santiago and I have worked at College of the Desert since 2004. I am an EOPS/CARE Counselor. I feel strongly that the current title "Counseling Support Assistant" position in its present version could potentially have a negative impact on our students.

Students are individuals. There is no "one size fits all" method of counseling. We utilize our professional training, skills, and techniques based on full understanding of human growth and development throughout the lifespan.

Our daily interactions with students are not simply to provide curriculum, transfer or financial aid information. Students come to us with many issues and concerns that on the surface may appear to be a "simple" or "easy" issue to resolve, but there is no such thing. There are often layers of information that must be filtered and examined through to truly understand the student needs and to respond appropriately and effectively. The CSA may be asked to respond to complex questions beyond the scope of their job duties and for which they may not be qualified to answer.

Examples taken from *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges* (Appendix C, page 10) in your packet describes various scenarios:

- A request for transfer information evolves into a session about handling intense parental pressure or doubts about career direction.
- Student disclosures of substance abuse or sexual abuse may occur in sessions dealing with career decision-making.
- And sessions about academic difficulties may uncover learning disabilities.

These examples illustrate the complex needs students bring to counselors in the community colleges. Students come to us with a sense of trust and respect for privacy.

When access to Counseling Faculty is reduced, students may:

- actually spend more time in college taking the wrong courses,
- remain as undeclared majors for a longer period of time,
- have no clear pathway or purpose, and
- lose motivation and drop out.

In light of the Student Success Task Force Recommendations regarding Student Education Plans for students to maintain priority registration and financial aid, it is more critical than ever that qualified Counseling Faculty are in the forefront of the educational process, not Counseling Support Assistants.

One final note, the title itself "Counseling Support Assistant" could be misleading. What is the primary word in this title "Counseling" – Will students think they are working with a professional Counseling Faculty member? Are we blurring the lines and creating confusion regarding defined roles? Possibly. Therefore, we urge you today to reject approval of the job description as written.

Thank You.

April 19, 2012

Statement by Counseling Faculty Maria Jasso

Thank you for giving me the opportunity to address you on this issue. My focus is on the impact that approving the proposed job description will have on COD. The proposed job description allows and possibly directs a paraprofessional to "perform specialized duties related to counseling and advising" and "particularly in the areas of academic advising". I believe that when this job description is posted the person who is employed can go to it and construe that what is written there is what they are required to do. The job description is a document that is posted on the COD website for public perusal and interpretation. Any student who believes that they have been harmed by what a well-meaning paraprofessional told them or recommended can go directly to the proposed job description and see that we (COD) allowed unqualified paraprofessionals to practice counseling without a master's degree. The paraprofessional will also "review student records to confirm progress toward degree completion". The Counselors know that Admissions & Records staff reviews student records in the privacy of their offices without students sitting before them. We are concerned with the paraprofessional reviewing records and advising students in an office setting and easily slipping into a counseling session. The language in the job description allows the paraprofessional to slip into counseling duties beyond their level of expertise and scope of education. Once you have a live person before you the dynamics of the situation changes; especially because the paraprofessional in this situation has some type of social science bachelor's degree. Typical courses in an undergraduate psychology degree include "Introduction to Psychotherapy", Communication Processes, Behavior Modification and Psychopathology of Childhood."; which would lead one to believe that he or she can handle going beyond their scope of expertise. The job description as written would support that belief. How will this impact COD? The Counselors don't want to seem as though they are running around saying that the sky is falling. Nor can we can predict that this will happen. However, after working with thousands of students and speaking with colleagues at other institutions who have dealt with this situation we are concerned and would like to prevent harm from happening. We don't want the lawyers knocking on COD's door with a possible lawsuit. On the other side of the coin the paraprofessional can file a grievance and possibly a lawsuit so that they can be paid the counselors salary that they feel they deserve for performing specialized duties. The Counselors will then be forced to file an unfair labor practice. In these stressful budgetary times and with the Student Success Task Force breathing down everybody's neck it will be easy to circumvent hiring one qualified counselor and slipping in two or three paraprofessionals. This has the potential of eroding the counseling discipline and impacting students negatively. We want to stress that we support the position however oppose the language in the job description. So we urge you today not to approve the job description as it is written.

5
Statement Prepared for the College of the Desert Board of Directors Meeting April 19, 2012

Subject: Counselor Assistant Position

Good Afternoon,

Thank you for the opportunity to speak with you today. My name is Elise King and I have been a counselor at College of the Desert for 15 years. When I began my career in Student Services, I started in the Transfer Center at Santa Ana College as a Transfer Center Specialist – a paraprofessional. I believe that I was a respected and valued Student Services team member. I was even named, "Part-time Classified Employee of the Year." My role as a paraprofessional was clearly defined and I worked under the direction of the Transfer Counselor. I have filled the roles of both paraprofessional and counselor and I believe that the job title and description presented to you, in its current form, does not go far enough in defining the role of the paraprofessional and keeping the distinction between counselor and paraprofessional clear.

As previously stated, we are not trying to block this position. We are simply trying to avoid the student interaction scenarios that have been previously described by my colleagues. We are asking that College of the Desert recognize the work done by the Academic Senate and follow the recommended guidelines regarding the uses and limitations of paraprofessionals. We have provided you with a copy of the Academic Senate paper that contains those recommendations. Please allow me to read a critical excerpt:

"While the specific qualifications for a given position might differ, three crucial issues must be considered: first, that the competencies expected of paraprofessionals need to be defined explicitly, with full participation of the counseling faculty; second, that paraprofessionals need to be trained and supervised carefully with full participation of the counseling staff; and last that paraprofessionals not be expected to perform tasks beyond their qualifications." (The Role of the Counseling Faculty and Delivery of Counseling Services in the California Community Colleges, Appendix C, Page 12)

As counseling faculty, we acknowledge the potential benefit of having a Student Affairs paraprofessional position. But in doing so, we are proposing a position that does not infringe upon the role of a professional counselor, nor does it ask an individual to perform duties or tasks for which they are not qualified.

I sincerely thank you for listening to our concerns. I, along with my colleagues, respectfully ask that you deny the request to approve of this job description as it is currently written.

Thank you.

1st proposed Job Description

DESERT COMMUNITY COLLEGE DISTRICT

COUNSELOR SUPPORT ASSISTANT-STUDENT AFFAIRS/HSI

BASIC FUNCTION

Under the direction of the HSI Title V Project Director, schedule and perform specialized duties related to counseling and advising of COD students serviced by Title V programs and activities, including the college application, admissions processes, orientation, registration, financial aid, and other counseling related workshops and activities. The Counselor Support Assistant (CSA) is a paraprofessional position which provides general information and guidance to students, staff, high school counselors and the general public regarding college policies and procedures; particularly in areas of academic advising and financial aid. The CSA will also collect and gather data, maintain databases, and prepare a variety of statistical records and reports related to assignment and will communicate information clearly and concisely, both orally and in writing. The CSA will also serve as a retention liaison working collaboratively with other student affairs departments.

REPRESENTATIVE DUTIES

1. Provide support to counselors to meet grant goals and objectives. *E*
2. Provide detailed information and make appropriate referrals to current and in-coming students regarding College regulations, admissions, matriculation procedures, financial aid, residency requirements, and student support services available on campus and in the community. *E*
3. Assist students in completing college applications, including admissions and financial aid. *E*
4. Provide general information to students and community members regarding college programs and services, academic majors, certificate programs, two- and four-year degree programs, and financial aid and scholarship opportunities. *E*
5. Assist counselors in advising students with regard to understanding degree and transfer requirements. *E*
6. Serve as a retention liaison and review student records to confirm progress toward degree completion and compliance of educational goals and degree requirements. Communicate with students as needed and directed by counselors. *E*
7. Represent the College and its related programs at various meetings, conferences, and community events as assigned. *E*
8. Assist in organizing, planning, scheduling, and the delivery of grant and matriculation related activities, orientation sessions, application and financial aid workshops, student development workshops, college readiness events, and campus tours. *E*
9. Collect and gather data, prepare and maintain a variety of files, records and databases related to services and activities; maintain records and documentation to ensure accurate tracking of student progress; assist in compiling and entering data and preparing comprehensive reports, including, but not limited to the grant's Annual Performance Report. *E*
10. Assist in designing, preparing, and distributing promotional materials; including using computer graphics software and maintaining Web pages and social networking sites. *E*
11. Update and maintain student records, notes and other pertinent information as directed by counselors. *E*
12. Establish and maintain cooperative working relationships and good customer service with students, staff, faculty, and the general public. *E*

13. Work with immediate supervisor, counselors, and high school counselors to identify areas of improving student success, persistence and retention rates as outlined in the grant goals and objectives. *E*
14. Perform general clerical work; prepare a variety of documents and forms; answer telephones; greet students, staff, faculty, and general public; and schedule appointments. *E*
15. Assign, train, supervise, and review the work of assigned student workers. *E*
16. Attend and participate in professional development activities as assigned by the Title V HSI Project Director. *E*
17. Performs other duties as assigned that support the overall objectives of the position and the Title V HSI grant goals and guidelines.

KNOWLEDGE AND ABILITIES

Knowledge of: Mission, goals, and objectives of the college and its programs; district policies and procedures regarding outreach, admissions, registration, financial aid and other program services; available institutional and community resources; public speaking and presentation techniques; applicable district, state and federal laws and regulations; confidentiality rules and procedures, especially with regard to FERPA; data collection and basic research principles and practices; record keeping techniques; telephone techniques and professional etiquette; diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students; modern office practices, procedures, and equipment including computers and applicable software applications such as word processing, spreadsheets, e-mail, and databases; interpersonal skills using tact, patience, and courtesy; principles and practices of providing training, work direction, and guidance to student workers; correct English, grammar, spelling, punctuation, and vocabulary.

Ability to:

Perform a wide variety of specialized duties related to the matriculation activities, admissions, registration, financial aid and other related program services; prepare and give oral presentations to current and in-coming students; understand, interpret, and follow direction related to administrative and office policies and procedures as well as pertinent laws, regulations, and ordinances; respond to requests and inquiries from students, staff, or the general public and provide appropriate referrals; develop and maintain appropriate outreach materials; maintain current knowledge of related fields; compile and analyze data related to assigned functions and prepare related reports; maintain filing and record-keeping systems; compose and prepare correspondence and memoranda; plan and organize work to meet schedules and changing deadlines; operate a variety of office machines and equipment including computers, typewriters, calculators, copiers and fax machine and related software such as word processing, spreadsheet, and e-mail, and database applications; work under tight deadlines with frequent interruptions and a high degree of public contact by phone or in person; work independently and effectively in the absence of supervision; exhibit sensitivity and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socioeconomic, and disabled populations of community college students; communicate clearly and concisely, both orally and in writing in English; establish and maintain effective working relationships; bend at the waist, kneel or crouch to file materials; sit or stand for extended period of time; lift 25 pounds.

EDUCATION AND EXPERIENCE

Any combination equivalent to: a bachelor degree in social sciences or related field and two (2) years of increasingly responsible work experience in a college setting and/or student service program.

WORKING CONDITIONS

Environment:

Office, lab and classroom environments; frequent workshops and activities; constant interruptions; some outdoor activities; travel to all campus locations (Eastern Valley Center, Western Valley Center, Palm Desert Campus) and within the region. Evening and weekend hours may be required.

LICENSES AND OTHER REQUIREMENTS

Valid California driver's license and must have an acceptable driving record and qualify for insurability by the District's insurance carrier to drive District or personal vehicle to various locations.

EMPLOYMENT STATUS

Classified Bargaining Unit Position

E: Essential Functions

Range 11

Approved 2/16/12

Current proposed Job Description

DESERT COMMUNITY COLLEGE DISTRICT

COUNSELING SUPPORT ASSISTANT-STUDENT AFFAIRS/HSI

BASIC FUNCTION

Under the direction of the HSI Title V Project Director, schedule and perform specialized duties related to counseling and advising of COD students serviced by Title V programs and activities, including the college application, admissions processes, orientation, registration, financial aid, and other counseling related workshops and activities. The Counseling Support Assistant (CSA) is a paraprofessional position which provides general information to students, staff, high school counselors and the general public regarding college policies and procedures; particularly in areas of academic advising and financial aid. The CSA will also collect and gather data, maintain databases, and prepare a variety of statistical records and reports related to assignment and will communicate information clearly and concisely, both orally and in writing. The CSA will also serve as a retention liaison working collaboratively with other student affairs departments.

REPRESENTATIVE DUTIES

1. Provide support to counselors to meet grant goals and objectives. *E*
2. Provide detailed information and make appropriate referrals to current and in-coming students regarding College regulations, admissions, matriculation procedures, financial aid, residency requirements, and student support services available on campus and in the community. *E*
3. Assist students in completing college applications, including admissions and financial aid. *E*
4. Provide general information to students and community members regarding college programs and services, academic majors, certificate programs, two- and four-year degree programs, and financial aid and scholarship opportunities. *E*
5. Communicate with students as needed and directed by counselors. Serve as a retention liaison and review student records to confirm progress toward degree completion and compliance of educational goals and degree requirements. *E*
6. As assigned by the Director, represent the College and its related programs at various meetings, conferences, and community events. *E*
7. Assist in organizing, planning, scheduling, and the delivery of grant and matriculation related activities, orientation sessions, application and financial aid workshops, student development workshops, college readiness events, and campus tours. *E*
8. Collect and gather data, prepare and maintain a variety of files, records and databases related to services and activities; maintain records and documentation to ensure accurate tracking of student progress; assist in compiling and entering data and preparing comprehensive reports, including, but not limited to the grant's Annual Performance Report. *E*
9. Assist in designing, preparing, and distributing promotional materials; including using computer graphics software and maintaining Web pages and social networking sites. *E*
10. Update and maintain student records, notes and other pertinent information as directed by counselors. *E*
11. Establish and maintain cooperative working relationships and good customer service with students, staff, faculty, and the general public. *E*

12. Work with immediate supervisor, counselors, and high school counselors to identify areas of improving student success, persistence and retention rates as outlined in the grant goals and objectives. *E*
13. Perform general clerical work; prepare a variety of documents and forms; answer telephones; greet students, staff, faculty, and general public; and schedule appointments. *E*
14. Assign, train, supervise, and review the work of assigned student workers. *E*
15. Attend and participate in professional development activities as assigned by the Title V HSI Project Director. *E*
16. Performs other duties as assigned that support the overall objectives of the position and the Title V HSI grant goals and guidelines.

KNOWLEDGE AND ABILITIES

Knowledge of: Mission, goals, and objectives of the college and its programs; district policies and procedures regarding outreach, admissions, registration, financial aid and other program services; available institutional and community resources; public speaking and presentation techniques; applicable district, state and federal laws and regulations; confidentiality rules and procedures, especially with regard to FERPA; data collection and basic research principles and practices; record keeping techniques; telephone techniques and professional etiquette; diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students; modern office practices, procedures, and equipment including computers and applicable software applications such as word processing, spreadsheets, e-mail, and databases; interpersonal skills using tact, patience, and courtesy; principles and practices of providing training, work direction, and guidance to student workers; correct English, grammar, spelling, punctuation, and vocabulary.

Ability to:

Perform a wide variety of specialized duties related to the matriculation activities, admissions, registration, financial aid and other related program services; prepare and give oral presentations to current and in-coming students; understand, interpret, and follow direction related to administrative and office policies and procedures as well as pertinent laws, regulations, and ordinances; respond to requests and inquiries from students, staff, or the general public and provide appropriate referrals; develop and maintain appropriate outreach materials; maintain current knowledge of related fields; compile and analyze data related to assigned functions and prepare related reports; maintain filing and record-keeping systems; compose and prepare correspondence and memoranda; plan and organize work to meet schedules and changing deadlines; operate a variety of office machines and equipment including computers, typewriters, calculators, copiers and fax machine and related software such as word processing, spreadsheet, and e-mail, and database applications; work under tight deadlines with frequent interruptions and a high degree of public contact by phone or in person; work independently and effectively in the absence of supervision; exhibit sensitivity and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students; communicate clearly and concisely, both orally and in writing in English; establish and maintain effective working relationships; bend at the waist, kneel or crouch to file materials; sit or stand for extended period of time; lift 25 pounds.

EDUCATION AND EXPERIENCE

Any combination equivalent to: a bachelor degree in social sciences or related field and two (2) years of increasingly responsible work experience in a college setting and/or student service program.

WORKING CONDITIONS

Environment:

Office, lab and classroom environments; frequent workshops and activities; constant interruptions; some outdoor activities; travel to all campus locations (Eastern Valley Center, Western Valley Center, Palm Desert Campus) and within the region. Evening and weekend hours may be required.

LICENSES AND OTHER REQUIREMENTS

Valid California driver's license and must have an acceptable driving record and qualify for insurability by the District's insurance carrier to drive District or personal vehicle to various locations.

EMPLOYMENT STATUS

Classified Bargaining Unit Position

E: Essential Functions

Range 11

Job Description proposed by Counselors

DESERT COMMUNITY COLLEGE DISTRICT

Student Affairs Specialist/HSI

BASIC FUNCTION

Under the direction of the HSI Counselor and the HSI Project Director/Coordinator, schedule and perform specialized duties related to outreach, recruitment, admissions, registration, financial aid and other program services for COD students serviced by Title V programs and activities. The Student Affairs Specialist (SAS) is a paraprofessional position which provides general information and assistance to counseling faculty, students, staff, high school counselors and the general public regarding college policies and procedures; particularly in areas of support services. The SAS will also collect and gather data, maintain databases, and prepare a variety of statistical records and reports related to assignments and will communicate information clearly and concisely, both orally and in writing. The SAS will also assist in monitoring the Early Alert component of retention, working collaboratively with student affairs departments.

REPRESENTATIVE DUTIES

1. Provide support to counseling faculty to meet grant goals and objectives. *E*
2. With Counselor supervision provide detailed information and make appropriate referrals to current and in-coming students regarding College regulations, admissions, matriculation procedures, financial aid, residency requirements, and student support services available on campus and in the community. *E*
3. Assist students in completing college applications, including admissions and financial aid. *E*
4. Provide general information to students and community members regarding college programs and services, academic majors, certificate programs, two- and four-year degree programs, and financial aid and scholarship opportunities. *E*
5. Monitor student early alert program activities, provide accurate and prompt reporting to counselor to help implement intervention strategies. *E*
6. Represent the HSI program objectives at various meetings, conferences, and community events as assigned. *E*
7. Assist the counselor in organizing, planning, scheduling of matriculation related activities, orientation sessions, application and financial aid workshops, college readiness events, and campus tours. *E*
8. Assist the Counselor to collect and gather data, prepare and maintain a variety of files, records and databases related to services and activities; maintain records and documentation to ensure accurate tracking of student progress. Assist in compiling and entering data to prepare comprehensive reports, including, but not limited to the grant's Annual Performance Report. *E*
9. Assist in designing, preparing, and distributing promotional materials; including using computer graphics software and maintaining Web pages and social networking sites. *E*
10. Update and maintain student records, notes and other pertinent information as directed by counselors. *E*
11. Establish and maintain cooperative working relationships and good customer service with students, staff, faculty, and the general public. *E*

12. Work in conjunction with HSI/ Supervising counselor and high school counselors to implement strategies identified for improving student success, persistence and retention rates as outlined in the grant goals and objectives. *E.*
13. Perform general clerical work; prepare a variety of documents and forms; answer telephones; greet students, staff, faculty, and general public; and schedule appointments. *E.*
14. Attend and participate in professional development activities as assigned by the Title V HSI Director/Counselor. *E.*
15. Performs other duties as assigned that support the overall objectives of the position and the Title V HSI grant goals and guidelines. *E.*

KNOWLEDGE AND ABILITIES

Knowledge of: Mission, goals, and objectives of the college and its programs; district policies and procedures regarding outreach, admissions, registration, financial aid and other program services; available institutional and community resources; public speaking and presentation techniques; applicable district, state and federal laws and regulations; confidentiality rules and procedures, especially with regard to FERPA; data collection and basic research principles and practices; record keeping techniques; telephone techniques and professional etiquette; diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students; modern office practices, procedures, and equipment including computers and applicable software applications such as word processing, spreadsheets, e-mail, and databases; interpersonal skills using tact, patience, and courtesy; principles and practices of providing training, work direction, and guidance to student workers; correct English, grammar, spelling, punctuation, and vocabulary.

ABILITY TO

Perform a wide variety of specialized duties related to the matriculation activities, admissions, registration, financial aid and other related program services; prepare and give oral presentations to current and in-coming students; understand, interpret, and follow direction related to administrative and office policies and procedures as well as pertinent laws, regulations, and ordinances; respond to requests and inquiries from students, staff, or the general public and provide appropriate referrals; develop and maintain appropriate outreach materials; maintain current knowledge of related fields; compile and analyze data related to assigned functions and prepare related reports; maintain filing and record-keeping systems; compose and prepare correspondence and memoranda; plan and organize work to meet schedules and changing deadlines; operate a variety of office machines and equipment including computers, typewriters, calculators, copiers and fax machine and related software such as word processing, spreadsheet, and e-mail, and database applications; work under tight deadlines with frequent interruptions and a high degree of public contact by phone or in person; work independently and effectively in the absence of supervision; exhibit sensitivity and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students; communicate clearly and concisely, both orally and in writing in English; establish and maintain effective working relationships; bend at the waist, kneel or crouch to file materials; sit or stand for extended period of time; lift 25 pounds.

EDUCATION AND EXPERIENCE

Any combination equivalent to: a bachelor degree in social sciences or related field and two (2) years of increasingly responsible work experience in a college setting and/or student service program.

WORKING CONDITIONS

Environment:

Office, lab and classroom environments; frequent workshops and activities; constant interruptions; some outdoor activities; travel to all campus locations (Eastern Valley Center, western Valley Center, Palm Desert Campus) and within the region. Evening and weekend hours may be required.

LICENSES AND OTHER REQUIREMENTS

Valid California driver's license and must have an acceptable driving record and qualify for insurability by the District's insurance carrier to drive District or personal vehicle to various locations.

EMPLOYMENT STATUS

Classified Bargaining Unit Position

E: Essential Functions

Range 11

Approved 2/16/12

1 The Role of Counseling Faculty and
2 Delivery of Counseling Services
3 in the California Community Colleges

4
5 ADOPTED FALL 1994; REVISED AND ADOPTED SPRING 2012

6
7 Academic Senate for California Community Colleges
8 COUNSELING AND LIBRARY FACULTY ISSUES COMMITTEE
9 TRANSFER AND ARTICULATION COMMITTEE 2011-2012

10
11 Beth Smith, Grossmont College, Chair
12 Stephanie Dumont, Golden West College
13 Michelle Grimes-Hillman, Mt. San Antonio College
14 Christie Jamshidnejad, Diablo Valley College
15 Janice Johnson, Grossmont College
16 Jesse Ortiz, Woodland College
17 Van Rider, Antelope Valley College
18 Miles Vega, Porterville College

19
20 *With special thanks to the Region 8 Online Counseling Consortium*

21
22
23 COUNSELING AND LIBRARY FACULTY ISSUES
24 SUBCOMMITTEE 1993-1994

25
26 Janis Perry, Rancho Santiago College, Chair
27 Kevin Bray, Sierra College
28 Sue Lorimer, American River College
29 Lisa Raufman, Moorpark College
30 John Suter, Sacramento City College
31 Celeste Sager, Yuba College
32 Bernadette Kubacki, San Diego CCD, Cont. Ed. Ctr.
33 Rosalie Amer, Cosumnes River College
34 Val Mitchell, Cerritos College

35
36 *Special thanks to the members of the 1993-94 Regional Counseling Facilitators*

37
38 *Group, and in particular to Lew Mayhew, Modesto College, and Fay Dea, Los*
39 *Angeles Valley College, for their contributions to the document.*

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What's New in the 2012 Revision? The original paper, *The Role of Counseling Faculty in the California Community Colleges (1994)*, provided principled positions of the Academic Senate regarding the essential function of counselors and the delivery of counseling services in helping students achieve success. The paper concluded with specific guidance on appropriate roles for paraprofessionals, and an appendix addressed the role of faculty advisors. Much of the content from the original paper remains in this version because, nearly thirty years after the 1986 Seymour-Campbell Matriculation Act, it is still compelling and necessary for ensuring quality educational experiences for students and useful for local senates in crafting initiatives to improve student success. Some of the Title 5 regulation language has been removed, as legislation pertaining to matriculation is under revision at this time due to the Board of Governors' 2012 endorsement of the Student Success Task Force Recommendations. Added to the paper is a description of education plans and a section on technology and online counseling, and the sections on paraprofessionals and faculty advisors have been incorporated into the body of the paper rather than included as an appendix. Summary recommendations have also been included in this revision.

Introduction

At the fall 1993 Plenary Session of the Academic Senate for California Community Colleges, Resolution 15.1 was adopted, stating,

Whereas counseling is a distinct faculty discipline within the Faculty Disciplines list, and

Whereas a counseling discipline ensures professional education and training at the Master's level leading to appropriate counseling knowledge, competencies and skills, and

Whereas there is no statewide definition of, or limitations on, the role of the counseling/advising paraprofessional, and

Whereas some districts are replacing counseling faculty with counseling/advising paraprofessionals;

Therefore be it resolved that the Academic Senate for California

122 Community Colleges direct the Executive Committee in consultation with
123 counseling faculty, to recommend standards for counseling
124 paraprofessionals to the Board of Governors that define the role and
125 scope of persons in paraprofessional counseling positions and ensure
126 that the professional counseling services are not being provided by
127 paraprofessionals.

128
129 Resolution 8.01 in Fall 2011 directed the Academic Senate to update the
130 original paper:

131
132 Whereas, The Academic Senate for California Community College's 1994
133 paper *The Role of Counseling Faculty in California Community Colleges*
134 describes a range of activities performed by counseling faculty which are
135 still appropriate for counseling in the 21st century but do not include how
136 the role of counseling has evolved with the introduction of technology;

137 Whereas, The Academic Senate for California Community Colleges
138 adopted the 2003 *Consultation Council Task Force on Counseling Report*, as
139 well as the new minimum qualifications for the counseling discipline,
140 neither of which are reflected in the existing paper;

141 Whereas, In Spring 2008 the Academic Senate for California Community
142 Colleges passed resolution 8.01 (Support for Online Counseling Services)
143 which in part called upon the Academic Senate to "develop written
144 documents describing effective practices for the provision of online
145 student services in the California community colleges"; and

146 Whereas, Colleges continue to hire paraprofessionals without regard to the
147 guidelines outlined in the 1994 paper or subsequent resolutions approved
148 by the Academic Senate calling for colleges to adhere to the principles set
149 forth in both the 2009 *Role of Counseling Faculty in California Community*
150 *Colleges* and the *Standards of Practice for California Community College*
151 *Counseling Faculty and Programs* adopted papers;

152 Resolved, That the Academic Senate for California Community Colleges
153 update the paper *The Role of Counseling Faculty in California Community*
154 *Colleges* to include current minimum qualifications and information from
155 the *Consultation Council Task Force on Counseling Report*, effective
156 practices for the provision of online academic advising, and other student
157 service practices under the scope of responsibility of counseling faculty.

158
159 The purposes of this paper are threefold. First, it clarifies the role of the
160 counseling discipline and provides a description of a comprehensive student
161 education plan in the California Community College system. Second, it
162 provides a foundation for discussion of the uses and restrictions of
163 paraprofessionals in the delivery of counseling services. Third, it offers updates
164 on minimum qualifications, the use of faculty advisors, and current trends in
165 technological tools and online counseling, as well as a chronology of funding
166 patterns and legislative activity to date, that provide a more wide-ranging
167 perspective of how the profession of counseling has evolved—or not—since
168 1994. The paper provides an introduction to the important work of counseling
169 faculty and their essential contributions to student success. In this time of
170 increased student demand and diminishing resources, this document provides
171 local academic senates with a planning resource to be used when developing
172 policy and implementing recommendations associated with "student
173 preparation and success" (Title 5, Section 53200 (b)(5).

174
175 The core functions of counseling faculty are detailed in Academic Senate's
176 *Standards of Practice for California Community College Counseling Faculty and*
177 *Programs (2008)* and have not changed over the past thirty years. Rather, it is
178 the recognition of the relevance and necessity of that role, and how counseling
179 services are delivered, that has evolved.

180 181 Background

182
183 In 1979, the Board of Governors received a Task Force Report on the state of
184 counseling in the California community colleges. That report provided a clear
185 statement of the educational and socio-cultural diversity of the student
186 population and its counseling needs and eloquently described the need for and
187 the complexity of the counseling role in providing support to students making
188 their way through community colleges. A dominant theme of the report was
189 the need for a generalist, trained in counseling skills and familiar with the
190 entire curriculum, to work with students (Hirschinger 1979).

191
192 By 1994, beset by the challenges of dramatic growth, a rapidly diversifying
193 student body, variable funding, and legislative imperatives such as the
194 Matriculation Act and AB 1725, California community colleges struggled to
195 provide adequate counseling services to their students. The ensuing effort to
196 meet these imperatives with insufficient resources resulted in an examination
197 of how counseling services were delivered. Some colleges employed
198 paraprofessionals (also called counselor assistants, specialists, information
199 technicians or educational advisors) to meet some of the demands. Still other

200 colleges instituted or expanded the role of the faculty advisor.

201
202 In 2003, an increasingly diverse student population, variable funding, and
203 other legislative imperatives were still the norm, yet it was not until the
204 Academic Senate adopted the Consultation Task Force Report on Counseling
205 (2003) that attention was paid to how very little the system had been investing
206 in student support services since the passage of the Matriculation Act in 1986
207 and AB 1725 in 1988. The report highlights survey results indicating an
208 actual counselor-to-student ratio of 1:1918 in contrast to the recommended
209 ratio of 1:900 which the task force calculated using the Title 5 §58732 formula.
210 The report concludes with the assertion that “California public community
211 college education again confronts a dire lack of fiscal resources. The core of
212 the community colleges, to provide access and equitable opportunity, is
213 threatened by the dissipation of the state budget.” It also confirms, “California
214 community college students need much better access to counseling faculty at
215 community colleges throughout the state.” And finally, “The data show when
216 there is access to adequate, comprehensive counseling services, student
217 success is significantly enhanced. The data also show that access to
218 counseling in our community colleges is inadequate by any measure.”

219
220 Then in 2006, with the unveiling of the Basic Skills Initiative (BSI), the colleges
221 continued attracting the most diverse students, the system was gearing up for
222 higher graduation standards in mathematics and English, and the legislature’s
223 interest in student success was increasing. The 2007 *Basic Skills as a*
224 *Foundation for Student Success in California Community Colleges* outlined the
225 program components necessary for basic skills students to be successful. To
226 no one’s surprise, the research validated the need for mandatory orientation,
227 assessment, and placement, along with substantial and accessible counseling
228 support that is integrated with academic courses and programs. A review of
229 the literature revealed “a strong counseling component is characteristic of
230 successful remedial programs...” and “key to this success is a program that
231 integrates counseling with teaching and has a highly structured, easily
232 accessible, and proactive format.” Specifically, the literature pointed out that
233 in a successful model, “counselors move from the role of crisis intervention to
234 that of a more preventative, proactive function.” Research further suggested
235 that counselors trained specifically to work with developmental students must
236 be responsible for the counseling of those students. While BSI funding
237 provided the first opportunity since the Matriculation Act of 1986 to financially
238 support select counseling efforts, it involves one time monies restricted for use
239 with basic skills students and therefore is not a feasible source of funds for
240 hiring faculty. Additionally, the BSI funding, as a categorically funded
241 program, is under constant threat of consolidation and defunding.

242

243 In 2011-12, California community colleges continue to be one of the most
244 diverse systems of higher education in the nation and face the challenge of
245 more legislative directives aimed to reform community colleges at a time of
246 severe budget decreases. The Board of Governors has endorsed the *Student*
247 *Success Task Force Recommendations* (2012), which again target the
248 importance of strengthening student support services if colleges are to improve
249 student success. One recommendation mandates that every student have an
250 education plan due to the significant improvement in student success of those
251 students who have and follow such a plan. The task force recommendations
252 and others in the system recognize the significant benefits of quality,
253 comprehensive counseling supplemented with appropriate technology, yet
254 community colleges are still challenged by the costs of providing counseling
255 services in terms of both staffing considerations and technological development
256 to meet student needs. But technology alone is insufficient to deliver
257 counseling services, and the content of any technological tools used by
258 students must be informed and maintained by counseling faculty. Today's
259 students face a myriad of complex academic and personal issues as well as
260 concerns about succeeding in college, and quality counseling programs staffed
261 by professional counseling faculty are critical to ensure that students achieve
262 their educational and career goals. By helping students identify those issues
263 and deal effectively with them through academic, career, and personal
264 counseling, counseling faculty provide a means for students to be successful
265 both academically and personally.

266

267 Education Plans

268

269 Counseling faculty are professionally trained to diagnose the difficulties
270 students face in pursuing and achieving their educational goals, to prescribe
271 solutions for those difficulties, and to support students as they inch or stride
272 toward success. Crucial to performing these services effectively is the
273 counselor's understanding of the students' stated goals within the context of
274 human development and the inevitable changes that occur as students
275 progress through a college education. Even when students articulate clear
276 initial goals, counseling faculty understand that students' lives and goals
277 change as a result of their unfolding educational experiences or personal
278 situations. The common and beneficial outcome of professional academic
279 counseling is the student education plan (see Appendix A for examples of
280 education planning tools) that includes but is not limited to the following:

281

- 282 • Consideration of and planning for multiple layers of student goals,
283 e.g. associate degree to transfer to professional school

- 284 • Recommended course sequencing that reflects a balanced course load
- 285 based on a student's strengths, scheduling patterns, and course
- 286 requirements with prerequisites built in
- 287 • Student support referrals to services both on and off campus
- 288 • Information about auxiliary requirements to meet a student's
- 289 educational goals, e.g. testing, Advanced Placement (AP) scores,
- 290 minimum GPA, and deadlines
- 291 • Planning for and prioritizing multiple transfer institutions
- 292 • Recommendations of courses to increase a student's competitiveness
- 293 for admission, if transfer is intended
- 294 • Distinction of catalog rights and options for selecting a catalog year
- 295 • Professional knowledge of programs, e.g. the difference between Photo
- 296 Journalism as a Bachelor of Fine Arts under "Art" or as a
- 297 Communications/Journalism "photojournalism" degree; differences
- 298 between programs at different institutions (Psychology at a UC vs.
- 299 CSU)
- 300 • Evaluation of transcripts from other institutions

301
302 Because of their diversity in abilities and sophistication, a segment of
303 community college students may appear self-directed and thus may achieve
304 success by guiding themselves with a catalog, advisement sheets, and access to
305 technology. This group of students may have success navigating the complex
306 process of educational planning without the need for comprehensive counseling
307 support. Yet even these more savvy students can benefit from professional
308 counseling services and often seek counseling to have their decisions and
309 pathways affirmed by counselors.

310
311 The vast majority of community college students can benefit from career,
312 academic, or personal counseling during their time on campus. But with
313 continued lack of sufficient funding for classes and counseling appointments,
314 increased use of paraprofessionals, supplanting comprehensive counseling
315 with technology, and requiring students to declare a major before they are
316 ready to make an informed decision in order to maintain enrollment priority,
317 students may experience greater stress and aggravation while attempting to
318 steer their academic careers. The higher the stakes, the more students will
319 want access to counselors, which underscores the need for more counselors in
320 the colleges, especially full-time counselors. The role of counseling faculty is
321 unique among the faculty of community colleges. The counselor's role is even
322 more crucial to student success when we consider that it is not just likely that
323 students at community colleges will encounter difficulties; it is, in most cases,
324 inevitable.

325

326 Minimum Qualifications and Other Roles

327

328 The *Minimum Qualifications for Faculty and Administrators in California*
329 *Community Colleges* adopted by the Board of Governors specify that counseling
330 faculty must hold a "Master's in counseling, rehabilitation counseling, clinical
331 psychology, counseling psychology, guidance counseling, educational
332 counseling, social work, career development, marriage and family therapy, or
333 marriage, family and child counseling, or the equivalent. Note: A license as a
334 Marriage and Family Therapist (MFT) is an alternative qualification for this
335 discipline, pursuant to Title 5 §53410.1" The professional education and
336 training required of community college counseling faculty enable them to play a
337 variety of roles and offer a range of activities to meet students' counseling
338 needs.

339

340 The nation's graduate programs in counseling have gone to great lengths to
341 standardize the competencies expected of degree recipients. The list of
342 competencies below has been drawn from materials supplied by California
343 State University graduate programs in counseling. Although not meant to be
344 an exhaustive list, it begins to define the specialized skills of counseling
345 professionals:

346

- 347 -knowledge of human development, both normal and abnormal
- 348 -understanding of the theories of counseling and personality
- 349 -knowledge of and sensitivity to social, cultural, and ethnic issues
- 350 -knowledge of ethical and legal aspects of counseling
- 351 -knowledge of the learning process
- 352 -knowledge of decision making and transition models
- 353 -ability to diagnose student problems
- 354 -ability to help students form and clarify their educational values and
355 goals
- 356 -ability to help students learn problem-solving and decision-making
357 skills
- 358 -ability to work with students to develop optimal student education
359 plans
- 360 -ability to facilitate groups and workshops
- 361 -ability to develop effective curriculum
- 362 -knowledge of effective instructional methods and strategies
- 363 -ability to teach counseling courses effectively
- 364 -ability to provide crisis intervention and support
- 365 -ability to identify the need for mental health counseling and referral to
366 community resources

- 367 -knowledge of career development methods, techniques, and
- 368 instruments
- 369 -knowledge of changes taking place in the economy and the job market
- 370 -knowledge of the use and misuse of assessment instruments and test
- 371 data
- 372 -knowledge of educational programs and their requirements
- 373 -knowledge of the structure and institutional relationships of higher
- 374 education
- 375 -ability to develop and coordinate service programs
- 376 -ability to provide effective consultation to students, teachers, peers,
- 377 administrators, and community members.
- 378

379 The Education Code's definition of the role of counseling faculty reiterates the
380 critical responsibility of the counselor to support student success in such areas
381 as student self-assessment, decision-making, goal setting, and goal
382 implementation. Title 5 §51018 lists the following four functions for counseling
383 programs:

- 384
- 385 1. Academic counseling, in which the student is assisted in assessing,
- 386 planning and implementing his or her immediate and long-range
- 387 academic goals.
- 388
- 389 2. Career counseling, in which the student is assisted in assessing his or
- 390 her aptitudes, abilities, and interests and is advised concerning the
- 391 current and future employment trends.
- 392
- 393 3. Personal counseling, in which the student is assisted with personal,
- 394 family or other social concerns, when that assistance is related to the
- 395 student's education.
- 396
- 397 4. Coordination with the counseling aspects of other services to students
- 398 which may exist on the campus, including, but not limited to, those
- 399 provided in programs for students with special needs, skills testing
- 400 programs, financial assistance programs, and job placement services.
- 401

402 These distinctions are somewhat arbitrary in light of the mix of concerns
403 students present to counseling faculty in a single session. For example, a
404 request for transfer information commonly evolves into a session about
405 handling intense parental pressure or doubts about career direction. Student
406 disclosures of substance abuse or sexual abuse may occur in sessions
407 ostensibly dealing with career decision-making. And sessions about academic
408 difficulties may uncover learning disabilities. These examples illustrate the
409 complex needs students bring to counselors in the community colleges. These

410 problems require counseling faculty to respond with an array of professional
411 skills, sensitivities, and counseling techniques, all grounded in an
412 understanding of human development. Most interactions with students
413 regarding academic matters require sensitive counseling evaluations and are
414 not, as some believe, simply the provision of curriculum information.

415
416 When access to career counseling is reduced, students may spend more time in
417 college and more effort than necessary wrestling with career decisions, remain
418 longer as undeclared majors, take a number of courses without a sense of
419 purpose, lose motivation and drop out, or, in fact, obtain a degree without a
420 clear career goal. A counselor's guidance through this natural struggle is
421 paramount. As long ago as in 1987 Vincent Tinto, recognized leader in student
422 success research, noted that 75% of students will experience uncertainty with
423 stated educational goals, both academic and occupational, and data from the
424 2011 Noel-Levitz Student Satisfaction Inventory and Institutional Priorities
425 Survey Summary Report reveal that community college students rank
426 counseling and academic advising as important or very important and student
427 satisfaction is tied to effective academic advising services.

428
429 Personal counseling is also critical to ensure the success of many of our
430 students. Young students experiencing the stress of their transition into
431 adulthood and re-entry students balancing the burdens of work, family and
432 academics are both certain to face times of conflict and confusion where their
433 goals are undermined by their personal conflicts. Today community colleges
434 are flooded with veterans from 21st century wars in the Middle East, and
435 counseling faculty are responding by increasing their knowledge of post-
436 traumatic stress disorder, traumatic brain injuries, and other issues unique to
437 veterans. Other students with psychological disabilities, protected under the
438 Americans with Disabilities Act, must also receive support. These students
439 and others who experience crisis situations while taking courses at our colleges
440 need additional special services to cope. Personal counseling benefits many
441 students, helping them manage their difficult life situations while they progress
442 in college. Counseling should be provided in the context of the student's
443 individual educational needs and other areas that contribute to academic
444 success. When a student's need for counseling extends beyond academic or
445 career counseling, and in some cases requires resources outside the scope of
446 services of the counseling department, counseling faculty are trained to make
447 appropriate referrals.

448
449 Roles and Uses of Paraprofessionals and Faculty Advisors

450
451 Paraprofessionals

452
453 Paraprofessionals (also called counselor assistants, information technicians,
454 educational advisors, or specialists) have for some time been employed by
455 universities, where student needs are less varied and goals are more uniform,
456 and now there is a call for wider use of these paraprofessionals in California
457 community college counseling departments. Use of paraprofessionals continues
458 to grow despite on-going concern they might be pressed into roles beyond their
459 job duties and for which they may not be qualified. Paraprofessionals can
460 support counseling faculty and students, just as instructional assistants help
461 instructional faculty in the classroom, provided paraprofessionals are
462 performing functions within the scope of their defined roles.

463
464 The amount of education or experience required of paraprofessionals has not
465 been established at the state level. Districts hiring paraprofessionals have
466 historically set their own standards. These standards have varied with the
467 nature of the tasks required of the position. Frequently, the paraprofessional is
468 someone who possesses an associate or bachelor's degree and may have
469 student services experience. Paraprofessionals might also be community
470 college or university students. While the specific qualifications for a given
471 position might differ, three crucial issues must be considered when developing
472 a job description: first, that the competencies expected of paraprofessionals
473 need to be defined explicitly, with the full participation of counseling faculty;
474 second, that paraprofessionals need to be trained and supervised carefully with
475 full participation of counseling faculty; and last, that paraprofessionals not be
476 expected or allowed to perform tasks beyond their job duties and specified
477 qualifications.

478
479 To identify the appropriate roles of paraprofessionals, colleges must clarify the
480 activities that do not require the minimum qualifications of the counseling
481 discipline. The following is a list of such potential activities:

482
483 (1) Assisting at registration by providing information and referring
484 students to campus offices and services. This information might include
485 important dates and deadlines, how to read a class schedule, or how to
486 navigate an enterprise software system. Paraprofessionals can also
487 assist students in scheduling classes once the student education plan
488 has been developed by counseling faculty.

489
490 (2) Providing information about program requirements: Many
491 counseling departments prepare materials about college programs to
492 help students plan their schedules. Paraprofessionals could disseminate
493 this information.

494

495 (3) Facilitating and supporting activities: There are many useful
496 activities that paraprofessionals could provide in Transfer Centers,
497 Career Centers, Assessment Centers, Disabled Student Programs,
498 Veteran's Resource Centers and Extended Opportunity Programs. They
499 might assist students in using reference materials or electronic career
500 information, coordinate university tours or visits by university
501 representatives, design and organize advertising for counseling center
502 activities, make classroom presentations to students about the services
503 of various campus offices and programs, disseminate placement test
504 results as long as interpretation of the results is left to counseling
505 faculty, or assist with community outreach such as visits to high
506 schools.

507
508 Counseling faculty must clarify the limits on the use of paraprofessionals in
509 order to protect the integrity of the counseling discipline. When activities with
510 students go beyond providing specific requested information and migrate into
511 the areas of goal setting, planning, and decision-making, the student needs to
512 be referred to a counseling faculty member. What may have begun with a
513 routine question about a course may quickly lead to the explanations for the
514 choice, the career goals associated with that choice, or the appropriateness of
515 the major, program, or transfer institution. The responsibility for addressing
516 these situations is within the scope of the established minimum qualifications
517 for counseling faculty and is beyond not only the job duties of
518 paraprofessionals but also often beyond their competencies and qualifications.

519
520 Institutions must ensure that paraprofessionals are not allowed to venture into
521 academic counseling where they would be called upon to interpret, advise, or
522 judge the appropriateness of a student's course or program choice, since these
523 activities are beyond the scope of their jobs. For this reason, paraprofessionals
524 should not advise undeclared students or students on probation, nor should
525 they produce student education plans.

526
527 Furthermore, interpreting assessment results for students or weighing multiple
528 measures for course placement are also not appropriate activities for
529 paraprofessionals. Such interpretations require knowledge of assessment
530 methods and the use of professional judgment, which belong properly with
531 faculty trained to perform these functions.

532
533 The following ASCCC adopted resolutions support counseling faculty in their
534 insistence that paraprofessional hiring follow senate sponsored guidelines:

535
536 FA93 15.01 Counseling Service Standards
537 SP98 8.01 Use of Paraprofessionals to Perform Counseling Activities

538 SP99 8.02 Appropriate Uses of Paraprofessionals
539 SP01 8.01 Use of Paraprofessionals
540 SP10 8.01 Commitment to Established Principles and Guidelines Regarding
541 Use of Paraprofessionals
542 SP11 8.01 Title 5 Change to Clarify the Role of Advisors and
543 Paraprofessionals in Counseling
544 FA11 8.01 Update Senate Paper on the Role of Counseling Faculty in
545 California Community Colleges
546

547 The Rostrum article "When Are Counseling Paraprofessionals Appropriate? A
548 Friendly Reminder" (March 2010) also serves to remind interested parties of the
549 strong positions taken by the Academic Senate.

550
551 Non-Counseling Faculty Advisors
552

553 One well-published key to retention is a student's sense that the institution is
554 interested in his or her success. Non-counseling faculty can play an important
555 advising role and serve as a vehicle to express that interest, provided the
556 advising does not expand to functions reserved for counseling faculty. Faculty
557 advisors should have the minimum qualifications to teach in the subject area
558 in which they provide advising and should exhibit the following competencies:

559
560 -ability to interact non-judgmentally with students using effective helping
561 skills
562

563 -interest in serving as an advisor (no one should be assigned advising
564 responsibilities automatically).
565

566 Activities within the scope of faculty advisors are the following:
567

568 (1) Providing information regarding programs, career opportunities, and
569 course selection in their disciplines.
570

571 (2) Referring students to appropriate services. The faculty advisor can
572 provide a link for the student with other essential services: counseling,
573 financial aid, career center, veteran's resource center, services for
574 students with disabilities, tutoring center, health center, etc. Faculty
575 advisor training must include learning to recognize when referrals back
576 to counseling are necessary.
577

578 (3) Coordinating with counseling departments: non-counseling faculty
579 are excellent resources for discipline-related information; counseling
580 faculty can provide comprehensive training on skills and strategies

581 necessary for successful advising. Instructors who advise and the
582 counselors who train them share the responsibility to make faculty-
583 advising activities a supplement to, rather than a replacement for,
584 counseling services.

585
586 Counseling departments should develop a clear written process for engaging
587 faculty advisors as well as provide sufficient training for the advisor to be
588 successful. All parties must understand the following distinctions between
589 counseling and advising and understand that faculty advisors are clear about
590 circumstances under which they must refer a student to a counselor:

591
592 • **Advising** focuses on giving students the information they need to reach their stated goals.
593 Advisors explain and clarify this information for students and present their material in a
594 manner sympathetic to the needs and situation of the student. Advising responds to
595 student requests for discipline-specific information.

596
597 • **Counseling** is required when the student needs more than just specific information.
598 When goals are not yet set, when decisions are not yet made, or when the problem goes
599 beyond a need for data, the student needs counseling. In this context, advisors should not
600 advise undecided or probationary students who, by the nature of their situation, require
601 counseling. Nor is it appropriate for advisors to be called counselors. This practice only
602 adds to the confusion of students about the roles of the individuals serving them.

603 604 Technological Tools and Online Counseling

605
606 *Standards and Practices of California Community College Counseling Faculty and*
607 *Programs (2008)* succinctly describes the healthy balance between the use of
608 technology and the role of a counselor. Technological tools have the capacity to
609 improve access and accuracy in the delivery of information and can help
610 colleges meet the needs and expectations of students. Technology, however,
611 cannot replace the human interaction and complex task of properly counseling
612 students. The paper goes on to outline principles for technology use which
613 should be included in any technology plan, the availability of electronic student
614 education plans, online counseling, and online orientations. Counselors must
615 take the lead on development, implementation, and application of technology
616 plans designed to increase student access to support services.

617
618 As technologies continue to emerge and develop, student support services,
619 including counseling, are faced with the task and responsibility of integrating
620 these emerging technologies into their delivery of services. Despite many
621 students' familiarity and comfort with conducting day-to-day tasks using
622 technology and communicating online or through smartphone applications, the
623 digital divide still exists. Faculty should be comprehensive when integrating

624 and expanding into the online realm to ensure that students have access to
625 reliable and formal information from the college in several different forms and
626 mediums:

627
628 Social Networking: social networking mediums represent a common
629 gathering area for students. Individual colleges, counseling faculty, and
630 student services departments may strive to make their presence known on
631 these networking sites as another means of outreach and marketing.

632
633 Electronic Messaging: students have an expectation of immediacy that
634 includes how they receive information. Twitter and other instant messaging
635 technologies are increasing in popularity, and counseling departments
636 should discuss how to best integrate instant messaging into their services.

637
638 Video Communication: a live chat feature in a program such as Skype™
639 allows for text based conversations as well as interactive, yet private,
640 communication.

641
642 Posting Documents, Wikis, etc: society's increased presence online has also
643 resulted in the expansion of user-generated and readily accessible Internet
644 content. With resources ranging from complex documents found on various
645 websites in portable document file (PDF) format to community generated
646 and managed reference information (wikis), students have grown
647 accustomed to searching and gathering information online at their
648 convenience. Counseling faculty and student services must meet this
649 expectation and demand for Internet-based information for student
650 accessibility and retrieval.

651
652 Online counseling's emergence and growth in California Community Colleges is
653 directly related to the commonplace nature of the Internet in the daily lives of
654 students, as well as the Title 5 mandate and accreditation standards requiring
655 colleges to provide comparable services for students whether taking courses
656 face-to-face or via distance education. In the early 1990s as more campuses
657 began exploring and implementing distance education courses, counseling
658 faculty saw an influx of counseling related questions. The continued growth of
659 online counseling at California Community Colleges is directly tied to the
660 demand for counseling services not only by students taking courses solely
661 online, but at the same time by a general student population growing more
662 technologically literate and expecting to have services available online. This
663 interest necessitates an organized, streamlined approach to manage the
664 increase in counseling inquiries potentially originating from anyone who has
665 internet access, an e-mail account, and a college's website. As the Internet has
666 become interwoven with daily life, online counseling programs have become

667 more commonplace and increasingly accessed by students at community
668 colleges. And while colleges must meet students where they are technologically,
669 they must equally be mindful of those students who have limited access to
670 technology. Colleges must include traditional means of communication to
671 ensure all students have access to essential information.

672
673 Just as colleges must distinguish between counseling and faculty advising, it is
674 equally critical to discern online counseling from online advising. Online
675 counseling primarily describes communication between counseling faculty and
676 students taking place outside the confines of the traditional office setting.
677 These communications may be facilitated by any number of Internet and
678 online-based technologies that will allow transmission of information used by
679 students in making decisions related to academics, careers, and, on occasion,
680 minor personal concerns or issues. Online counseling closely mirrors many of
681 the interactions, topics discussed, and interventions prescribed in a traditional
682 in-person counseling appointment, and online advising addresses a much more
683 limited scope of topics in less depth and breadth than possible via counseling.
684 Such advising topics may include registration assistance, information
685 regarding program requirements, assistance in using reference materials or
686 electronic records systems, etc.

687
688 Various state-funded and campus-based initiatives like CCC Confer,
689 ASSIST.org, the Transfer Counselor Website, and campus-based degree audit
690 systems serve as powerful online resources to fuel and streamline the delivery
691 of online services and are examples of the many online tools counseling faculty
692 regularly use to supplement face-to-face counseling.

693
694 Counselors conducting online counseling and individuals providing online
695 advising must be knowledgeable and competent in the delivery of online
696 services. Counseling departments should schedule regular training sessions
697 for counseling faculty and paraprofessionals interested in participating in
698 online counseling and advising.

699 700 Conclusion

701
702 From before even setting foot on campus to the day a student graduates,
703 transfers, or fulfills his or her academic goals, more community college
704 students need professional counseling throughout their educational experience
705 to achieve success. Research on retention and success indicates that students
706 perform better when guided by counseling faculty in their academic planning
707 and career discovery, research, and decision-making and with personal
708 concerns that may interfere with their education. Concerns related to financial

709 expediency must not lead colleges to assign a counselor's role to others less
710 qualified to perform the work or to technology-based solutions secured to
711 substitute for the professionals trained to assist students. Computerized
712 information systems and streamlined registration processes do not replace the
713 need for the personal connection between counseling faculty and students.
714 With the guidance of counseling faculty, advisors and paraprofessionals can
715 contribute, when appropriate, to the services and information provided to
716 students, and students should always be reminded to speak directly with a
717 counselor for details and current information regarding transfer and degree
718 and certificate requirements. Colleges must look for ways to integrate
719 instruction and student services to better serve all cohorts of students at the
720 college and recognize the important role played by counseling faculty in
721 achieving student success.

722

723 Recommendations for Local Senates

724

725 In the area of education plans, local senates must:

726 1. Understand the comprehensive education plan which includes but is not
727 limited to the following:

- 728 • Consideration of and planning for multiple layers of student goals,
729 e.g. associate degree to transfer to professional school
- 730 • Recommended course sequencing that reflects a balanced course load
731 based on a student's strengths, scheduling patterns, and course
732 content with prerequisites built in
- 733 • Student support referrals to services both on and off campus
- 734 • Information about auxiliary requirements to meet a student's
735 educational goal, e.g. testing, Advanced Placement (AP) scores,
736 minimum GPA, and deadlines
- 737 • Planning for and prioritizing multiple transfer institutions
- 738 • Recommendations of courses to increase a student's competitiveness
739 for admission, if transfer is intended
- 740 • Distinction of catalog rights and options for selecting a catalog year
- 741 • Professional knowledge of programs, e.g. the difference between Photo
742 Journalism as a Bachelor of Fine Arts under "Art" or as a
743 Communications / Journalism "photojournalism" degree; differences
744 between programs at different institutions (Psychology at a UC vs.
745 CSU)
- 746 • Evaluation of transcripts from other institutions

747 2. Ensure that education plans are only developed by counseling faculty.

748

749 In the area of paraprofessionals, local senates should do the following:

- 750 1. Work with counseling faculty to establish competencies expected of
751 paraprofessionals.
752 2. Support and insist on counseling faculty supervision of all training for
753 paraprofessionals working in the counseling department.
754 3. Clarify the limits for the use of paraprofessionals in order to protect the
755 integrity of the counseling discipline. When activities with students go
756 beyond providing specific requested information--into the areas of goal
757 setting, planning, and decision-making--the student needs to be referred
758 to a counseling faculty member.
759 4. Help ensure that local policies and practices restrict paraprofessionals in
760 the counseling area to appropriate assignments (i.e. not advise
761 undeclared students or students on probation, nor should they produce
762 student education plans).
763 5. Ensure that interpretation of assessment results for students or weighing
764 multiple measures for course placement are conducted by counseling
765 faculty. Such interpretations require knowledge of assessment methods
766 and the use of professional judgment, which belong properly with
767 counseling faculty trained to perform these functions.
768

769 In the area of faculty advisors, local senates should do the following:

- 770 6. With their college's counseling faculty, ensure that faculty advisors have
771 the minimum qualifications to teach in the subject area in which they
772 provide advising and exhibit the following competencies: ability to
773 interact non-judgmentally with students using effective helping skills,
774 interest in serving as an advisor (no one should be assigned advising
775 responsibilities automatically).
776 7. With counseling faculty, develop a clear written process for engaging
777 faculty advisors, as well as provide sufficient training for the advisor to
778 be successful.
779

780 In the area of technology and online counseling, local senates should do the
781 following:

- 782 8. Ensure that counseling programs take advantage of emerging
783 technological tools to meet the needs and expectations of students and
784 that counseling faculty take the initiative to develop technology plans
785 that add to the counseling relationship rather than detract from it.
786 9. Ensure that counseling faculty take an active role in the development
787 and implementation of campus and program technology plans in order to
788 advocate for student data systems and features that will provide the
789 information needed for counselors and students, in a user-friendly
790 manner.
791 10. Ensure that counselors conducting online counseling and/or advising
792 are knowledgeable and competent in the delivery of online services.

793 Counseling departments should schedule regular training sessions for
794 counseling faculty interested in participating in online counseling and/or
795 advising.
796 11. Be mindful of the distinctions between counseling and advising and
797 online counseling and online advising when developing and
798 implementing policies and procedures related to counseling services.
799

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852 [3_0711%20indd.pdf?code=912130214201236](https://www.noellevitz.com/documents/gated/Papers_and_Research/2011/National-SSI-Reports/SSI_com%20col%20report%20A-3_0711%20indd.pdf?code=912130214201236)
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878 Appendix A
 879 Sample Education Plans

Transfer Univ/College: _____ Major: _____

General Ed Pattern: _____

Fall 2012	Units
Total Units	

Spring 2013	Units
Total Units	

Summer 2013	Units
Total Units	

Fall 2013	Units
Total Units	

Spring 2014	Units
Total Units	

Summer 2014	Units
Total Units	

Fall 2014	Units
Total Units	

Spring 2015	Units
Total Units	

Summer 2015	Units
Total Units	

Fall 2015	Units
Total Units	

Spring 2016	Units
Total Units	

Summer 2016	Units
Total Units	

I am planning to transfer: Fall _____ Winter _____ Spring _____
I must complete minimum admission requirements* by end of: Fall _____ Winter _____ Spring _____ Sum _____
The appropriate application period for me is: Oct. 1 - Nov. 30 _____ Aug. 1-31 _____ Other _____

Comments / Referrals:

*** It is the student's responsibility to read, understand and keep updated on ALL transfer admission requirements and deadlines. (_____) initials**
Check the college/university website and/or admissions office for campus specific admission criteria.

Notes: Certification of General Ed. is not automatic. Students must request certification from the XXX College Admissions Office.

Ed Plan Rev. 2/12

Multiple Subject Student Educational Plan (SEP)

Last Name _____ First Name _____ MI _____ College ID # _____ Birthdate _____

General Education Recommendations for CSET Preparation

Area A: Communication in the English Language and Critical Thinking -- 9 units		C	P	N
Group 1: Oral Communication	CSU/GE (Comm 110 preferred)			
Group 2: Writing	English 100			
Group 3: Critical Thinking	CSU/GE (English 110, Comm 220, or Phil 115)			

Area B: Physical Universe and Its Life Forms		C	P	N
Group 1: Physical Science	Any CSU/GE (Physical Science 100 and/or Geology 106 preferred)			
Group 2: Life Science	Any CSU/GE (Biology 100 preferred)			
Group 4: Mathematics	Any CSU/GE Math course (Math 104 preferred)*			

Area C: Arts, Literature, Philosophy, and Foreign Language -- 9 units		C	P	N
Group 1: Arts	Any CSU/GE (Art 100/Hum 102, Mus 101, Thea Arts 100, or 101 preferred)			
Group 2: Literature	Any CSU/GE (English 150, 155, 270, or 275 preferred)			
Group 2: World History	Any CSU/GE (History 181 preferred)			

Area D: Social, Political, and Economic Institutions -- 9 units		C	P	N
Group 5: Geography	Any CSU/GE (Geography 100 preferred)			
Group 6: US History	History 170 or 176 (Hist 170 preferred)			
Group 8: Political Science	Political Science 180			

Area E: Lifelong Understanding and Self-Development -- 3 units		C	P	N
Human Development	Any CSU/GE (Psychology 118 preferred)			

Campus Specific Multiple Subjects Credential Program Prerequisites		C	P	N
Education EDEL 315A/B	Education 102, 103, and 200 -- 6 units			
	Psych 118			

Child and Adolescent Development Major Requirements		C	P	N
CAS 101	Psych 118 at GWC			
CAS 201	HMDV 190 at OCC or take at CSUF			
SPED 371 (No upper division credit)	HMDV 210 at OCC or take at CSUF			
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF			
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 103 recommended) plus Math 104 or take at CSUF			

Liberal Studies Major Requirements		C	P	N
Lib Studies 300 (No upper division credit)	Hum 100 or 110 at Coastline or Hum 100, 101, or 101H at OCC			
English/Ling 206	Anthro 190 at OCC or take at CSUF			
English Literature	English 150, 155, 270, or 275			
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF			
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 103 recommended) plus Math 104 or take at CSUF			

*Please note that Math 104 at Coastline does not meet the CSU General Education Requirement for Area B4		C	P	N
			Units Completed	
			Units in Progress	
			Subtotal	
			Units Needed	
		AA Degree:		
		Transfer:		
		Student Signature		
		Counselor Signature		
		Date		

Multiple Subject Student Educational Plan (SEP)

Last Name _____ First Name _____ MA _____ College ID # _____ Birthdate _____

General Education Recommendations for CSET Preparation

Area A: Communication in the English Language and Critical Thinking -- 9 units		C	IP	N
Group 1: Oral Communication	CSU/GE (Comm 110 preferred) <i>COMM 100</i>	B	✓	
Group 2: Writing	English 100	C	✓	
Group 3: Critical Thinking	CSU/GE (English 110, Comm 220, or Phil 115)		✓	

Area B: Physical Universe and Its Life Forms		C	IP	N
Group 1: Physical Science	Any CSU/GE (Physical Science 100 and/or Geology 106 preferred)			✓
Group 2: Life Science	Any CSU/GE (Biology 100 preferred)			✓
Group 4: Mathematics	Any CSU/GE Math course (Math 104 preferred)			✓

Area C: Arts, Literature, Philosophy, and Foreign Language -- 9 units		C	IP	N
Group 1: Arts	Any CSU/GE (Art 100, Mus 102, Mus 101, Thea Arts 100, or 101 preferred)			✓
Group 2: Literature	Any CSU/GE (English 180, 185, 270, or 275 preferred) <i>SPAN 180</i>	✓		
Group 2: World History	Any CSU/GE (History 161 preferred) <i>HIST 170 or 175</i>			✓

Area D: Social, Political, and Economic Institutions -- 9 units		C	IP	N
Group 5: Geography	Any CSU/GE (Geography 100 preferred)			✓
Group 6: US History	History 170 or 175 (Hist 170 preferred) <i>PSYC 100</i>		✓	
Group 8: Political Science	Political Science 180			✓

Area E: Lifelong Understanding and Self-Development -- 3 units		C	IP	N
Human Development	Any CSU/GE (Psychology 118 preferred)			✓

Campus Specific Multiple Subjects Credential Program Prerequisites		C	IP	N
Education EDEL 315A/B	Education 102, 103, and 200 -- 8 units			✓✓
	Psych 118			✓

Child and Adolescent Development Major Requirements		C	IP	N
CAS 101	Psych 118 at GWC			✓
CAS 201	HMDV 190 at OCC or take at CSUF			✓
SPED 371 (No upper division credit)	HMDV 210 at OCC or take at CSUF			✓
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF			✓
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 103 recommended) plus Math 104 or take at CSUF			✓

Liberal Studies Major Requirements		C	IP	N
Lib Studies 300 (No upper division credit)	Hum 100 or 110 at Coastline or Hum 100, 101, or 101H at OCC			✓
English/Ling 206	Anthro 190 at OCC or take at CSUF			✓
English Literature	English 180, 185, 270, or 275			✓
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF <i>or GWC</i>			✓
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 103 recommended) plus Math 104 or take at CSUF			✓

Comments	Total Units
Please note that Math 104 at Coastline does not meet the CSU General Education Requirement for	Units Completed
Area B4	Units In Progress
<i>MATH 030 - 2 attempts already; and more remaining.</i>	Subtotal
<i>Academic Renewal 1-A-09 evaluating with 110</i>	Units Needed
<i>" " 1-B-04 @ OCC Evaluating with 100</i>	APPLY For: <i>AA Degree: TBD</i>
<i>eligible once small GPA = 2.00.</i>	Transfer: <i>TBD</i>
<i>Return for course sequencing ASAP.</i>	Student Signature
	Counselor Signature
	Date

Name: _____
 Last First

ID #: _____ Birth Date: _____

Counseling Department
COURSE SEQUENCING GUIDE

Fall	Units	Interession	Units

Spring	Units	Summer	Units
PSYC 100	3	③ Math 030	4
	3		

14 CSU units

Fall	Units	Interession	Units
Math 104	3	CEST	
① ED 102	1		
① ED 103	2		
PSYC 118	3		
Bt 100, SPAN 101 or TRK 100 or 101			3
			12

Spring	Units	Summer	Units
Geol 106	4		
① ED 200	3	Bio 100	4
ENGL 143	3		
Geol 106	3		
	13		

34 CSU units

Fall	Units	Interession	Units
Math 115	4		
PHYS SCI 100	4		
SCI 180 or HIST 170	3		
ENGL 158 or 270	3		
	14		

Spring	Units	Summer	Units
PSY 180 or HIST 170	3	CEST - Subst	
Anth A190 @ OLE	3		
Hum 1100 or 1101 @ OLE	3		
	9		

Need B or better in ED course
 @ CSU FA 14
 14 CSU units

Comments: ① Can swap preceptors if ED 102 not offered in FA 12. ② Change on SEP to HIST 170 only.
 ③ Retake level II math placement ASAP.
 Return each preceptor for follow up.

Student Educational Plan / SEP

Last Name _____

First Name _____

M/I _____

SWC Student ID _____

Birthdate _____

Educational Goal:

Career Certificate
 AA Degree
 AA+ Transfer
 Transfer Only

Transfer to: CSULB

AA Major / Area of Emphasis: _____

Transfer Major: Bio / Physio

Other Colleges Attended: _____

GE Pattern: <input type="checkbox"/> AA Only <input type="checkbox"/> CSU-GE <input type="checkbox"/> IGETC	
Area A: Communication in English Language	
A1.	
A2.	
A3.	
Area B: Physical Universe and Life Forms	
B1.	
B2.	
Area C: Arts and Humanities	
C.	
Area D: Social, Political, Econ. Institutions	
D.	
Area E: Lifelong Understanding	
E.	
Additional Instructional Competencies	
Computer Literacy	
Information Literacy	
<input type="checkbox"/> Major	
<input type="checkbox"/> Area of Emphasis	

CSU General Education	
Area A: Communication in English Language	
A1.	3
A2. English G100 / 100H	3
A3.	3
Area B: Physical Universe and Life Forms	
B1. <u>AP Credit</u>	6
B2. <u>Bio 180</u>	5
B3. Laboratory Component	✓
B4. <u>AP Credit</u>	6
Area C: Arts and Humanities	
C1.	3
C2. <u>Hist 170 or 175</u>	3
C1 or C2.	3
Area D: Social, Political, Econ. Institutions	
<u>AP Credit - Econ</u>	3
<u>AP Credit - Psyc</u>	3
<u>PSCI 180</u>	3
Area E: Lifelong Understanding	
	3
CSU American History / American Institutions	
History G170 or G175	✓
Political Science G180/G180H	✓

IGETC / UC/CSU Breadth	
Area 1: English Communication	
1A: English G100	
1B: English G110	
1C: Comm G130 (CSU Only)	
Area 2: Mathematical Concepts	
Area 3: Arts and Humanities	
3A.	
3B.	
3A or 3B.	
Area 4: Social and Behavior Sciences	
Area 5: Physical and Biological Sciences	
5A.	
5B.	
Laboratory Component	
Language Instruction (English Only)	
CSU Base Course History and Institutions	
History G170 or G175	
Political Science G180/G180H	

AA Major / Certificate / Area of Emphasis Requirements	
<p><u>AP Credit (score of 5 or 4):</u></p> <p><u>Calc AB + BC</u> 6 units</p> <p><u>Chemistry</u> 6</p> <p><u>Stats</u> 3</p> <p><u>Psyc</u> 3</p> <p><u>Macro Econ</u> 3</p>	
<p><u>Transfer Requirements:</u></p> <p><u>Bio 180 + 182</u> ✓</p> <p><u>Bio 183</u> ✓</p> <p><u>Calc 180 + 185 #</u> ?</p> <p><u>Math 180 + 185 #</u> ?</p> <p><u>Phys 120 + 125 or 185 + 280</u> ✓</p>	

Notes: AP Calc BC (score = 5) = 6 CSU units
* omitted participation @ CSULB to ask how
AP Calc counts towards major. Also earned 5's on AP Chem, Stats, Psyc, Macro Econ.
 This SEP identifies requirements for the student's educational goal. Coursework must be on approved list at the time taken. Availability of coursework is subject to change.

Student Signature _____

Date _____

Counselor Signature _____
 October 1, 2023

Date _____

B

ACADEMIC, CAREER PLANNING AND FOLLOW UP

STUDENT INFORMATION

Name _____
Last First MI

Address _____

Phone (____) _____

Student ID No. _____

Birth Date _____

EDUCATIONAL GOALS

Major Bio/Physio

Transfer CSULB

Associate of Arts Degree

Certification of Achievement

Discover career interests/goals

Prepare for new career

Advance in my current job/career

Personal development/interest/culture

Improve basic skills

Other F1-Vietnam

Partial Plan Only (see notes)

ACADEMIC PLANNING NOTES/COURSE SEQUENCING

SEMESTER	COURSE	CREDITS	REMARKS
FA 2011	Phys 185 (56052)	4	(WL)
	Comm 100 (55822)	3	(WL)
	MW 101 (55055)	3	(M)
	Hist 175 (58282)	3	(WL)
SEMESTER	PSY 180 (55355)	3	(WL)
	HEO 100 (54841)	3	(WL)

SEMESTER _____

SEMESTER _____

COMMENTS Due to AP credit and student arriving late to registration, all course selection recommendations are wait list.

Return in Oct for course sequencing. SPR registration is in Nov.

Student _____

6/30

WHITE • Counseling

Counselor _____

YELLOW • Student

Date _____

Name: _____
 Last First

ID #: _____ Birth Date: _____

Counseling Department
COURSE SEQUENCING GUIDE

Fall 11	Units	Interession	Units
HLED 100	3		
Phys 185	4		
PSY 180	3		
THEA 100	3		
	13		

34 CSU units

Spring 12	Units	Summer 12	Units
ENGL 100	3		
Comm Studies (A4)	3		
BIO 180	5		
(Hist 170 or 175) or (Area C1 or C2)	3		
	14		

Fall 12	Units	Interession	Units
Critical Think (A3)	3	(enbl 110)	
BIO 182	4		
Phys 280	4	(Applied FA entry)	
(Hist 170 or 175) or (Area C1 or C2)	3		
		14	

Spring 13	Units	Summer 13	Units
BIO 183	4		
Chem 185	5		
	9		

71 CSU units

Apply Oct 1 - Nov 30, 2012 www.csum.edu/for-educ

Fall 13	Units	Interession	Units
@ CSULB			

Spring	Units	Summer	Units

21 AP units

Return each semester for follow-up.

Send student to see pre-professional counselor.

Comments: received reply from CSULB Articulation - verified 3+ on Calc BC student awarded subject credit for Math 122 + 123 (Math 6180 + 6185); also earned subject credit for Chem 111A (Chem 6180) for a 5 on AP Chem.

 Student Counselor Date

Trustee Report

April 2012

I would like to acknowledge our location today is the Mecca Thermal campus. Each of our meetings requires a great deal of preparation from a variety of resources but when we go away from the main Palm Desert campus those efforts are increased. Being in our communities provides an opportunity for community members to participate in the governing process of their community college. We may not have crowds of citizens attending each of these meetings but we are offering the opportunity. Our presence at these locations also helps us as Trustees to have a more rounded view of the educational opportunities that are offered by our college. Thank you to all of those that made this possible.

This month I attended East Valley Committee COD Friends and Alumni meeting. We are starting to plan our emphasis for 2012-2013 projects. Anyone interested is welcome to join us at 12:15, June 7th at the Indio East Valley Center.

Trustee Marman and I attended the agenda review meeting as our Chair and Vice Chair were attending to the Presidential Search obligations. Let me take this opportunity to thank Michael and Bonnie for the hours and hours and hours of time that they have dedicated to this process. The entire search team has taken the job with the seriousness that it deserves, have given much time to the process and I thank them for this tremendous effort.

Trustee O'Neill and I met with Interim Vice President Adrian Gonzales. Adrian gave us insight into challenges and successes of Student Services. Immediately following that meeting I attended a Special Board meeting of the Board of Trustees. We were updated and discussed the remaining procedures in our Search.

I'm looking forward to the May end of school year celebrations that will occur next month. In some ways those celebrations are bitter sweet as some of our colleagues and many of our students are moving on to the next chapter in their lives. We salute their success and wish them all the best in their future endeavors. As a Board we'll be at these events cheering you on to your future and reminiscing about our time together.

Becky Broughton

College of the Desert

Board of Trustees Meeting April 19, 2012

BUSINESS AFFAIRS—REPORT

1. **EVC-Mecca/Thermal: Sewer Update**
2. **WVC-Desert Hot Springs: New Site Preliminary Report**
3. **Successor Agencies Oversight Boards: Initial Report**
4. **Palm Desert Campus Solar Project: Introductory Report**
5. **Palm Desert Center Campus Project: Introductory Report on Revised Strategy**
6. **WVC Palm Springs: Schematic Design Presentation by HGA and O2 Architects**

EVC Mecca/Thermal: Sewer Update

Expect bids to May BOT meeting.

Lowest bid has come in over budget at \$350,000

Work to commence following week (May 21).

Installation of pumping station north of parking lot.

Lateral pipelines to septic leach field east of parking lot.

Expected 30 day duration.

Permits planning next fiscal year of facilities expansion.

Revised Educational Master Plan will guide development of any specialized buildings.

WVC-Desert Hot Springs: New Site Preliminary Report

Due to the demise of DHS Redevelopment Agency, City has advised that it will not be able to build the planned civic center in the foreseeable future and advises the College to seek alternative plans for an education center.

City has proposed that it will provide College with an unquantified amount of the land it has previously agreed to transfer to the Desert Healthcare Agency (DHA) if College will build the intended education center.

Whether a sale or a lease is undetermined but the price of \$1 has been mentioned. There is a vague suggestion that City might be able to offer around \$400,000 to augment College capital budget.

City has requested an answer from the College by the end of June, 2012 as to whether it will accept the offer.

DHA is currently funding and constructing facilities on the site to include health clinics, multi-purpose rooms and computer lab to be operated by the Boys and Girls Club, and gymnasium and pool to be operated by the Desert Recreational District.

To date, the College has proceeded on two fronts—discussion with the DHA and feasibility study on what can be built within the budget of \$1.8 million.

I met with the CEO of DHA:

- In principle, she is supportive of a College presence on the site, noting compatibility of purposes and opportunities for partnerships.
- Problem with the notion of the City reducing the land intended to be transferred to DHA in favor of transferring a portion to College.
- However, not averse to the notion of DHA allocating some land to College through some form of transaction.
- Concerned about the quality of College building given the budget and its compatibility with the other buildings on the site.
- The land in question for the College was originally earmarked for a medical clinic which is now not to happen and was subsequently earmarked for expansion of DHA interests in the future.
- CEO will discuss matter in principle with DHA board committee and will provide feedback to me before the April 19 BOT meeting.
- Discussed positively augmentation of the space that College is able to build with access to DHA space for College programs.

- Discussed positively the notion of an allied health focused program in addition to general education and remedial programs being offered by College. Allied health program would be offshoot of the allied health “pillar” planned for WVC-Palm Springs.
- Discussed tentatively DHA providing funding for such an allied health program.
- Updated information: DHA board has declined COD request to be on campus because it wants to retain the site for future direct healthcare use and there were concerns about the limited budget.
- DHA CEO has brokered a discussion with the County of Riverside about the possibility of COD applying the same concept for a small education center to property that the County is developing elsewhere in DHS.
- I will follow up.

Approach to building construction or prefabrication within the available budget is underway.

Potential amendment to the Education Plan because the DHS site may come on quicker than anticipated needs to be considered.

Successor Agencies Oversight Boards: Initial Report

Chancellor Scott appointed COD personnel to the one seat on each of the nine Municipal Successor Agencies Oversight Boards.

COD was not appointed to the seat on the County of Riverside Successor Agency Oversight Board.

Deas, Ellis, and Renew have taken their seats at the initial and in some cases subsequent SAOB meetings in each municipality.

SAOB has responsibility for ensuring that the SA (in effect each city) winds up its redevelopment agency, honors existing legal obligations, and disposes of assets held by a redevelopment agency.

Pass through and other payments previously committed to by redevelopment agencies to COD appear to be safely within the definition of existing legal obligations and will continue to be paid to COD. This is crucial to COD to complete the augmentation to the bond program and for future capital and some General Fund commitments.

Tax increment funds that were previously available to redevelopment agencies to be spent at their discretion are now to be distributed to public agencies and the state according to the same formula as for basic property taxes by the SAs.

This may well mean additional funds to the pass throughs being allocated to COD.

However, the Chancellor has already announced that additional funds to colleges through this route will be deducted from apportionment, rendering the transaction to be at best revenue neutral to COD.

SAOBs will continue until 2016 by when much of their purpose will have been completed. After that, one SAOB for the entire County of Riverside and its municipalities will take over.

Palm Desert Campus Solar Project: Introductory Report

After considerable research, COD appears to have arrived at a strategy to introduce extensive solar photovoltaic capability on certain campus parking lots.

COD is working with a consultant provided by the Community College League of California and a leading solar company offering pro bono advice on the different technological applications, financial structuring, and availability of grants and subsidized financing.

Preliminary projections suggest that it will be optimal to install a tracker PV system and with it shade coverage on each of the parking lots parallel to Monterey Avenue as well as the lot to the rear of the CSSC.

Staff has visited several college installations of various types and is satisfied that we can adopt an array that is esthetically pleasing, accommodates the needs of the Street Fair, and will be highly effective.

The array will have the capability of producing approximately 60% of the campus electricity needs.

Early projections of the gross cost are in the region of \$17 million before rebates.

If the net cost were to be met from existing bond funds and/or future redevelopment funds, immediate and sustainable savings of around \$600,000 per year in the General Fund could be contemplated.

If the net cost were to be financed at very favorable rates through the GF savings, bond funds would be saved and uncommitted savings in the GF would come later on.

We are currently studying the different finding models. In any case, considerable savings will accrue to COD over the useful life of the PV panels.

At the April BOT meeting, our consultant Clyde Murley will present a comprehensive proposal including all variables and recommended choices. Upon approval in principle to proceed, COD will arrange favorable financing available through the County of Riverside in case the financing option is finally chosen. By September 2012, final decisions will be made on the type of technology, scope of the installation, and financial structuring.

Award of the contract to supply and install the panels will be through selective, competitive tender among the top three companies endorsed by the CCLC.

Palm Desert Center Campus Project: Introductory Report on Revised Strategy

The current strategy after much research, feasibility studies, switching of priorities and soul searching contemplates saving and refurbishing the Hilb Building, replacing Liberal Arts and Administration with new two-storey buildings, and demolishing Building C (the former Admissions and Records Building).

Completion of all programming and test fitting of the agreed program needs, the decision to relocate Culinary Arts to WVC-Pam Springs, more detailed assessment of the means to meet new code requirements, and much more soul searching about the original design of the center campus buildings and highly effective covered walkways has caused a revised (and final) strategy to be proposed.

The Hilb Building will be extensively refurbished and the internal square footage increased to meet new code requirements and to accommodate all library needs except what will be termed learning resource areas.

The C Building will be saved, extensively refurbished to meet code requirements and to accommodate learning resource program needs. This purpose is the best use of the C Building footprint and indeed was its original purpose. Most of the building will be dedicated to student study, student assistance, and general student assembly purposes.

The two buildings together will constitute the enlarged library and learning resources center and will meet all future needs.

The Liberal Arts and Administration buildings will be saved and completely refurbished to meet code requirements and to accommodate all the program needs of all the departments to be housed in them.

The signature covered walkways will be saved. In fact, the integrity of the entire architectural design of the center campus will be maintained while the building interiors will be completely redesigned to fully meet twenty-first century standards.

The center courtyard will be enhanced as part of the Monterey entrance project to round off the center campus project.

At the May BOT meeting, comprehensive details of the revised strategy will be presented that will confirm that all program needs can be met, all buildings and walkways can be saved, all code requirements can be met, and it can all be done within the existing budget for the project.

**DESERT COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES**

Meeting Date: 4/19/2012

AREA: Board of Trustees

ITEM #: 1

- | |
|---------------------------------------------------|
| <input type="checkbox"/> CONSENT |
| <input checked="" type="checkbox"/> ACTION |
| <input type="checkbox"/> INFORMATION |

TITLE: STUDENT TRUSTEE PRIVILEGES

BACKGROUND:

Pursuant to Education Cod 72023.5(d) the Governing Board must adopt rules and regulations regarding the privileges it wishes to afford the Student Trustee annually before or by May 15 of each year.

It is proposed the Student Trustee: 1) attend closed sessions, other than closed sessions on personnel matters or collective bargaining matters, at the discretion of the governing board; 2) receive compensation, at the discretion of the governing board, up to the amount prescribed by Section 72425; 3) serve a term of one year commencing on June 1, and ending on May 31; and 4) to make and second motions at the discretion of the governing board along with the privilege of an advisory vote.

FISCAL IMPLICATIONS:

None.

RECOMMENDATION:

Adopt these rules and regulations regarding the privileges of the Student Trustee for fiscal year 2012-2013.

Administrator Initiating Item: Bonnie Stefan	Cabinet Review & Approval: 4/9/2012 Chair & Vice Chair Review: 4/10/2012
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College of the Desert

General Fund

Third Quarter Ended March 31, 2012

Financial Update

- A – Total budgeted expenditures for 2010-2011 year was \$40,002,915
- B – Total Actual Expenditures for 2010-2011 year was \$38,159,574
- C – The District held back spending by \$1,843,341 for 2010-2011 year
- D – The current 2011-2012 year budget for expenditures is \$38,136,323
- E – Current expenditures at 3-31-12 are \$27,617,866 which is 72.42% of expenditure budget – the District is holding to the budget as approved
- F – The District has \$10,518,457 of approved budget for the remaining three months
- G – Built into the 2011-2012 budget was a reduction of expenditures of \$1,866,592 over previous year
- H – Capital Outlay projected savings \$ 54,720
- I – Contract & Services projected cost increase of \$246,185
- J – Supplies & Materials projected savings \$11,977
- k –Salaries & Benefits projected savings \$2,046,080

**DESERT COMMUNITY COLLEGE DISTRICT
BUDGET UPDATE as of MARCH 31, 2012
GENERAL FUND UNRESTRICTED**

	2010-11 Final Budget	2010-11 Actual	2010-11 Budget to Actual Difference	2011-12 Final Budget	As Of Mar. 31 2012 Actual	2011-12 Budget to Actual Difference	Changes Between Budget Years	
Expenditures							(Savings)	
Full-Time Teaching Salaries	8,233,410	8,595,849	(362,439)	8,691,962	6,970,066	1,721,896	458,552	
Adjunct Teaching Salaries	4,816,970	4,641,615	175,355	3,742,223	2,541,743	1,200,480	(1,074,747)	
Other Academic Salaries	2,193,591	1,785,725	407,866	1,969,905	1,224,913	744,993	(223,686)	
Administration Salaries	3,906,716	3,804,847	101,869	3,767,476	2,854,237	913,239	(139,240)	
Classified Salaries, Aides	1,260,391	1,002,720	257,671	1,039,656	714,093	325,563	(220,735)	
Classified Salaries, Other	6,265,747	5,430,556	835,191	5,513,161	3,904,734	1,608,427	(752,586)	
Employee Benefits	7,314,955	7,418,980	(104,025)	7,221,317	5,717,231	1,504,086	(93,638)	
Total Salaries & Benefits	33,991,780	32,680,292	1,311,488	31,945,700	23,927,016	8,018,684	(2,046,080)	K
Supplies & Materials	471,913	337,827	134,086	459,936	269,005	190,931	(11,977)	J
Contracts & Services	5,247,553	4,914,477	333,076	5,493,738	3,322,595	2,171,143	246,185	I
Sub-Total Operating Expense	39,711,246	37,932,596	1,778,650	37,899,374	27,518,616	10,380,757	(1,811,872)	
Capital Outlay	291,669	226,978	64,691	236,949	99,249	137,700	(54,720)	H
Total Expenditures	40,002,915	38,159,574	1,843,341	38,136,323	27,617,866	10,518,457	(1,866,592)	
	A	B	C	D	E	F	G	

College of the Desert

General Fund

Third Quarter Ended March 31, 2012

Financial Update

- ✓ For the first nine months the District is tracking 5.77% less than last year's overall expenditures.
- ✓ Decrease in salaries and benefits primarily due to retirements and positions eliminated.
- ✓ The 7.84% increase in supplies is largely due to timing of expenditures.
- ✓ Contracts and services expenditures are down 9.24% over last year at March 31, 2012.
- ✓ There is a 32.98% decrease expended at this point for capital outlay items which translates to \$48,840.

Expenditures at March 31, 2011 and 2012

	<u>31-Mar-11</u>	<u>31-Mar-12</u>	<u>Difference</u>	
Salaries and Benefits	25,251,569	23,927,016	(1,324,553)	-5.25% Decrease
Supplies & Materials	249,440	269,005	19,565	7.84% Increase
Contracts & Services	3,660,868	3,322,595	(338,273)	-9.24% Decrease
Capital Outlay	148,089	99,249	(48,840)	-32.98% Increase
	<u>29,309,967</u>	<u>27,617,866</u>	<u>(1,692,101)</u>	-5.77% Decrease