### ACADEMIC SENATE OFFICERS

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<td>President Elect</td>
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<td>Secretary</td>
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<td>Treasurer</td>
<td>Michael Klyde</td>
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<td>Curriculum Chair</td>
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### ACADEMIC SENATORS

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### LIAISONS

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<td>Tanya Washington</td>
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<td>Campus Technology</td>
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<td>Lynn Mitts</td>
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<td>Kathleen Reiland</td>
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<td>Peggy Austin</td>
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<td>Randa Wahbe</td>
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<td>Basic Skills</td>
<td>Cindy Shrout</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>Sarah Jones</td>
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### GUESTS:

Linda Borla, Christie Diep, Dee Sato, Angelyn Garcia, Michelle Palmisamo, Robin DeRoo, Tony Sanchez, Mike Kavanaugh, Michelle Istituris, Ambika Talwar, Liana Koeppel, Approximately 60 STEM students.
I. After establishing a quorum, President Jolena Grande called the meeting to order at 3:02 p.m. with no alternates in attendance.

II. **Adoption of the Agenda:** Agenda adopted moving the presentations from Mike Kavanaugh (VIII F, IX D) and STEM (VIII B) to the space between Faculty Announcements and Special Reports: Motion/Second/Unanimous

III. **Approval of Minutes:** Approval of the minutes from September 10th, 2015 with no changes: Motion/Second/Unanimous.

IV. **Public Commentary:**
Liana Koeppel presented the faculty participants for the Accreditation Self Study (see appendices). Volunteers are still needed. 98 volunteers, 51 faculty: 16 adjunct and 35 full time. Widespread participation is required and has been achieved.

Dr Tony Sanchez, full time biology professor expressed his support for the Seat Count Resolution up for voting tonight. SEM Division voted unanimously in support of it at their last meeting.

Robin DeRoo, full time faculty member from the Chemistry Dept, spoke up in support of institutionalizing the STEM program using examples of student success from her classes, including students who have successfully transferred and inspired friends and family members to go to college in the STEM subjects and how important the research opportunities are.

AS President, Angel Garcia announced that the institutionalization of the STEM Program had the official support of Associated Students.

Dr Simpson spoke about an agreement with the Anaheim School District to offer Counseling 140 at high schools in that district under contract with Cypress College. He asked for faculty and students to consider making Cypress College a smoke free campus. There is no formal proposal yet but he would like a conversation started if there is interest. He also stated that the Extended Day Model woefully underfunds our campus with a deficit over the last several years. The current Model from the District continues to underfund us. Our deficit last year was about a million dollars and that has to come out of general funds that can be used for other things. The current Model will fund us even less at a time we are supposed to grow.

Michelle Palmisano, full time faculty from the Biology Dept, spoke in support of the Seat Count Resolution and also represented the SEM Division who voted unanimously to support the resolution.
Stephanie, a student from the STEM Program spoke in support on institutionalizing the program. The program, its leaders, and the monthly workshop has made a difference for her as a confidence builder and motivating factor. She said it was especially important for students like her who are first time college students in their families and Latino. She stated that it is important for our country so our science can stay here and not be imported from other countries. Our STEM Students will be working for many American companies doing important science-based work for future generations.

Tamra, a prospective future STEM Program student, she is worried that if the STEM Program is not institutionalized she will not have the opportunity to participate. It is important for the world. She suggested implementing fund raising if money is an issue so the program might be more self-sustaining.

Dee Sato, faculty from the Biology Dept, spoke in support of the Seat Count Resolution and reiterated it came with full support from the SEM Division.

V. Faculty Announcements and Invitations:

Tina Johannsen, UF President and HS Division Senator, stated she attended the ADFac meet and greet for adjunct faculty. She passed out stickers.

Ron Armale, SEM Senator, spoke about the coming Full Moon Lunacy this weekend and included resources on how to best view it.

Craig Goralski, Social Sciences Senator, spoke about a conversation from his Division’s last meeting regarding the current composition of the Curriculum Committee which has 18 voting members, 8 of which are not faculty. With the administration clearly seeing curriculum as an avenue for changes that affect all of us, they thought the composition might need to be reconsidered so that it is more faculty driven. He stated it will be brought forward at the next meeting as an agenda item but wanted us to start thinking about what it means for the Curriculum Committee to be faculty driven and whether having 8 non-faculty members voting is a good idea.

VIII. Faculty Issues – Unfinished Business

B. STEM Program Institutionalization

Ron Armale, SEM Division Senator, presented a motion:

Because the STEM Program is currently serving 140 students and is currently funded by the HSI STEM Grant which is about to expire, we move that the Academic Senate and Cypress College support the institutionalizing of the STEM Program. M/S/U, motion passed after presentation outlined below and in appendices.
Dr Fee, the Dean of the SEM Division, and Yanet Garcia, STEM Program Director, made a presentation speaking about who was being served and how they were being served. The presentation included a fact sheet and a PPT (see appendices). More than 60 STEM Program students were there to represent and support the Program.

F. Wi-Fi Login: Network Authentication Recommendation

Mike Kavanaugh spoke regarding instituting an authentication process for Wi-Fi on campus providing a more secure online environment and maintaining space for our students and staff (please see appendices for details). Discussion included questions about students being discouraged from utilizing this resource, times when we have a lot of guests on campus for an event, and that some students may not have updated virus protection on their devices. Mike Kavanaugh addressed these concerns and made clear that he and his staff are always available for consultation and trouble-shooting individual issues for staff and students. Motion to support this recommendation: M/S/ passed with one abstention: Will Heusser.

IX. Faculty – Unfinished Business

D. Mike Kavanuagh presented an overview of the new EyePax Parking Enforcement System for informational purposes only (see appendices). It will roll out for staff in the spring and students in the summer. He also presented for our information the Educational Technology Steering Team Charter (see appendices). More faculty are needed on this team. It meets the 3rd Tuesday of the month at the District office at 3pm in room 107.

VI. Special Reports

A. Associated Students:

Tanya Washington reported Club Rush was well attended. She attended the 3rd annual Cypress Women’s Conference courtesy of the Cypress College Foundation. The first Black Student Union meeting was last Monday with a shout out to their advisor, Ty Volcy. The CC Associated Students and Fullerton College Associated Students collaborated for a protest at the last Board of Trustees meeting against a special election for a challenge to the recent Trustee appointment because of the costs associated with it. Students Against Special Elections. Blood Drive is October 8th. Save the date of October 29th for the Pumpkin Bash.

B. United Faculty:

Randa Wahbe reported that all articles are open for negotiation this year. Based on the faculty survey, the negotiating team will be working on article 5 and 7 regarding instructor and library workload, article 8: overload, article 11: class size, and article 13: right to sick leave for maternity and adoption. The
faculty compensation comparability study commissioned by the District was not given to UF until August, however, it was completed on April 13th. The executive summary states that the District’s full time faculty compensation is low compared to the chosen Districts. It is below the median of the chosen Districts in every instance. The results showed that it is due for improvement (see appendices). The pages of the contract changed last year were minimal so pages won’t be sent out. It will be kept electronic now. The Board of Governors has issued a directive regarding ACCJC because the Chancellor’s office had recommended that our colleges switch to either a different mutual accreditor or to WASC. The BOG has directed the Chancellor to send a third party comment. The ACCJC is currently under warning. The deadline for comment is tomorrow. The newsletters are being sent electronically and will have negotiation information, benefits information and more. It is posted on the UF website. UF also has a Facebook page, please like us. Membership packets are in mailboxes. Membership cards are in the packets and can be used to access discounts. A booklet about 403 (b) and 457 plans is coming. Wednesday 2/24/16 from 3-5pm in CCC414 there will be a member benefits fair.

C. Professional Development:
No report.

D. Curriculum Committee:
Mark Majarian reported that they are considering the possibility of requesting professional expert time for a faculty member to help with tech review to get them through this pinch time of getting curriculum through. The Baccalaureate plan has been approved at their level.

E. Academic Senate Treasurer’s Report:
No report.

F. Cypress College Foundation:
Lynn Mitts reported that a Retiree Luncheon was held on Friday, Sept 18th, 11:45-1:15 in CCC 414, Alumni BBQ will be on Saturday, September 26th, 11-2 at the pond, and the Golf Classic fund raiser is on Monday, October 5th at the Seacliff Golf Club in Huntington Beach. The brochure is on the Foundation website. Volunteers are needed to help. Please contact Laura Stephens at x47126. There is concern about a possible special election for the Board of Trustees and the money that may be needed. We will know by 5:00pm today.

G. Basic Skills Committee: No Report
H. Student Learning Outcomes Assessment:
No report

I. Program Review and Department Planning:
No report

J. District Council on Budget and Facilities:
There was no CBF meeting.

VII. President’s Report:
Deferred to get through the important agenda items.

VIII. Faculty Issues - Unfinished Business
   A. Student Use of Electronic Devices
      Because there isn’t a sense of urgency, this can be deferred to the next
      meeting. There are two concerns: too many electronic devices causing
      distraction and others pushing to utilize the technology in their classes.
      There could be a statement that addresses both concerns and maybe it
      should be in the Catalog. There are also privacy concerns regarding audio
      and video recording. Here is an example from the Campbell University
      School of Education:

      “All extraneous devices, including cell phones, blackberries, pagers, tablet PCs,
      mobile presenters, wireless tablets, digital recorders, beepers, palms, Ipods, MP3
      players, texting calculators, camera phones, digital cameras or laptops, are not to
      be used during class unless the professor authorizes their usage for a class-related
      purpose.”

      We may have to make decisions to change this statement. Initial feedback
      from the Social Science Division was to have a more general statement so
      the list of devices wouldn’t have to be updated year to year. Another
      concern was to phrase it in a more positive tone. Please share with your
      divisions for feedback.

   C. Unilateral Redefining of Biology Department Class Maximum Seat Count by
      Cypress College Management Supervisors without Curriculum Committee Due
      Process
      Joel Gober read the resolution as brought forward from the first read at the
      September 10th meeting:
      Be it resolved that, the Cypress College Academic Senate rejects any
      changes, additions, and/or alterations to any course curriculum enacted
      outside of the established campus curriculum approval process, including
      seat count and/or class size changes;
      And, be it resolved that, the Cypress College Academic Senate President
      read this motion at the next NOCCCD Board of Trustees meeting
      immediately following approval.
      M/S
Mark Majarian offered an amendment to the resolution:
Add after, “and/or class size changes” “without agreement from the
department coordinator and full time faculty for the disciplines affected.”
M/S
The concern was it looks like we are saying to the district that if there is any
change to the seat count other than what is in the master data base, you
cannot deviate from that even if the past practice has been different. The
intent is not being questioned, just the wording due to past practices.
Debate against the amendment included that it would then authorize
unintended changes to seat count by the department without input from the
curriculum committee. Adjunct Faculty Senator Tanya Cobb brought up the
issue of the definition of faculty in the resolution and if it includes adjunct
faculty. This amendment does not include adjunct faculty.

Amendment to the amendment to strike the wording of “full time”. M/S
Matters of curriculum need to include adjunct faculty. Debate against due to
the inconsistency of bringing adjunct faculty into curriculum decisions when
they are not always included. Concern was that the amendment brings
curriculum decisions to the department and then this amendment further
brings it to the adjunct faculty getting farther away from the initial intent of
the resolution. Vote: Favor: Bryan Seiling, Mark Majarian, Will Heusser and
Tanya Cobb. Nays: Craig Goralski, Ben Izadi, Ruth Gutierrez, Keith Vescial,
Pat Ganer, Renay Laguana-Ferinac, Joyce Pattie, Peggy Austin, Joel
Gober, Ron Armale, Adam Eckenrode, Lynn Mitts and Jane Walker.
Abstention: Christina Johannsen. Amendment to the amendment fails.

Debate against the amendment regarding not wanting to add a layer which
counteracts written policy also that the original resolution as written is clear
and would give undue power to a dept coordinator. After seeing no more
arguments in favor, debate was suspended by President Grande. Concern
was raised by Senator Ganer regarding not hearing all of the arguments
even after there are no more to oppose them as later arguments may be
stronger or different and they should be heard. Suggestion was made by
President Grande to agendize the discussion of process for a future
meeting.
Motion to suspend the rules: M/S. Vote: Favor: Majority, Nay: Bryan Seiling,
Abstention: Peggy Austin. SEM is against the amendment because they do
not want to weaken the role of the Curriculum Committee. There is nothing
in the resolution making a double section not possible. With the
amendment, it may allow the dean to strong arm changes. Call the
question: unanimous. Vote on amendment to resolution: Favor: None,
Nays: Unanimous.

Debate on original resolution: Senator Walker reported that the resolution
was presented to the Health Sciences Division at the last Division meeting
and all faculty who commented were in favor of the resolution as written.
Social Sciences was also in favor, but they felt it needed to be stronger. An
amendment was proposed adding the words, “as opposed to relying on past
practice.” after the “class size changes”. M/S. The administration is relying on past practice, we need to make that a non issue. We need to stop participating in this practice. It goes beyond just the SEM Division. Curriculum Chair is concerned about the VP of Instruction questioning past practice and why it is now different. Linda Borla gave a point of information that faculty is allowed to teach double sections per the contract and that we should be concerned with what we want and not what the administration may want. Curriculum is our purview. Call for question/S, 2/3 vote in favor. Vote on amendment: Favor: Majority, Nay: Peggy Austin, Jane Walker, Lynn Mitts, Abstention: Bill Pinkham. Amendment passes.

Perfected amendment read (see appendices). Vote: Favor: Majority, Nay: None, Abstention: Tanya Cobb. Resolution passes.

E. One Time Funding Requests
Motion to accept prioritized list: M/S. Bill Pinkham spoke in favor of item #32: Athletics Hall of Fame. Vote: Favor: Unanimous.

X. Adjournment – The meeting was adjourned at 5:14 pm.

Respectfully Submitted,

Jane Walker
Cypress College Academic Senate Secretary
STEM Program Institutionalization

September, 2015

Mission

To increase the number of underrepresented and other low-income students attaining degrees in the fields of science, technology, engineering or mathematics by implementing a comprehensive program of academic and social interventions supported by the Cypress College Community.

Vision Statement

- Our vision is nothing less than realizing the full potential of our STEM Scholars
- Create an environment that provides opportunities to motivate and encourage all students
- Provide additional learning opportunities
- Connect our STEM Scholars to the science industry

Services

The STEM Program involves a coordinated network of administrators, faculty, and staff working closely together to: 1) One-on-one counseling services 2) Provide STEM Workshops offering information in all aspects of the transfer process, STEM careers, research and scholarship opportunities 4) Engage families on new campus activities 5) A STEM peer support community

What connects it all?

The STEM Program would be working at its full potential by working closely with our Cypress College administrators, faculty, and staff. This would begin by creating a community within our Division to support and encourage our STEM Scholars by doing the following:

- Implement STEM advisors on-site
- Mandatory in-person STEM Orientation
- Encourage Summer Research
- Supplemental Instruction

The STEM Program has been currently integrated within our Science, Engineering and Mathematics division. There are plans to “scale up” the program by doing the following:
1. Admit a larger number of underrepresented students into the STEM Program
2. Build a pipeline of STEM students at our local high schools, which will include outreach and recruitment efforts
3. Implement a “STEM Center” within our new SEM Building, which will be used as an additional computer lab and house our STEM support staff and counselors.
Institutionalization of Cypress College’s STEM Program

September, 24, 2015
Discussion Items

• Program Summary
• Student Data
• Mission
• Vision Statement
• Services
• Outcomes
Student Data

Students By Ethnicity

- Asian
- African American
- Non Hispanic
- Filipino
- Hispanic
- Other
- White non-hispanic
- Declined to state or no response

Students by Age

- under 18
- 18-24
- 25-35
- >35
Student Data

Chart 3: Educational Background

- Not First Gen
- First Gen
- No App Info
- Not Reported
Mission

To increase the number of underrepresented and other low-income students attaining degrees in the fields of Science, Technology, Engineering or Mathematics by implementing a comprehensive program of academic and social interventions supported by the Cypress College Community.
Our vision is nothing less than the realization of the full potential of our STEM Scholars by creating a supportive environment that motivates and encourages all students, providing opportunities to connect with regional and national leaders in STEM related fields, and building self-efficacy so that our Scholars assume control of their own destiny.
The STEM Program involves a coordinated network of administrators, faculty, and staff working closely together to:

1). Offer motivational and inspirational workshops that help students envision themselves in a STEM career
2). Provide one-on-one counseling services to develop Educational Plans leading to transfer in STEM majors
3). Provide STEM Workshops to assist in all aspects of the transfer process
4). A STEM peer support community
5). Engage families so that they recognize the value of STEM education and the opportunities available for STEM majors.
Between Fall 2012, Spring 2013 and Fall 2013, we’ve admitted a total of 209 students. Out of the 209 students, 119 have transferred within a 2-year timeframe giving us a transfer rate of 57%.

*Yellow* numbers indicate 4-year university attendance prior to (STEM)² program participation and transfers that occurred after the 2-year timeframe.

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<tr>
<td><strong>TOTAL</strong></td>
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57%
General Requirements for Institutionalization

Personnel:

STEM Program Director (currently, Yanet Garcia)
STEM Program Coordinator
40 hours of Counseling Support (full adjunct load for two adjunct counselors)
Administrative Support (20 hours of adult hourly support)

Auxiliary Expenses:

Printed workshop materials and supplies: $9,000.00
Website maintenance: $2,000.00
STEM Northern Trip: $15,000 (for 52 students)

Non-Personnel Costs: $26,000
Student Participation Outcomes
(Between Fall 2012 – Spring 2015)

• 2,783  STEM Workshop Attendees

• 64   STEM-related Workshops, Conferences and Activities

• 77   STEM students have completed an Undergraduate Research project at a four-year institution
Student Participation

Four-year institutions where our STEM students have been involved in Undergraduate Research:

- University of Massachusetts, Amherst
- UCLA
- UC Irvine
- CSU Fullerton
- CSU Long Beach
- Cal Poly Pomona

Conferences our STEM students have presented and/or attended:

- **SACNAS** – Society for Advancement of Chicanos/Hispanics and Native Americans in Science
- **SCCUR** - Southern California Conference for Undergraduate Research
- **SWE 2015** – Society of Women in Engineering Conference
- **UC Davis** Pre-Medical & Pre-Health Professions National Conference
Student Participation

Programs our STEM students have completed:

- **NASA Community College Aerospace Scholars Program (NCAS)**
  - NCAS gives community college students an authentic NASA experience and encourages them to transfer to a university to pursue a NASA-related field or career.

- **UCLA’s Pre-Medical/Pre-Dental Enrichment Program (PREP)**
  - UCLA Prep is a seven week program designed to provide pre-medical and pre-dental students from disadvantaged backgrounds with a means of strengthening their ability and readiness to study medicine or dentistry.
Questions?

SEM Dean
Dr. Richard Fee
rfee@cypresscollege.edu

STEM Program Director
Yanet Garcia, M.S.
ygarcia@cypresscollege.edu
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Executive Summary

The District’s total compensation for full-time faculty is low in comparison to the comparative districts, and for the District-identified step-and-column placements, the total compensation is below the median total compensation of the comparative districts in every instance. Of the three positions and varying step-and-column placements analyzed, all are below the corresponding median compensation. The difference between the District’s total compensations and the median total compensations for the District-identified step-and-column placements ranges from 2.84% to 13.07% below, with Counselor at Class E, Step 13 at the low end and Librarian at Class F, Step 25, or highest step offered, at the high end. The average relative ranking for the District is 12, with a high of 8 and a low of 13. (Appendix A provides a list of the positions and District-identified step-and-column placements, including the differences—both numerical and percentage—between the median total compensation and the District’s total compensation.)

The results of the comparative analysis show that there is room for improvement in terms of the District’s full-time faculty positions’ total compensation. We recommend that the District consider enhancements to the compensation package if there is difficulty attracting and retaining qualified employees to fill these positions.

It may not be feasible or fiscally prudent to consider or make additional adjustments all at once. We recommend that the District develop a schedule of priorities for adjusting compensation over a period of time as ongoing revenues can support increases. This report should serve as a baseline analysis of comparability that will allow the District to determine its future compensation structure.

Total Compensation Study

Purpose

The North Orange County Community College District (District) requested that School Services of California, Inc., (SSC) conduct a Total Compensation Study. The purpose of the study is to provide an expert, impartial analysis of the total compensation (salaries and benefits) for three full-time faculty positions compared to other districts with similar characteristics.

Scope and Methodology

The Total Compensation Study includes analysis of three full-time faculty positions with each position encompassing four District-identified step-and-column placements on the salary schedule.
As part of the review, we surveyed other districts with similar characteristics in order to provide comparative data regarding total compensation for similar positions based upon the job titles provided by the District as well as the comparative districts. The review analyzes the salary offered and total compensation for each of the positions based on the following District-identified step-and-column placements on the salary schedule and, where appropriate, provides observations related to comparability:

- Class B-Step 10 (Master’s Degree)
- Class E-Step 13 (Master’s Degree + 54 units)
- Class E-Step 20 (Master’s Degree + 54 units)
- Class F-Step 25 (Doctorate) or the highest step offered

**Positions Under Review**

The following positions were selected by the District as the three positions to be used in this study:

- Instructor
- Counselor
- Librarian

The information provided in this Total Compensation Study for these positions and step-and-column placements can be used by the District as a basis to extrapolate compensation to other related positions and steps as necessary.

**Comparative District Group and Data**

The comparative analysis data gathered total compensation information from the comparative districts for positions similar to the positions identified in the District. This included the district maximum contribution for health and welfare benefits (HWB) (e.g., medical, dental, vision, life insurance, employee assistance programs, etc.), salary schedules, longevity increases, stipends, and any other additional relevant data. Every attempt was made to gather all relevant data such as longevity increases, stipends for advanced degrees, and other additional compensation; however, data is dependent on the responding district’s participation.
The comparative positions and step-and-column placements in this report provide a framework for the District to use as it reviews potential total compensation adjustments for employees.

A comparative district group was provided to SSC by the District based upon geographically proximate districts. Twelve community college districts were identified, and multiple attempts were made to gather data from all of the following comparative districts:

- Cerritos Community College District (CCD)
- Long Beach CCD
- South Orange County CCD
- Chaffey CCD
- Mt. San Antonio CCD
- Rancho Santiago CCD
- Coast CCD
- Pasadena Area CCD
- Rio Hondo CCD
- El Camino CCD
- Santa Monica CCD
- Riverside CCD

In order to perform the total compensation analysis, we determined the positions that exist in the comparable districts with job titles identical to those positions in the District. This was based upon a review of the salary schedules provided by the District as well as the comparative districts. It should be noted that for five of the comparative districts—Cerritos CCD, El Camino CCD, Rio Hondo CCD, Santa Monica CCD, and South Orange County CCD—the instructors, librarians, and counselors are paid on the same salary schedule and therefore the same amount is reflected across all figures and analyses within this report. The salaries for instructors and librarians are paid on the same salary schedule for Coast CCD, Chaffey CCD, Pasadena Area CCD, and Rancho Santiago CCD, while the counselors are either paid on a separate salary schedule or are paid on the same salary schedule with additional pay for extra hours worked (e.g., counselors work an extra 10 hours per week and are compensated for the additional 10 hours above the salary noted on the salary schedule). Lastly, Long Beach CCD, Mt. San Antonio CCD, and Riverside CCD are similar to the District in that the instructors are paid on one salary schedule and the counselors and librarians are paid on another salary schedule or are paid on the same schedule with additional pay for extra hours worked.

Once the appropriate positions were identified, we determined which step-and-column placements on the comparative districts’ salary schedules most closely matched that of the District-identified step-and-column placements based on educational requirements. If the comparative district did not have an exact match to the District’s column on its salary schedule, the salary reflected in the figures is the amount paid for the next lower column on the salary schedule. For example, one District-identified step-and-column placement is Class E, Step 13, which requires a Master’s Degree (MA) plus an additional 54 semester units. Santa Monica CCD does not have a column that requires an MA plus an additional 54 semester units. It has a column
that requires an MA plus an additional 42 semester units (Group V) and another that requires an
MA plus an additional 56 semester units (Group VI). Therefore, when comparing to the
District’s Class E, Step 13, we utilized the next lower column—MA plus an additional
42 semester units (Group V). See Appendix B for a comparison of the District-identified
step-and-column placements and requirements and those selected for the comparative districts
for the three positions.

If the comparative district’s salary schedule did not have a step equivalent to that of the District’s
on its salary schedule (e.g., the District selected step 20, but the comparative district’s salary
schedule stopped at 15), then the highest step within the appropriate column was utilized.

We then added the salary, benefits, and other compensation that is offered for each position at
each District-identified step-and-column placement in order to arrange, for each of the District’s
positions and step-and-column placements, a ranking of the total compensation offered by each
comparative district relative to the District’s compensation.

Calculating Salaries and Total Compensation

The figures in this report are ranked by the total compensation of each position at each
District-identified step-and-column placement. It is important to analyze a district’s total
compensation for a position to appropriately compare any additional compensation that would
factor into an employee’s total compensation—simply looking at a base salary from the schedule
would exclude this compensation.

The salary and total compensation for each position at each District-identified step-and-column
placement have been calculated based on annual salary data. The following methodology was
used:

- The salary is the step-and-column placement identified by the District on the salary schedule.
  
  - Steps—If the comparative district did not have an exact match to the District’s step on its
    salary schedule, then the highest step on the comparative district salary schedule was
    utilized. In the case of the District-identified Class F, Step 25, if the salary schedule went
    above Step 25, then the highest step on the comparative district salary schedule was
    utilized.

  - Columns—If the comparative district did not have an exact match to the District’s
    column on its salary schedule, then the next lower column on the comparative district
    salary schedule was utilized.

- The total compensation was calculated as follows:
  
  - The sum of the step-and-column placement on the salary schedule + maximum district
    HWB contribution + applicable stipends + longevity, if applicable + other
post-employment benefits (OPEB). Please note some comparative districts provide longevity and include the additional amount within the salary schedule, similar to the District. Therefore, in the figures included within this report, a column is included that identifies whether or not longevity is included within the salary figure provided.

- The maximum HWB contribution was provided on an annual basis. Life insurance is considered an HWB; however, the cost of the premium is not available for the District or the comparative districts and has therefore not been included in the data presented in the figures throughout the report. For the District’s information, Figure 1 provides the life insurance coverage offered by each comparative district.

Figure 1: Life Insurance

<table>
<thead>
<tr>
<th>District</th>
<th>Benefit Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cerritos CCD</td>
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<tr>
<td>Chaffey CCD</td>
<td>$50,000</td>
</tr>
<tr>
<td>Coast CCD</td>
<td>$50,000</td>
</tr>
<tr>
<td>El Camino CCD</td>
<td>$50,000</td>
</tr>
<tr>
<td>Long Beach CCD</td>
<td>$100,000</td>
</tr>
<tr>
<td>Mt. San Antonio CCD</td>
<td>$75,000</td>
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<tr>
<td>North Orange County CCD</td>
<td>None</td>
</tr>
<tr>
<td>Pasadena Area CCD</td>
<td>$50,000</td>
</tr>
<tr>
<td>Rancho Santiago CCD</td>
<td>$50,000</td>
</tr>
<tr>
<td>Rio Hondo CCD</td>
<td>$50,000</td>
</tr>
<tr>
<td>Riverside CCD</td>
<td>$50,000</td>
</tr>
<tr>
<td>Santa Monica CCD</td>
<td>$50,000</td>
</tr>
<tr>
<td>South Orange County CCD</td>
<td>$250,000</td>
</tr>
</tbody>
</table>

- As active employees perform service, they are accruing an entitlement to health benefits after retirement, otherwise referred to as other postemployment benefits (OPEB), which means that the district is incurring a commensurate financial liability. The normal cost and per-employee OPEB contribution amounts were provided by Total Compensation Systems, Inc., on an annual basis.

- A total compensation variance has been calculated as the percentage difference between the District’s total compensation and each comparison district’s total compensation.

It should be noted that, at the time the salary information was collected and this analysis was completed, Chaffey College had not yet settled with its certificated bargaining unit for the 2014-15 fiscal year.
Instructor (Class B, Step 10)

The first District-identified step-and-column placement for the Instructor position requires a minimum of an MA in terms of educational requirements. Eleven of the 12 comparative districts provided data for a Step 10 in a column that requires an MA. While it has an educationally equivalent column, Mt. San Antonio CCD’s salary schedule does not include a Step 10; therefore, the highest step in the educationally equivalent column has been utilized. In addition, Mt. San Antonio CCD is the only district that includes longevity at this step-and-column placement.

The District ranks last in total compensation at $89,668. At $119,944, Mt. San Antonio CCD ranks the highest with a compensation that is $30,276, or 33.8% higher than that of the District. The median total compensation of $102,436, represented by Cerritos CCD, is $12,768, or 14.2% higher than the District’s total compensation.

Figure 2: Instructor (Class B, Step 10)
Instructor (Class E, Step 13)

The second District-identified step-and-column placement for the Instructor position requires a minimum of an MA plus an additional 54 semester hours (MA+54). Only one other district, Pasadena Area CCD, has identical educational requirements, so the next lower column has been utilized for the remaining districts. In addition, two comparative districts—Cerritos CCD and Mt. San Antonio CCD—do not include a step 13 in their respective educationally equivalent columns; therefore, the highest steps in the educationally equivalent columns have been utilized. As noted in the first District-identified step-and-column placement for the Instructor position, Mt. San Antonio CCD is the only district that includes longevity at this step-and-column placement.

The District ranks second to last in total compensation at $105,574. At $124,573, South Orange County CCD ranks the highest with a compensation that is $18,999, or 18.0% higher than that of the District. The District is only $1,540, or 1.5% above the lowest ranked district, Chaffey CCD at $104,034. The median total compensation of $114,753, represented by Pasadena Area CCD, is $9,179, or 8.7% higher than the District’s total compensation.

Figure 3: Instructor (Class E, Step 13)
Instructor (Class E, Step 20)

The third District-identified step-and-column placement for the Instructor position is the same as the second District-identified step- and-column placement noted above, but is for a higher step on the salary schedule. Once again, only Pasadena Area CCD, has identical educational requirements; however, now four comparative districts—Cerritos CCD, Mt. San Antonio CCD, Rancho Santiago CCD, and Riverside CCD—do not include a commensurate step in their educationally equivalent columns; so, the highest steps in the educationally equivalent columns have been utilized. For this step-and-column placement, four comparative districts and the District include longevity.

The District ranks second to last in total compensation at $112,718. At $135,770, South Orange County CCD ranks the highest with a total compensation that is $23,052, or 20.5% higher than that of the District. The District is only $1,796, or 1.6% above the lowest ranked district, Chaffey CCD at $110,922. The median total compensation of $120,287, represented by Pasadena Area CCD, is $7,569, or 6.7% higher than the District’s total compensation.

Figure 4: Instructor (Class E, Step 20)
Instructor (Class F, Step 25, or Highest Step Offered)

The fourth District-identified step-and-column placement for the Instruction position requires a Ph.D. Seven of the comparative districts include a step above the District-identified Step 25 in their respective educationally equivalent columns; therefore, the maximum step was utilized for these districts. For this step-and-column placement, seven comparative districts and the District include longevity.

The District ranks last in total compensation at $121,401. At $155,950, South Orange County CCD ranks the highest with a compensation that is $34,549, or 28.5% higher than that of the District. The median total compensation of $136,888, represented by Rio Hondo CCD, is $15,487, or 12.8% higher than the District’s total compensation.

Figure 5: Instructor (Class F, Step 25)
North Orange County Community College District
Total Compensation Study (Full-Time Faculty Positions)  April 13, 2015

Counselor (Class B, Step 10)

The first District-identified step-and-column placement for the Counselor position requires a minimum of an MA in terms of educational requirements. Eleven of the 12 comparative districts provided data for a Step 10 in a column that requires an MA. While it has an educationally equivalent column, Mt. San Antonio CCD’s salary schedule does not include a Step 10; therefore, the highest step in the educationally equivalent column has been utilized. In addition, Mt. San Antonio CCD is the only district that includes longevity at this step-and-column placement.

The District ranks 11 of 13 in total compensation at $97,350. At $129,386, Mt. San Antonio CCD ranks the highest with a compensation that is $32,036, or 32.9% higher than that of the District. The median total compensation of $106,659, represented by South Orange County CCD, is $9,309, or 9.6% higher than the District’s total compensation.

Figure 6: Counselor (Class B, Step 10)

<table>
<thead>
<tr>
<th>District</th>
<th>Position</th>
<th>Single/Multi College District</th>
<th>Salary</th>
<th>Degree Requirements</th>
<th>Salary</th>
<th>HWB</th>
<th>Stipends/</th>
<th>OPEB¹</th>
<th>Total Comp</th>
<th>TC Variance</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mt. San Antonio CCD</td>
<td>Counselor</td>
<td>S Column 1, Step 9</td>
<td>MA</td>
<td>$107,711</td>
<td>$12,100</td>
<td>$5,130</td>
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<td>32.9%</td>
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<tr>
<td>Long Beach CCD</td>
<td>Counselor</td>
<td>S Column 2, Step 10</td>
<td>MA</td>
<td>$90,761</td>
<td>$23,430</td>
<td>None</td>
<td>$1,876</td>
<td>$116,067</td>
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<td>19.2%</td>
<td>2</td>
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<tr>
<td>Pasadena Area CCD</td>
<td>Counselor</td>
<td>S Column 2, Step 10</td>
<td>MA</td>
<td>$85,649</td>
<td>$24,599</td>
<td>None</td>
<td>$2,526</td>
<td>$112,773</td>
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<td>15.8%</td>
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<tr>
<td>Rancho Santiago CCD</td>
<td>Counselor</td>
<td>M Class II, Step 10</td>
<td>MA</td>
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<td>$23,473</td>
<td>$1,250</td>
<td>$3,545</td>
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<td>13.4%</td>
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<tr>
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<td>Counselor</td>
<td>S Column 2, Step 10</td>
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<td>$88,743</td>
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<td>12.2%</td>
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</tr>
<tr>
<td>Rio Hondo CCD</td>
<td>Counselor</td>
<td>M Column II, Step 10</td>
<td>MA</td>
<td>$79,416</td>
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<td>None</td>
<td>$4,276</td>
<td>$108,376</td>
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<td>11.3%</td>
<td>6</td>
</tr>
<tr>
<td>South Orange County CCD</td>
<td>Counselor</td>
<td>M Range II, Step 10</td>
<td>MA</td>
<td>$79,494</td>
<td>$23,453</td>
<td>None</td>
<td>$3,712</td>
<td>$106,659</td>
<td></td>
<td>9.6%</td>
<td>7</td>
</tr>
<tr>
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<td>S Column B, Step 10</td>
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<td>$78,778</td>
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<td>$899</td>
<td>$102,436</td>
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<td>5.2%</td>
<td>8</td>
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<tr>
<td>Santa Monica CCD</td>
<td>Counselor</td>
<td>S Group II, Step 10</td>
<td>MA</td>
<td>$77,764</td>
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<td>$4,879</td>
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<td>5.1%</td>
<td>9</td>
</tr>
<tr>
<td>Coast CCD</td>
<td>Counselor</td>
<td>M Column II, Step 10</td>
<td>MA</td>
<td>$84,087</td>
<td>$16,200</td>
<td>None</td>
<td>$1,970</td>
<td>$102,257</td>
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<td>5.0%</td>
<td>10</td>
</tr>
<tr>
<td>North Orange County CCD</td>
<td>Counselor</td>
<td>M Column B, Step 10</td>
<td>MA</td>
<td>$82,378</td>
<td>$11,285</td>
<td>None</td>
<td>$3,687</td>
<td>$97,350</td>
<td></td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>El Camino CCD</td>
<td>Counselor</td>
<td>S Class II, Step 10</td>
<td>MA</td>
<td>$76,985</td>
<td>$15,936</td>
<td>None</td>
<td>$1,970</td>
<td>$94,891</td>
<td></td>
<td>-2.5%</td>
<td>12</td>
</tr>
<tr>
<td>Riverside CCD</td>
<td>Counselor</td>
<td>M Column C, Step 10</td>
<td>MA</td>
<td>$25,085</td>
<td></td>
<td>None</td>
<td>$1,504</td>
<td>$26,589</td>
<td></td>
<td>-72.7%</td>
<td>13</td>
</tr>
</tbody>
</table>

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Counselor (Class E, Step 13)

The second District-identified step-and-column placement for the Counselor position requires a minimum of an MA+54. None of the comparative districts have identical educational requirements to that of the District, so the next lower column has been utilized for all comparative districts. In addition, two comparative districts—Cerritos CCD and Mt. San Antonio CCD—do not include a Step 13 in their respective educationally equivalent columns; therefore, the highest steps in the educationally equivalent columns have been utilized. As noted in the first District-identified step-and-column placement for the Counselor position, Mt. San Antonio CCD is the only district that includes longevity at this step-and-column placement.

The District ranks 8 of 13 in total compensation at $114,297. At $129,386, Mt. San Antonio CCD ranks the highest with a compensation that is $15,089, or 13.2% higher than that of the District. The median total compensation of $117,640, represented by Santa Monica CCD, is only $3,343, or 2.9% higher than the District’s total compensation.

Figure 7: Counselor (Class E, Step 13)
Counselor (Class E, Step 20)

The third District-identified step-and-column placement for the Counselor position is the same as the second District-identified step-and-column placement noted above, but is for a higher step on the salary schedule. Once again no comparative district has identical educational requirements; however, now five comparative districts—Cerritos CCD, Mt. San Antonio CCD, Pasadena Area CCD, Rancho Santiago CCD, and Riverside CCD—do not include a commensurate step in their educationally equivalent columns; so, the highest steps in the educationally equivalent columns have been utilized. For this step-and-column placement, four comparative districts and the District include longevity.

The District ranks 9 of 13 in total compensation at $122,771. At $135,770, South Orange County CCD ranks the highest with a compensation that is $12,999, or 10.6% higher than that of the District. The median total compensation of $129,386, represented by Mt. San Antonio CCD, is $6,615, or 5.4% higher than the District’s total compensation.

Figure 8: Counselor (Class E, Step 20)
Counselor (Class F, Step 25, or Highest Step Offered)

The fourth District-identified step-and-column placement for the Counselor position requires a Ph.D. With the exception of Pasadena Area CCD (whose highest step-and-column placement only requires an MA), all of the comparative districts have educationally equivalent columns that require a Ph.D. Six of the comparative districts include a step above the District-identified Step 25 in their respective educationally equivalent columns; therefore, the maximum step was utilized for these districts. For this step-and-column placement, seven comparative districts and the District include longevity.

The District ranks 11 of 13 in total compensation at $132,349. At $155,950, South Orange County CCD ranks the highest with a total compensation that is $23,601, or 17.8% higher than that of the District. The median total compensation of $143,454, represented by Coast CCD, is $11,105, or 8.4% higher than the District’s total compensation.

<table>
<thead>
<tr>
<th>District</th>
<th>Position</th>
<th>Single/Multi College District</th>
<th>Salary</th>
<th>Degree Requirements</th>
<th>Salary</th>
<th>HWB</th>
<th>Stipends</th>
<th>OPEB</th>
<th>Total Comp</th>
<th>TC Variance</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Orange County CCD</td>
<td>Counselor</td>
<td>M Column V, Step 26</td>
<td>$125,399</td>
<td>Ph.D.</td>
<td>$23,453</td>
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<td>Rancho Santiago CCD</td>
<td>Counselor</td>
<td>M Class VII, Step C</td>
<td>$125,087</td>
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<td>Mt. San Antonio CCD</td>
<td>Counselor</td>
<td>S Column 3, Step 13</td>
<td>$131,166</td>
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<td>$12,100</td>
<td>$2,052</td>
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<td>Riverside CCD</td>
<td>Counselor</td>
<td>M Column H, Step 22</td>
<td>$118,515</td>
<td>Ph.D.</td>
<td>$25,085</td>
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<td>9.6%</td>
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<tr>
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<td>Counselor</td>
<td>S Column 4, Step 32</td>
<td>$124,116</td>
<td>Ph.D.</td>
<td>$18,486</td>
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<td>Counselor</td>
<td>S Column 7, Step 26</td>
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<td>Ph.D.</td>
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<td>$143,670</td>
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<td>Counselor</td>
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<td>Ph.D.</td>
<td>$16,200</td>
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<td>$1,970</td>
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<td>$143,454</td>
<td>8.4%</td>
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<tr>
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<td>Counselor</td>
<td>S Group VII, Step 22</td>
<td>$117,632</td>
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<td>$19,700</td>
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<td>M Column V, Step 20</td>
<td>$107,928</td>
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<td>3.4%</td>
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<td>$104,051</td>
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<td>El Camino CCD</td>
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<td>$1,970</td>
<td></td>
<td>$126,705</td>
<td>-4.3%</td>
<td>13</td>
</tr>
</tbody>
</table>

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Librarian (Class B, Step 10)

The first District-identified step-and-column placement for the Librarian position requires a minimum of an MA in terms of educational requirements. Eleven of the 12 comparative districts provided data for a Step 10 in a column that requires an MA. While it has an educationally equivalent column, Mt. San Antonio CCD’s salary schedule does not include a Step 10; therefore, the highest step in the column has been utilized. In addition, Mt. San Antonio CCD is the only district that includes longevity at this step-and-column placement.

The District ranks last in total compensation at $89,668. At $129,386, Mt. San Antonio CCD ranks the highest with a compensation that is $39,718, or 44.3% higher than that of the District. The median total compensation of $102,436, represented by Cerritos CCD, is $12,768, or 14.2% higher than the District’s total compensation.

Figure 10: Librarian (Class B, Step 10)
Librarian (Class E, Step 13)

The second District-identified step-and-column placement for the Librarian position requires a minimum of an MA+54. Only one other district, Pasadena Area CCD, has identical educational requirements, so the next lower column has been utilized for the remaining districts. In addition, two comparative districts—Cerritos CCD and Mt. San Antonio CCD—do not include a Step 13 in their respective educationally equivalent columns; therefore, the highest steps in the educationally equivalent columns have been utilized. As noted in the first District-identified step-and-column placement for the Librarian position, Mt. San Antonio CCD is the only district that includes longevity at this step-and-column placement.

The District ranks second to last in total compensation at $105,574. At $129,386, Mt. San Antonio CCD ranks the highest with a compensation that is $23,812, or 22.6% higher than that of the District. The District is only $1,540, or 1.5% above the lowest ranked district, Chaffey CCD at $104,034. The median total compensation of $114,753, represented by Pasadena Area CCD, is $9,179, or 8.7% higher than the District’s total compensation.

Figure 11: Librarian (Class E, Step 13)
Librarian (Class E, Step 20)

The third District-identified step-and-column placement for the Librarian position is the same as the second District-identified step-and-column placement noted above, but is for a higher step on the salary schedule. Once again, only Pasadena Area CCD, has identical educational requirements; however, now four comparative districts—Cerritos CCD, Mt. San Antonio CCD, Rancho Santiago CCD, and Riverside CCD—do not include a commensurate step in their educationally equivalent columns; so, the highest steps in the educationally equivalent columns have been utilized. For this step-and-column placement, four comparative districts and the District include longevity.

The District ranks second to last in total compensation at $112,718. At $135,770, South Orange County CCD ranks the highest with a compensation that is $23,052, or 20.5% higher than that of the District. The District is only $1,796, or 1.6% above the lowest ranked district, Chaffey CCD at $110,922. The median total compensation of $122,221, represented by Rio Hondo CCD, is $9,503, or 8.4% higher than the District’s total compensation.

Figure 12: Librarian (Class E, Step 20)
Librarian (Class F, Step 25, or Highest Step Offered)

The fourth District-identified step-and-column placement for the Librarian position requires a Ph.D. Seven of the comparative districts include a step above the District-identified Step 25 in their respective educationally equivalent columns; therefore, the maximum step was utilized for these districts. For this step-and-column placement, seven comparative districts and the District include longevity.

The District ranks last in total compensation at $121,401. At $155,950, South Orange County CCD ranks the highest with a compensation that is $34,549, or 28.5% higher than that of the District. The median total compensation of $139,658, represented by Pasadena Area CCD, is $18,257, or 15.0% higher than the District’s total compensation.

Figure 13: Librarian (Class F, Step 25)
Summary of Analysis

For full-time faculty personnel, the total compensation for the District-identified step-and-column placements is below the median total compensation of the comparative districts for similarly positioned personnel. Of the three positions and varying step-and-column placements analyzed, all are below the median compensation. The difference between the District’s total compensations and the median total compensations for the varying step-and-column placements ranges from 2.84% (Counselor at Class E, Step 13) to 13.07% (Librarian at Class F, Step 25, or highest step offered) below. The District’s rankings range from a high of 8 to a low of 13, with 12 being the average ranking.

The District’s HWB contribution is low—second to last—in comparison to the comparative districts. The HWB contribution is approximately 50% lower than the highest district, Riverside CCD. While this is not the determining factor in the District’s overall rankings, it is a contributing factor.

The results of the comparative analysis show that there is room for improvement in terms of the District’s total compensation for its full-time faculty positions. We recommend that the District consider enhancements to the compensation package if there is difficulty attracting and retaining qualified employees to fill these positions. However, it may not be feasible or fiscally prudent to consider or make compensation adjustments for all positions at one time. We recommend that the District develop a schedule of priorities for adjusting compensation over a period of time as ongoing revenues can support increases. This report should serve as a baseline analysis of comparability that will allow the District to determine its future compensation structure.
### Appendix A—District Rankings with Comparison Group

<table>
<thead>
<tr>
<th>Position</th>
<th>District Ranking</th>
<th>Total Compensation</th>
<th>Median Compensation</th>
<th>Difference Above/Below Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor (Class B, Step 10)</td>
<td>13 of 13</td>
<td>$89,668</td>
<td>$102,436</td>
<td>-$12,768 -12.46%</td>
</tr>
<tr>
<td>Instructor (Class E, Step 13)</td>
<td>12 of 13</td>
<td>$105,574</td>
<td>$114,753</td>
<td>-$9,179 -8.00%</td>
</tr>
<tr>
<td>Instructor (Class E, Step 20)</td>
<td>12 of 13</td>
<td>$112,718</td>
<td>$120,287</td>
<td>-$7,569 -6.29%</td>
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<tr>
<td>Instructor (Class F, Step 25)</td>
<td>13 of 13</td>
<td>$121,401</td>
<td>$136,888</td>
<td>-$15,487 -11.31%</td>
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<tr>
<td>Counselor (Class B, Step 10)</td>
<td>11 of 13</td>
<td>$97,350</td>
<td>$106,659</td>
<td>-$9,309 -8.73%</td>
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<tr>
<td>Counselor (Class E, Step 13)</td>
<td>8 of 13</td>
<td>$114,297</td>
<td>$117,640</td>
<td>-$3,343 -2.84%</td>
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<tr>
<td>Counselor (Class E, Step 20)</td>
<td>9 of 13</td>
<td>$122,771</td>
<td>$129,386</td>
<td>-$6,615 -5.11%</td>
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<tr>
<td>Counselor (Class F, Step 25)</td>
<td>11 of 13</td>
<td>$132,349</td>
<td>$143,454</td>
<td>-$11,105 -7.74%</td>
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<tr>
<td>Librarian (Class B, Step 10)</td>
<td>13 of 13</td>
<td>$89,668</td>
<td>$102,436</td>
<td>-$12,768 -12.46%</td>
</tr>
<tr>
<td>Librarian (Class E, Step 13)</td>
<td>12 of 13</td>
<td>$105,574</td>
<td>$114,753</td>
<td>-$9,179 -8.00%</td>
</tr>
<tr>
<td>Librarian (Class E, Step 20)</td>
<td>12 of 13</td>
<td>$112,718</td>
<td>$122,221</td>
<td>-$9,503 -7.78%</td>
</tr>
<tr>
<td>Librarian (Class F, Step 25)</td>
<td>13 of 13</td>
<td>$121,401</td>
<td>$139,658</td>
<td>-$18,257 -13.07%</td>
</tr>
</tbody>
</table>
# Appendix B—Step-and-Column Comparisons

<table>
<thead>
<tr>
<th>District</th>
<th>Days</th>
<th>Step/Column Difference</th>
<th>Class B: Master’s Degree</th>
<th>Class E: MA + 54</th>
<th>Class F: Ph.D.</th>
<th>Longevity</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Orange County CCD</td>
<td>175 (193 Counselors)</td>
<td>Step: % Column: %</td>
<td>class B: Master’s Degree</td>
<td>Class E: MA + 54</td>
<td>Class F: Ph.D.</td>
<td>Steps end at 13</td>
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<td>Longevity starts at 16</td>
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<tr>
<td>Cerritos</td>
<td>175</td>
<td>Step: % Column: %</td>
<td>Step B: Master’s Degree</td>
<td>B + 70 + MA</td>
<td>Step F: Ph.D.</td>
<td>Steps end at various years</td>
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<td>Longevity starts after competition of four full-time years of service at the maximum step and column of E or F</td>
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<tr>
<td>Coast Colleges</td>
<td>175 (195 counselors)</td>
<td>Step: % Column: %</td>
<td>MA and/or credential</td>
<td>BA + 70 or Vocational credential</td>
<td>BA + 90 or standard designed subject area credential</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Or Vocational Credential</td>
<td>Or MA + 40 or Vocational credential</td>
<td>Or MA + 60 or Vocational credential + 60 or standard designed subject area credential + 60 or BA and CA Community College credential and meeting the CA State Plan for Vocational Education + 60</td>
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<td></td>
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<td>Or CA Community College Credential and CA State Plan for Vocational Education</td>
<td>Or Standard designated subject area credential or CA Community College Credential and meeting the CA State Plan for Vocational Education</td>
<td>Or Same as previous two but with combination of academic and work experience at least half of which must be academic units</td>
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<td>Or 30 after BA + Credential</td>
<td>Or Same as previous two but with combination of academic and work experience at least half of which must be academic units</td>
<td>Or Same as previous two but with combination of academic and work experience at least half of which must be academic units</td>
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<td>District</td>
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<td>Step/Column Difference</td>
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<tr>
<td>North Orange County CCD</td>
<td>175 (193 counselors)</td>
<td>Step: % Column: %</td>
<td>Class B: Master's Degree</td>
<td>Class E: MA + 54</td>
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<tr>
<td>Chaffey College</td>
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<td>Column 2: MA Or BA + 45</td>
<td>Column 4: Ph.D.</td>
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<td>Step: % Column: %</td>
<td>Class II: MA</td>
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<td>Long Beach CCD</td>
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<td>Column 2: Master's Degree</td>
<td>Column 5: BA + 70 + MA Or MA + 42</td>
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<td>Mt. San Antonio CCD</td>
<td>175 (195 counselors and librarians)</td>
<td>Step: % Column: %</td>
<td>Column 1: BA + credential or equiv. Or Credential or equiv. Or BA + MA + credential or equiv. Or Completed vocational + credential or equiv.</td>
<td>Column 3: Ph.D. + credential or equiv. Or BA + 80 + MA + credential or equiv. Or Vocational + BA + MA + credential or equiv. Or Vocational + BA + 40 beyond those required for Column II and credential or equiv.</td>
<td>After five years at maximum step: $326 per month 25-years: An additional $326 per month 30-years: An additional $326 per month 35 years: An additional $326 per month</td>
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<td>Class E: MA + 54</td>
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<td>North Orange County CCD</td>
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<td>Class V: MA + 45</td>
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<td>Class VII: Ph.D.</td>
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<td>Step H: Ph.D.</td>
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<td>North Orange County CCD</td>
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<td>South Orange County</td>
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<td>Step: % Column: %</td>
<td>Step II: BA + 40 + MA Or MA</td>
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<td>Step IV: BA + 70 + MA Or MA + 40</td>
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<td>Step V: BA + 90 + MA Or MA + 60 units Or Ph.D.</td>
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<td></td>
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<td></td>
<td>Or Permanent Vocational Credential received prior to establishment of the Community College Credential and BA</td>
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<td></td>
<td></td>
<td></td>
<td>Or Permanent Vocational Credential earned prior to establishment of the Community College Credential and MA</td>
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Cypress College Wireless Network
Network Authentication recommendation

Background
During the 2014-15 winter break, Academic Computing upgraded the campus wireless network. The Phase 1 upgrade included the purchase of 118 new internal and 20 external high density access points. Deployment of devices included the replacement of legacy/low density access points, some redistribution of existing access points across the campus, additional access points added to historically oversubscribed buildings and the installation of external access points to cover the Gateway, Pond and Athletic Field areas. Also included was the purchase of a second (redundant) wireless system controller and upgrade to our network traffic monitoring systems to handle increased loads and additional traffic.

Purpose
The purpose of Phase 1 of the upgrade was to extend wireless access to non and underserved areas on campus. In some areas, the upgrade has also pushed wireless network access beyond Circle Drive and in other areas, extends access beyond our campus boundaries. Our wireless network has been an “OPEN” network allowing anyone access to the internet and with the upgrade, we are also allowing surrounding neighbors, vendors and visitors access to our network. The larger issue is allowing network access to the Swap Meet vendors and guests. An OPEN network architecture poses a couple of major problems:

1. Our internet service provider, CENIC, is funded by the State of California and designed for use by and for educational institutions, institutional research, innovation, collaboration as its most primary functions. By allowing anyone access we are extending a courtesy beyond CENIC’s primary audience and charter. http://cenic.org/about/about-overview
2. Academic Computing is responsible for maintaining a safe a secure network both wired and wireless. Our responsibility includes traffic monitoring locally for network threat assessment, discovery and mitigation. We also have an obligation to address threat assessment, discovery and mitigation missed by us yet caught by CENIC network engineers. We strictly adhere to Payment Card Industry (PCI), FERPA and HIIPA standards and regulations with regard to network usage and access.

With a growing wireless network, we are extending network access to non-students and non-employees using our network for purposes other than its core purpose.
Recommendation

The upgrade to our network traffic monitoring system is now inclusive of mobile device discovery and operational use of authentication policies. We have seen a significant increase in access from our off campus neighbors specifically, in the areas adjacent to the Athletic Fields. During the summer we setup and tested authentication policies and functionality limiting testing to Academic Computing and Athletic Field(s) access points. The testing and methodology worked well and as designed. Therefore, Academic Computing is recommending the following authentication policy be established and enabled.

1. Students will have to authenticate to the campus wireless network and for all devices accessing the network. Students will continue to use their Mygateway userid/password credentials and will only have to authenticate once per semester.
2. Employees (Faculty and staff) will have to authenticate to the campus wireless network and for all devices accessing the network. Employees can authenticate using their campus Active Directory OR Banner/Mygateway userid/password credentials and will only have to authenticate once per semester.
3. “Guests” will have to authenticate providing a valid email address and phone number to verify identity and will be provided an access token for each session. Guest’s will be allowed access for three hours each of three sessions before being “Blacklisted”.
4. Long term “Guest” access for individuals visiting campus on a regular basis throughout the semester can be arranged through Academic Computing.

At the conclusion of each semester, the system will be reset and the authentication process will begin again. The only deviation to this process would be system issues requiring a system restart which would trigger the authentication process to begin again. It should be noted that Fullerton College has always required network authentication for students and employees. Further, District Information Services is using the same authentication methodology recommended here for their new wireless network. Attached is a screenshot of the authentication screen wireless users will see. It should also be noted that our process and authentication screen is very close to what the Anaheim Campus now has in force.
Educational Technology Steering Team Charter

Purpose
The Educational Technology Steering Team is advisory to the Vice Chancellor, Educational Services and Technology, and the District Director, Information Services. It advises the Vice Chancellor on the implementation and support of Educational Technology and advises Information Services leadership on educational technology initiatives and projects related to planning, operation, and support. The group works to improve educational technology District wide by collectively visioning, planning and implementation of educational technology directions, initiatives, projects, training and support.

Responsibilities
Team members are instrumental in providing insights on educational technology project priorities and strategies. Through mutually beneficial collaboration and sharing of information, the team influences plans for advancing the stability and use of educational technology that will have a positive impact on students throughout the district. The team:

- Reviews and assesses the educational technology landscape and reaches a collective vision for the use of educational technology District wide
- Reviews and recommends a plan to achieve the educational technology vision District wide that will include a component of District wide training and support in educational technology
- Works collaboratively with District IS and campus academic computing departments to collectively resolve technical issues surrounding educational technology use by faculty and students
- Provides communication with the TCC regarding:
  - District wide educational technology vision
  - District wide educational technology plan
  - Major technical issues and challenges surrounding the use of educational technology by faculty and students

Membership
The team consists of the following representation; other staff members will be included when needed.

- Vice Chancellor, Educational Services and Technology (Chair)
- District Director, Information Services
- Distance Education Coordinators – Cypress College, Fullerton College, and SCE
- Faculty representative-- Cypress College, Fullerton College, and SCE (2 members agreed to)
- Manager, Systems Technology Services – Cypress College, Fullerton College, and SCE
- Instructional and/or Student Services Dean -- Cypress College, Fullerton College, and SCE
- Student representative -- Cypress College, Fullerton College, and SCE

Operating Procedures and Guidelines
The Team meets as needed. Meeting summaries are prepared and distributed to team members.

Duration
This is a standing advisory team to the Vice Chancellor, Educational Services and Technology and the District Director, Information Services.
EyePax Parking Enforcement System

**Background:**

Last year Campus Safety submitted a request, through our campus One Time Funding process, to replace the aging parking permit machines. During that process a new system was found and researched that would eliminate the ticketing machines, save time, resources and save money. The new system is completely online using a vehicle license plate as the permit. Further research was conducted to also include the Student Services area staff in an effort to further test feasibility of changing the way parking permits are currently handled. We also presented the system to Anaheim Campus, Fullerton College and SCE key individuals charged with parking at their respective campuses. They have chosen to watch and see how our implementation plan progresses and works before making any decisions to come on board or not.

**System overview:**

1) The system is based upon License Plate Recognition (LPR) technology.
2) The vehicle license Plate becomes the parking permit.
3) Backend software is a full featured application that is modularized in support of the many offices that would/may require access to records and audit history.

**Advantages:**

1) Reductions in printing and mailing expenses for parking stickers and hangers.
2) Reductions in paper handling and processing of staff (employee) parking permits.
3) Reductions in human resource efforts to include:
   a) Bursar – reduction in addressing parking permit related issues.
   b) Reductions in students lining up to ask questions about permits.
   c) Campus Safety needs and activities to include:
      i) Continuous presence in lots performing enforcement duties.
      ii) Automated citation enforcement.
      iii) Automated/Real-time activities
         (1) Collections – phased approach in discontinuing the use of cash transactions for permits.
         (2) Auditing
         (3) Location tracking
         (4) Appeal processes
   iv) Registration of bicycles to include pictures
4) No changes to currently coded Banner/Mygateway processes and systems.
5) No physical changes in our current parking lot configurations.
6) Staff (Employees), students and visitors can access Cypress College Parking 24 X 7 via mobile app or webpage.
7) No additional user id/passwords necessary. Staff (employees) and students can authenticate with their campus/mygateway credentials.
8) Very few procedural changes in our current system would be necessary.

Disadvantages:

1) As a multi-campus district we had to come up with a way for the other sites to recognize our staff and student(s) within their systems of enforcement.
2) Not being able to bring all campus sites online as one system with three/four distinct identities.
3) The transition period is estimated at one year.

All things considered, this is a big change in the way we provide, enforce and maintain parking at Cypress College. In consideration of our sister sites and established processes, we have agreed to move forward with the new system fitting it into established practices, processes and procedures.
<table>
<thead>
<tr>
<th>#</th>
<th>Priority</th>
<th>Budget Unit</th>
<th>Dir</th>
<th>Item</th>
<th>Safety Y/N</th>
<th>Requested Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Library/Learning Resource Ctr</td>
<td>B</td>
<td>Library Database Funding</td>
<td>A</td>
<td>Funding to support the Math Learning Center and English Success Center (ESC)</td>
<td>N</td>
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<tr>
<td>2</td>
<td>Library/Learning Resource Ctr</td>
<td>B</td>
<td>Clockwork: DSPS Information Management System</td>
<td>A</td>
<td>Systems Thinking Online Tutoring</td>
<td>N</td>
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<tr>
<td>3</td>
<td>Library/Learning Resource Ctr</td>
<td>B</td>
<td>Update of Dental Clinic Equipment and Infrastructure to Ensure Instructional Technology, Equipment Safety, and Student needs</td>
<td>A</td>
<td>SCE Bridge Program: Develop a seamless transition between SCE and Cypress College</td>
<td>Y</td>
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<tr>
<td>4</td>
<td>CallWorks</td>
<td>C</td>
<td>SEM Division Critical Needs for Instruction and Student Success</td>
<td>A</td>
<td>Body Viz Visual Medical Solutions</td>
<td>N</td>
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<tr>
<td>5</td>
<td>Health Sciences</td>
<td>B</td>
<td>Revitalization of Student Learning Classroom and Lab</td>
<td>A</td>
<td>Wireless Network Upgrade Phase 2</td>
<td>N</td>
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<tr>
<td>6</td>
<td>CTE</td>
<td>A</td>
<td>Technology and Training Aids</td>
<td>A</td>
<td>Replacement of Campus Theater Audio Equipment</td>
<td>N</td>
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<tr>
<td>7</td>
<td>Fine Arts</td>
<td>B</td>
<td>Culinary Arts/ Pastry Arts Kitchen Technology</td>
<td>A</td>
<td>Artisan Deck Oven and Blast Chiller</td>
<td>Y</td>
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<td>8</td>
<td>Fine Arts</td>
<td>B</td>
<td>Montessori Science Ceramom Chamber and Technology Completion</td>
<td>A</td>
<td>Smart Classroom Update for TE3-112, TE3-118</td>
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<td>9</td>
<td>CTE</td>
<td>A</td>
<td>Physical Plant/M &amp; O</td>
<td>A</td>
<td>Major Upgrade of Fine Arts Lab Equipment</td>
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<tr>
<td>10</td>
<td>Physical Plant/M &amp; O</td>
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<td>Custodial Equipment</td>
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<td>Athletic Training/Payroll Kinesiology Supplies</td>
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<td>11</td>
<td>Physical Plant/M &amp; O</td>
<td>A</td>
<td>Fitness Lab Equipment Replacement</td>
<td>A</td>
<td>Athletic Training/Payroll Kinesiology Supplies</td>
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<td>12</td>
<td>Physical Plant/M &amp; O</td>
<td>A</td>
<td>Athletic Training/Payroll Kinesiology Supplies</td>
<td>A</td>
<td>Plumbing Equipment</td>
<td>Y</td>
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<tr>
<td>14</td>
<td>Health Sciences</td>
<td>B</td>
<td>Classroom Furniture for Health Science Rooms</td>
<td>A</td>
<td>Darkroom Enlargers</td>
<td>Y</td>
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<tr>
<td>15</td>
<td>Fine Arts</td>
<td>B</td>
<td>Campus Safety Communications and Record Keeping Modernization</td>
<td>A</td>
<td>Two Campus Safety Utility Vehicles</td>
<td>Y</td>
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<tr>
<td>16</td>
<td>Physical Plant/M &amp; O</td>
<td>A</td>
<td>Hydro Station Window Cleaning System</td>
<td>A</td>
<td>Changing Classroom Classroom Furniture for Hum-315, Hum-333 and Hum-335</td>
<td>Y</td>
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<td>17</td>
<td>Campus Safety/VSP</td>
<td>B</td>
<td>Campus Safety Vehicle</td>
<td>A</td>
<td>Athletics Hall of Fame and 50th Anniversary Marketing</td>
<td>Y</td>
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<tr>
<td>18</td>
<td>Athletics &amp; PE</td>
<td>B</td>
<td>Athletics Hall of Fame and 50th Anniversary Marketing</td>
<td>A</td>
<td>Replacement Window for Applications Office</td>
<td>Y</td>
</tr>
<tr>
<td>19</td>
<td>Health Sciences</td>
<td>B</td>
<td>Replacement window for Applications Office</td>
<td>A</td>
<td>Replacement window for Applications Office</td>
<td>Y</td>
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</tbody>
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Passed Resolution
First read: CCAS Mtg 9/10/15
Second read with passing vote: CCAS Mtg 9/24/15

9/10/15

Whereas, Title 5 §53200-204 and NOCCCD Board Policy and Administrative Procedure 2510 establish and confirm that the NOCCCD Board of Trustees and the campus administrators will rely primarily on the Academic Faculty to create, revise, and oversee their own discipline specific curriculum;

Whereas, any campus curriculum decisions must be made with primary reliance on discipline specific faculty and follow the established campus curriculum process in order to protect transparency and ensure adherence to Title 5 and Board Policy;

Whereas, the Cypress College Academic Senate expects the Cypress College administration to follow the established campus curriculum process and uphold the primacy of faculty in matters of pedagogy and curriculum, including seat count;

Be it resolved that, the Cypress College Academic Senate rejects any changes, additions, and/or alterations to any course curriculum enacted outside of the established campus curriculum approval process, including seat count and/or class size changes as opposed to relying on past practices.

And, be it resolved that, the Cypress College Academic Senate President read this motion at the next NOCCCD Board of Trustees meeting immediately following approval.